

**Writing**

**at Sharlston Community School**

**Intent**

Our writing curriculum is designed to support all of our children to become confident, articulate, and independent writers. The teaching of writing is underpinned by a broad range of high quality fiction and non-fiction texts, which model effective writing, with a specific purpose and audience, and develop children’s understanding and appreciation of different genres. By recognising the extent to which writing influences all aspects of our daily lives, we want children to understand that writing is an essential life skill.

**Implementation**

In EYFS there is clear focus on pre-writing skills. Teachers in KS1 prioritise transcription skills: handwriting, spelling and basic sentence structure. Composition is taught all the way through school. We teach the National Curriculum, supported by clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately. Writing is taught as a collaborative process, so that children can support one another through the different stages of writing.

Teachers ensure that children understand that each piece of writing has a clear purpose and a specific audience and it is coherent. Writing is predominantly underpinned by rich and varied reading materials linked to the wider curriculum; other hooks for writing include video clips, school trips, special events and visitors to school.

When planning for writing, teachers have a clear vision of the end outcome. They provide WAGOLLs and model effective writing throughout the teaching sequence. Reading models provide a bank of rich vocabulary to increase and enhance the pupils’ language skills as a starting point for every piece of writing.

Sentence structure is taught progressively so that children develop a deep understanding of the effect of a single-clause and a multi-clause sentence. Children become increasingly confident applying a range of sentence types in their independent writing, considering impact on purpose, audience and cohesion.

As writers, children give careful consideration to their planning before they write. This ensures that they are fully prepared with all the tools they need to start writing independently. Oral rehearsal is an integral part of the whole writing process, but particularly within the planning phase. Where appropriate, finished pieces are orally presented, published or shared with the intended audience.

**Impact**

At Sharlston, children see themselves as real writers and experience writing as an enjoyable, interesting and meaningful process, which enables them to communicate effectively, succeed in life and make a positive contribution to the world around them. They confidently write a range of genres to a high standard and apply these across all areas of the wider curriculum.