



Teaching Writing at Friezland

At Friezland Primary School, we understand that literacy and communication are key life skills and that literacy is at the heart of all children's learning. We want our children to leave primary school as confident and skilled readers, writers, listeners and communicators. Emphasis on this starts in Reception and continues right the way through to Year 6.

Non-Negotiables

- We teach children to form letters correctly: Pre-cursive from Reception through Year One and lead into cursive from Year Two.
- We teach the correct pencil grip and sitting position - supporting children with pencil grips, wobble cushions, writing slopes or left handed writing mats where necessary.
- We teach handwriting regularly according to the school guidance.
- All adults model the cursive handwriting style when writing children's books, on working walls and for displays.
- In EYFS and Key Stage One, we teach spelling daily based on the Essential Letters and Sounds programme, according to the school guidance.
- In Key Stage Two we teach spelling rules and patterns every week, according to the National Curriculum appendices, in discrete lessons, during handwriting lessons and interwoven in English lessons.
- English Long Term Plans for Year A and Year B identify writing genres (text types) and quality texts which should be covered each term. Medium term plans for each half term identify where children should produce cross-curricular writing.

The sequence for teaching writing is as follows:

- Immersion in the quality text, topic or memorable experience. This might include reading, drama, role play, investigation, visit, visitor, film, research etc.
- Familiarisation with the text type - teachers use quality models, either pre-written and checked/edited to suit the level expected of the children OR write their own.
- Identification of the key text features: structure, language and links (openers & connectives). This is shared on the working wall.
- At this stage, teachers may use the Talk for Writing strategy to enable the children to learn a model text - internalising the structure, language and links - which will support independent writing later on. This is most suitable when introducing a new text type and is expected in EYFS & Key Stage One, reducing in Years 3 & 4.
- Teaching of specific grammar, vocabulary, spelling and punctuation required for the text type. Worked examples are shared on the working wall.
- Planning using an IPEELL planning frame (progressing from whole class to group to individual by the end of KS2) including teacher modelling how to plan.
- Modelled writing by the teacher which specifically includes: how to convert the plan into writing and how to apply the specific grammar, vocabulary, spelling and punctuation learning. Teachers usually pre-write their model, or extracts of it, prior to modelling.

- Children write their version - the sequence of model/write may continue over a series of lessons.
- Teacher gives children feedback on their writing (written or verbal) according to the school's feedback and marking policy.
- Children respond to the feedback to edit and improve their writing - the sequence of feedback/responding may take place over a series of lessons.

Independent Writing

- This could be a fresh stimulus or edited and improved work.
- The teacher refers children back to working walls and previous writing.
- If relevant, children plan their own writing using an IPEELL planning frame.
- Children write independently making use of any working walls, word banks, dictionaries and pre-learned models to support them.
- This piece of writing can be done in the Independent Writing book from the beginning OR can be written up into the Independent Writing book at the end of the sequence *but teachers must not make corrections*.
- **These pieces of independent writing should be used to assess the children's writing progress. Children have at least two opportunities to complete an independent piece of writing each half term.**