

The Teaching of Writing

at Northwood Primary School

In Apple Class our children embark on the amazing journey of learning to write. From mark making, pencil grip and letter formation in reception to complex sentence structures, grammatical accuracy and consistency across a wide range of writing genres in Year 6, this journey is immense.

Here at Northwood, we consider each writing opportunity to be a journey in itself, and a chance for each child to express their own unique ideas, their knowledge and their emotions. As with reading, the values and vision of our school are at the forefront of our writing curriculum - our intent being to equip children with the models, skills and practice and opportunities needed to become creative and independent writers with the passion and resilience to succeed.

Our writing intent for all:

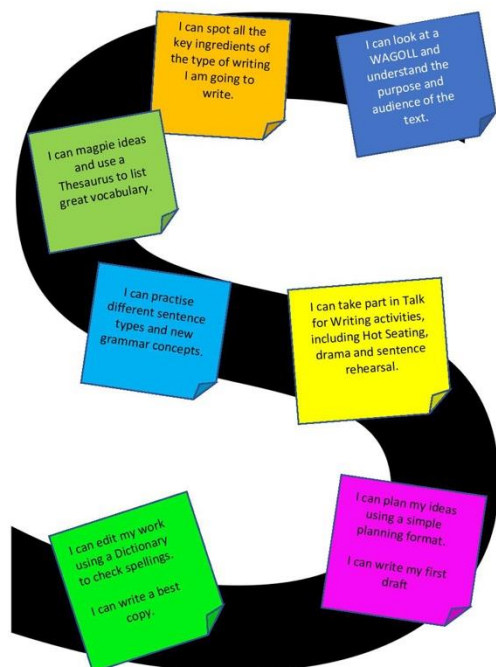
- Can write coherently and creatively, adapting their language and style for a wide range of purposes and audiences
- Can show a secure understanding of grammar concepts taught at each stage of a Writing Journey
- Can acquire a wide and ambitious vocabulary
- Can use a Dictionary and a Thesaurus to check or improve their work
- Can spell new words by applying the rules taught and using the strategies learned when needed
- Can develop a neat, joined handwriting style by the end of Year 6
- Takes pride in the presentation of their work
- Can independently identify their own areas for improvement
- Can edit and redraft their own writing

Implementing the writing curriculum

Almost all of our Writing Journeys work alongside or following a Reading Journey in which the children have become immersed in a core text. (See Reading Overviews and Writing Task Overviews for each year group). This means that the children will already be equipped with any background knowledge needed and a bank of vocabulary to assist with their own ideas.

The Writing Journey itself is then broken down into steps as shown in the generic plan for any writing journey below.

The Writing Journey



1. Preparing to write- the lead up:

- A WAGOLL (What A Good One Looks Like) is often used at the start of a writing journey. Children will be encouraged to notice what type of writing they have been presented with, the purpose, the intended audience and the various features used in the particular type of writing.
- Talk for Writing is deeply embedded in our teaching, and children will be given opportunities to develop their spoken language in activities such as vocabulary building, hot-seating, role play, vocabulary building- including Thesaurus work from Year 3 onwards, and sentence practice and rehearsal.
- This stage also includes explicit teaching of any new grammar or punctuation relevant to the task and retrieval practice opportunities for prior learning.
- Children complete planning sheets to record their ideas for writing.

2. During the Writing Journey:

- A quiet, calm environment for writing is established. Children recap the many steps that have been made as part of the Writing Journey so far. They know that this is their opportunity to show their creativity and learning.
- Most classes will have a Help Desk set up if needed.
- Some children may produce a shared or guided piece of writing with support.
- All children are encouraged to take pride in the presentation of their work.

3. After Writing:

- All children from Year 3 upwards are encouraged to use a Dictionary to check spellings.
- All children from Year 2 upwards are encouraged to make improvements to their work.
- Self and peer-assessment opportunities to review the writing process.
- All children have the opportunity to redraft their writing.
- Celebrate the outcome and the end of the Writing Journey.

Assessing Writing

Writing will be assessed using the differentiated Assessment Focus sheets for each year group.

