



Writing

Overall Intent:

At Bloemfontein Primary School, English and the teaching of English is viewed as being at the foundation of our curriculum. Our main aim is to ensure every single child becomes primary literate and makes successful progress in the areas of writing, speaking and listening. We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions in a thoughtful, concise and articulate manner. We strive for our children to acquire a wide vocabulary as well as a secure understanding of grammatical concepts and features to write clearly, accurately and coherently - developing the ability to adapt language and style for a range of contexts, purposes and audiences.

Our vision is for creativity to be at the forefront of our English curriculum so that the curriculum is covered, and children learn new skills and techniques, in a fun, engaging and relevant way. Through high-quality supporting texts and materials, we aim to immerse children in vocabulary rich learning environments which serve to stimulate children's imaginations and creativity, developing, overtime a love of creative writing as well as purposeful speaking and listening.

Ultimately, we believe consistency and well-taught English is the bedrock of a valuable education. At Bloemfontein, we work diligently to ensure that the teaching of English is purposeful, robust and shows clear progression for all children.

EYFS Implementation:

Within the setting of EFYS, a large proportion of learning and therefore development and progress are monitored and reviewed through the concept of learning through play rather than through formalised learning. Children are therefore, actively encouraged to develop their curiosity and creativity through play which quickly looks to develop essential aspects of English in terms of speaking, listening and all-round communication.

Throughout English sessions, children are openly encouraged to move from activity to activity to develop the aforementioned skills based on their interests or take part in more focused and guided sessions around a particular theme or topic – again, based as much as possible, on children's interests, interaction and role-play.

Through focused observations, conversations and discussions during child-lead play, children are encouraged to form and hold ideas and opinions – expressing them verbally. Any misunderstanding or errors being corrected by supporting adults. Children also have access to paper and whiteboards to

record ideas while completing activities and are encouraged to record words accurately using taught sounds and phonetic knowledge – either practised previously or as part of a current focus.

In addition, children are also taught to develop the correct pencil grip and writing posture during adult input during play sessions and receive modelling on how to form letters through a number of strategies including focused mark/letter formation, tracing of letters, rhyme and finger tracing.

Key Vocabulary:

- Phoneme
- Grapheme
- Capital Letter
- Finger Spaces
- Full Stop

Specific resources:

- Story Scribing
- Phase 2 Phonics – Tricky Words
- Writing Models
- Writing Scaffolds

Key Stage 1:

Throughout Key Stage 1, English is taught as discreet one-hour lessons each day. Children work towards the production of a piece of writing around a specific genre which either links to their class text, or another of area of the curriculum tied into a specific theme or topic on either weekly or bi-weekly. We ensure that each year group covers the explicit grammar and punctuation objectives required for both the previous and current age groups. The grammatical skills and techniques covered weekly, or bi-weekly are in-turn, directly linked to the specific writing focus, which have been devised to be as stimulating and relevant as possible.

In order to expose children to a variety of genres, writing opportunities are carefully selected for each year group and covered cyclically to produce a clear writing journey and demonstrate progress across the year. Work in the autumn term is largely supported and modelled to develop understanding of new skills and techniques while embedding previous learning. In the spring term, children are expected to become more independent in the use of taught skills although models and scaffolds are still available to a lesser degree. By the summer term, the aim is for children to become independent writers based on end-of-year expectations, who are capable of applying relevant skills confidently as well as competently to a variety of writing opportunities.

To support children's creative writing journeys, class texts are carefully chosen to broaden children's vocabulary and language choices as well as

their appreciation of well-written English in its many guises. When working on genres, children are supported by both classical children's literature as well as more contemporary stories.

As well as the teaching of explicit English objectives, we also look able to embed opportunities to develop key writing skills throughout the year during cross-curricular writing opportunities to ensure that children have as many opportunities as possible to achieve and develop their interest in and love of all types writing.

Key Vocabulary:

Noun / Verb (Regular and Irregular) / Verb to be / Adjectives
Comparative Adjectives (also known as adverbs) / Superlative Adjectives
(also known as adverbs) / Conjunction / Clauses / Phrases (noun,
adjectival, prepositional) / Preposition / Expanded noun phrases /
Capital Letters / Full Stops / Question Marks / Exclamation Marks
Personal Pronouns (including I) / Singular / Plural / Past Tense (including
Past Simple & Past Progressive) / Present Tense (including Present Simple
& Present Progressive) / Statement Sentence / Question Sentence /
Command Sentence / Exclamation Sentence / Co-ordination (and co-
ordinating conjunctions) / Subordination (and subordinating conjunctions) /
Simple Sentence / Compound Sentence / Complex Sentence /
Apostrophe / Contraction (also known as omission) / Singular Possession /
Consonant / Vowel

Specific resources:

- Class Text
- Writing Frames
- Writing Models
- Writing Scaffolds
- Exemplars

Key Stage 2:

English is taught as discreet one-hour lessons every day. Every week (or bi-

weekly), children work towards the production of a piece of writing around a specific genre which either links to their class text, or another of area of the curriculum tied into a specific theme or topic. We ensure that each year group covers the explicit grammar and punctuation objectives relevant to each age group and writing style while also embedding learning that has taken place previously. The grammatical skills and techniques covered weekly or bi-weekly are in-turn, directly linked to the specific writing foci which have been devised to be as stimulating and relevant as possible.

To expose children to a variety of genres, writing opportunities are carefully selected for the needs of requirements and each year group and covered cyclically to produce a clear writing journey and demonstrate progress across the year. Work in the autumn term is largely supported and modelled in order to develop understanding of new skills and techniques while embedding previous learning - extending where possible, or relevant. In the spring term, children are expected to become more independent in the use of taught skills although models and scaffolds are still available to a lesser degree. By the summer term, the aim is for children to become independent writers based on end-of-year expectations, who are capable of applying relevant skills confidently as well as competently to a variety of writing opportunities.

To support children's creative writing journeys, class texts are chosen to broaden children's vocabulary and language choices as well as their appreciation of well-written English in all its many guises. When working on genres, children are supported by classical children's literature as well as more contemporary stories and tales.

As well as the teaching of explicit English objectives, we also look able to embed opportunities to develop key writing skills throughout the year during cross-curricular writing opportunities to ensure that children have as many opportunities as possible to achieve and develop their interest in and love of all types writing.

Key Vocabulary:

Article / Determiner (all types) / Co-ordination (including co-ordinating conjunctions) / Subordination (including subordinating conjunctions) /

Adverbs of Time (Order) / Prepositions of Time / Clause / Phrase /

Language Features / Presentational Features / Headings / Sub-

Headings / Paragraphs (including TipTop and Hamburger) / Past

Perfect / Present Perfect / Auxiliary Verbs (also known as helping or supporting verbs) / Adverbs / Direct Speech & Inverted Commas /

Reporting Clause / Indirect or Reported Speech / Plural Possession /

Standard English Verb Inflections / Formal English / Informal English /
Adverbials (Manner, Time, Place & Frequency) / Fronted Adverbials /
Pronouns (Full Range) / Apostrophes for Possession / Adverbs of Possibility
/ Modal Verbs / Relative Clauses / Conjunctive Adverbs / Parenthesis
(including brackets, dashes and commas) / Commas for clarity / Passive
Voice / Active Voice / Subject Verb Agreement / Subject / Object / Verb
(Infinitive) / Subjunctive Forms or Voice / Ellipsis / Colon / Semicolon /
Bullet Points / Hyphens (for clarity) / Synonyms / Antonyms

Specific resources:

- Class Text
- Writing Frames
- Writing Models
- Writing Scaffolds
- Exemplars
- Dictionaries
- Thesauruses
- Literacy Shed
- CPG Books

Enhancements/experiences:

- Digital Literacy
- Photography
- Author Visits (virtual visits)
- Author Webinars
- Trips (Linked to class texts/wider topics)
- Excursions (Linked to class texts/wider topics)
- Wider Curriculum
- Visitors (linked to wider curriculum)
- Forest School
- The 'Font' Farm
- Writing Competitions

Impact:

The impact on our children is to be reflected in the following ways:

- Clear progression
- Sustained learning and transferrable skills

With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

We hope that as children move through their education, a creativity and passion for English travels with them, and continues to develop as they develop.

Further measures of impact will be assessed through the following:

- Work in books
- Writing Accuracy (including basic skills)
- Writing stamina
- Observations
- Moderation (Internal/External)
- Work scrutinies
- Discussions with children
- Focus groups (with children's involvement)
- Evidence of the transfer of skills across the curriculum

- **See attached progression document**