

WRITING AT THRUPP

INTENT

At Thrupp School, we aim to develop a positive attitude to writing and to equip the children with the skills they need to communicate through writing by encouraging them to aspire to a range of authors. Through text-based writing units, we aim to provide our children with the knowledge and skills that a writer needs and to be resilient in using these to be able to write for a range of contexts, purposes and audiences in a variety of styles and forms. This includes composition, transcription (spelling and handwriting) grammar and punctuation within a range of fiction, non-fiction and poetry text types. All elements of writing are also applied across the curriculum.

IMPLEMENTATION

Our approach to teaching writing is an equitable one: we provide research-informed universal provision and additional 'targeted' academic strategies for those children at risk of underachievement. This way we can be sure that our writing strategy is built around inclusivity, aspiration and curiosity.

We have created a clear long-term plan which ensures breadth and progression across the school. This overview is underpinned by high quality visual texts (picture books, images, films) and linked to class topics wherever possible and appropriate, to ensure our children are inspired to write imaginatively and inventively and for a range of purposes and audiences. Our long-term plan divides written outcomes into four main purposes: to entertain, to inform, to argue and to explain. Children have the opportunity to write in all forms across the year (with a narrative and non-fiction written outcome every term) and teachers use text type progression documents to ensure the knowledge and understanding of these forms is developed. The long-term plan also maps out termly writing milestones for each year group to ensure key concepts are taught, revisited and embedded.

EYFS

In Nursery, early writing skills and motor skills are developed in a wide range of ways to prepare children for starting school. In Reception, we use **Drawing Club** to inspire our writing. Each fortnight, through a focus story or animation, the children learn new vocabulary linked to this text through actions. The teacher models their own drawing, whilst thinking aloud to explain what they are drawing and using key vocabulary. The teacher also models creating their own code. The children are then 'invited' to drawing club in groups of up to 5 where they draw a character, setting or innovate an 'adventure'. They use their magic pencil to write a code to make something happen to their drawing. The code expectations evolve over the year - beginning with single letters and sounds, moving onto CVC words and eventually a sentence.

Key Stage One and Two

From Year 1 to Year 6, we plan writing sequence based on a text. As well as fiction, this can include poems, non-fiction, animations and short films. These texts are progressive and organised across the school in our long-term overview.

Our writing sequence begins by immersing the children in the text and then follows the steps of the writing process: gathering ideas, planning, drafting, writing, evaluating, editing and proofreading. The sequence moves from teacher led to collaborative to pupil led writing opportunities. In writing lessons, we use the I do/We do/You do model in our teaching to ensure that children are exposed regularly to live modelling and worked examples. We use the try/use principle for teaching and applying grammar skills within our writing units. This is supported by our bar modelling to code sentence types. Regular class conferencing and feedback about writing is core to our writing sequence and ensure that children are able to evaluate and edit their work.

Cross-curricular Writing

We have a connected curriculum at Thrupp and, where possible, we link our English units to other curriculum areas. Our long-term overview includes planned opportunities for writing in other curriculum areas where children can apply the text types they have been learning in English.

IMPACT

By the end of their time at Thrupp School, children will be able to write at a standard in line with their age-related expectations across the curriculum. They will be able to write clearly and accurately and adapt their language and style for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, pupils at Thrupp Primary School will enjoy writing and view it as relevant and purposeful, and will be well equipped for the rest of their education.

SPELLING AT THRUPP

INTENT

At Thrupp, we believe that spelling is a fundamental skill that supports students' development in reading, writing, and communication. Our spelling curriculum, with a phonetical approach at its core, is designed to help children become confident and accurate spellers, with a clear focus on the application of phonics, spelling patterns and rules. We aim for children to foster independence in spelling through regular practice, focused learning, and the use of spelling strategies and to ensure children understand the importance of accurate spelling in communication and expression.

IMPLEMENTATION

Spelling is taught from Reception as part of our systematic phonics programme (**Little Wandle**) which moves the children from observing the teacher demonstrate the identification of phonemes in spoken language first, to understanding how these are represented by letters and graphemes and finally segmenting words into phonemes for spelling.

Once children have completed Phase 5 of the Little Wandle (by the end of Year 1), they move onto Little Wandle Spelling which provides a seamless link from the core Little Wandle programme to teaching spelling in Year 2.

In Key Stage 2, spelling continues the phonetical approach and is taught discretely in year groups once a week using the **Spelling Shed** programme of study. This programme consolidates and builds on the early teaching of phonics and provides opportunities for a more focused teaching of spelling strategies, conventions and rules.

Spelling Shed also has online games which children use at home to support their learning in school. Teachers can assign word lists to each student so that they can practise them at home. This is also used to give targeted support where it is needed.

We ensure that children are able to reflect on and improve their own spelling skills through peer and teacher feedback. Spelling is talked about and applied across the curriculum and the children have regular opportunities to practise, apply and revise key words.

IMPACT

Through our approach, we aim to equip the children at Thrupp with the tools they need to become successful, independent spellers who are able to communicate effectively in all areas of life. They will have a range of strategies to enable them to be confident to spell new words and they will achieve a standard of standard in line with their age-related expectations across the curriculum.