



"Don't forget – no one else sees the world the way you do, so no one else can tell the stories that you have to tell."

Charles de Lint



Why do we teach writing?

We teach writing to empower children with the ability to communicate and express themselves clearly for different purposes and audiences, to explore their understanding of the world and to create new worlds.

At the Meadows, our aim is to ensure that our children view writing as a way to creatively express themselves and ensure that their voices are heard by our school family and the wider world. Children's writing is always purposeful and written for a real audience so that the children feel a deep sense of pride for their work.

The foundations of writing are underpinned by the children's reading experiences and the honing of verbal communication. The children's writing journey begins in the early years when mark-making is encouraged. They discover that writing is used to communicate ideas and they begin to link the letter shapes of our alphabet to sounds they hear. As they practise over time, children verbally rehearse what they want to say and learn how to write down their words of choice.

The teaching of vocabulary, appropriate sentence structures and grammar in a sequenced progression ensures that learning happens step-by-step and new learning builds on what children already know.

By the end of Year 6, our children will be able to:

- **use writing to communicate in different ways**
- **use the knowledge gained through writing sessions to write, in legible, cursive handwriting**
- **write for a range of purposes and audiences**
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- **edit their own writing and correct spelling and grammar choices independently**
- **use their writing to create new worlds in which they can demonstrate who they are and celebrate their individuality.**

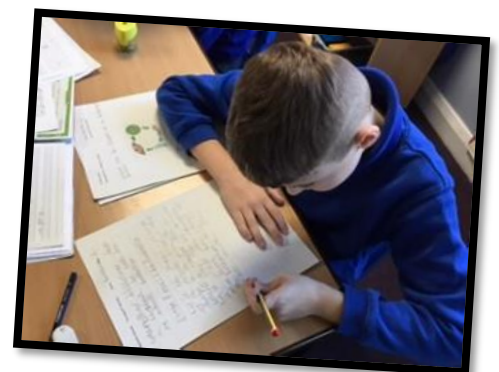
How do we teach writing?

Long-term plans, alongside The Meadows Writing Sequence and grammar progression documents are used to ensure children will be exposed to a range of writing styles. Each year, the children will revisit and develop the key knowledge required for them to be able to write for a range of purposes and audiences. Through the use of Talk for Writing, our children are immersed in fun and engaging writing sessions in which modelling and practice is key.

Exemplary modelling is the starting point of writing and is achieved through the sharing and analysing of high-quality texts and vocabulary and the knowledge and passion of our staff who demonstrate to children how to take their ideas and craft them into creative and concise pieces of writing.

The following diagram shows the process that is followed in teaching so that good practice is modelled and children are encouraged to follow with increasing independence.

The use of ‘Monster Phonics’ in EYFS and KS1 expose children to a range of graphemes which enable them to make phonetically plausible spelling choices. In KS2, children use ‘Superhero Spelling’ to develop and secure increasingly difficult spelling rules and patterns, which they are then able to use independently. Termly ‘Write Aways’ are used to ensure that children are given the opportunity to write at length and take ownership of their writing.



How do we measure success?

Our long-term plans and progression documents set out expectations for learning in each year group, and the specific knowledge children will learn for a range of genres. At the end of the teaching sequence, children participate in a ‘Write Away’ task in which they must independently demonstrate and apply the knowledge they have gained and this is used to assess children’s progress. Misconceptions and gaps in understanding are then addressed by teachers and achievements are celebrated. Next steps in learning are identified and where necessary, bespoke interventions are put in place to ensure all children acquire the required

knowledge to be successful writers. At the end of each academic year, teachers complete an assessment of children's writing attainment, and this is matched to national curriculum expectations.

Our writing leader supports staff in the assessment process through frequent writing moderations and takes an overview of whole-school attainment which enables her to identify groups and individuals that may require further support to succeed. She monitors the curriculum by reviewing children's work (both formal and informal), moderating alongside other settings to ensure that judgements are sound, visiting teaching sessions when possible and talking to staff and children about learning that takes place.

For further documentation regarding writing at the Meadows, please see:

- Writing at the Meadows – Scheme of Work
- The Meadows Writing Progression
- The Meadows Writing Knowledge Organiser
- The Meadows Detailed Curriculum Overview
- The Meadows Grammar Overview



Planning for Learning

