



Writing Rationale

At Beechwood Church of England Primary School, we believe that writing is a fundamental skill for all children. Reading and Writing sit at the heart of the primary curriculum and at Beechwood we value our children's right to be literate and to enjoy literature. Our Writing curriculum enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. We aim to inspire children to become enthusiastic and accomplished writers by developing the skills and knowledge that they will need to enable them to communicate effectively and creatively through spoken and written language. As writing is central to children's intellectual, emotional and social development, it has an essential role across the curriculum and helps children's learning to be coherent and progressive. Our desire is for children to enjoy and appreciate literature and its rich variety, therefore children are exposed to a number of diverse, high quality texts throughout their school life. These texts serve as a stimulus for a variety of writing opportunities which are taught through our writing process.

Writing Process

At Beechwood, we follow a writing process as identified below:



This process is cyclical and could move through more than one rotation depending on the number of times the children have learnt this genre previously. There is no set time constraint for how long a particular unit will take, but the children will always follow this process in the same order. The children are exposed to the language of each stage and are familiar with the terminology.

Writing Purpose

We believe that children need to be clear about the audience and purpose for their writing so that they understand who they are writing for and why they are writing. Children need to understand that writing is a form of communication, therefore needs to be purposeful. Children also need to know that, in general, there are 4 purposes for writing. These are:

- Writing to inform
- Writing to entertain
- Writing to persuade
- Writing to discuss

Children at Beechwood are familiar with this language and teachers always start a unit of writing by discussing with children what the purpose of their writing will be. They discuss the following points:

- We are writing ...
- We are writing for ...
- The purpose of our writing is ...
- In the future, this will help us ...

Within each purpose, children will learn about different genres. The progression through these different genres is shown in the table below:

	To inform	To entertain	To persuade	To discuss
Year 1 and 2	Recount Postcard Instructions Reports	Stories Descriptions Poetry	Letter	
Year 3 and 4 (LKS2)	Explanation Recount Newspapers Report	Narrative Description Poetry	Adverts Letters	
Year 5 and 6 (UKS2)	Reports Biography Newspaper Recount	Narrative Descriptions Diary entries	Advertisements Speech	Arguments Discursive Newspaper Review

Children also need to have a clear understanding of what they will be writing about and the background content they will need in order to write effectively. Therefore, most of the narrative and fictional writing our children create, is based on the class's quality text and/or myths and legends that they will have learnt linked to the historical or geographical content within the wider curriculum. (See Quality Text overview.)

Expectations

Children are aware of the non-negotiable writing features for their age and if a child has achieved these expectations previously, they are not expected to write in a standard below this.

All lessons must have a learning objective and success criteria, so children are aware of the desired learning outcome and how it can be achieved. These are shared with children at the start of a lesson and/or throughout the duration. In upper KS2, children are encouraged to develop their own success criteria to ensure they understand why certain criteria needs to be included in order to make their writing better.

At the end of a lesson, children will also be expected to self-assess their work against the success criteria and use this to inform their own 'child' comment that is written for each lesson.

For all lessons, table top resources are made available for all children to access and support them. This may include: dictionaries, thesauruses, word mats, speed sound cards, letter formation examples, grammar and punctuation supports and more.

Children at Beechwood are taught cursive handwriting across the school which should be evident in all of their written work. Both staff and children are expected to use cursive handwriting at all times in their books, but should also be exposed to a range of different fonts and typographies.

Spelling, Grammar and Punctuation is taught within the given context of each writing unit. Teachers plan a range of spelling, grammar and punctuation games and activities focusing on children's next steps for learning as identified by assessment for learning opportunities and based on, where possible, the quality text or topic.

Writing in other areas of the curriculum is a good way of seeing if children are applying the skills taught in English lessons to other areas. Where children complete an extended piece of writing in a Topic or R.E. book it should have clear success criteria and the year groups non-negotiable should be referenced. The same standard of writing is expected within every lesson.

Assessment

Children have writing assessments each half term and the formal feedback from their class teacher informs them, so they are clear about what they have achieved and what they need to do to make their writing more sophisticated.

Feedback is given on a periodic assessment sheet which is completed throughout the academic year. Teachers tick objectives to indicate those achieved and any objectives which have not been achieved are left blank. This then helps to inform the children what they need to do next in order to achieve.