



At Gooseacre we understand that writing is a fundamental skill which feeds into all aspects of the curriculum and further life. It is important to us that children approach writing with pleasure and pride, and we strive to provide opportunities to enrich children's writing through sensory activities, role play and publishing. Children explore a wide range of fiction and non-fiction texts for key features, and learn how to effectively integrate these into their own writing. At every step of their writing journey, children will be aware of the purpose and audience of their writing.

Phonics/ Early writing

During Read, Write Inc. phonic lessons, children complete a range of different writing activities to develop their skills. Hold a sentence is an activity that encourages children to remember a whole sentence while focusing on spelling and punctuation. Build a sentence gives children the opportunity to create their one sentence that shows the meaning of a word and the editing activities allow children to critique a sentence using their knowledge of spelling, punctuation and grammar.

Whole class writing sessions- Y2-Y6

Teachers plan writing modules using Literacy Tree texts as a foundation. It is important to us that all writing stems from a high quality age-appropriate text. From here teachers complete an S plan

to ensure the key features on the writing journey are in place. A simplified version of this S plan is displayed for the children in the class and each step of the journey is discussed.

Each writing unit begins with an engaging hook which stimulates the children and immerses them in the context and world in which the book is set. From here key grammatical and language features are explored, interspersed with shorter writing outcomes. Finally, a published piece is produced which the children can take pride in and which is celebrated within the class and beyond.

Spelling

During Read, Write Inc sessions, children practise spelling words with the new sound they are learning and previously taught sounds daily. When children are off the programme, they focus on weekly spelling lists from the sounds and syllables scheme. This scheme focuses on blending children's phonic knowledge with aspects of etymology, morphology and syllable use to gain a greater understanding of how spelling works.

Children have two dedicated spelling sessions per week, with the added expectation that spellings will be practised at home.

Assessment:

- Termly assessment against the Astrea writing grids
- No More Marking assessments once per year
- Ongoing informal assessments during writing sessions to inform next steps in planning.