



Writing Philosophy

At BEBCMAT we believe that in order for children to thrive as writers, they must acquire writing skills in a carefully-sequenced way. Children receive explicit writing instruction. Throughout the school, great stress is placed on sentences acting as the building blocks upon which all writing is based. Within the writing process, the note taking and editing stages are seen as the most critical tasks. Pupils are encouraged to make clear and thorough plans to guide their writing. They are also taught to take great care when editing to ensure ideas have been communicated with clarity and accuracy. Reducing the huge cognitive load that writing can bring by carefully compartmentalising the different stages is seen as being of huge importance.

Early Years

Throughout their Early Years journey, children are provided with a variety of sensory and physical experiences to support fundamental motor skills development in preparation for a fluent writing style. Children are encouraged to develop their pencil grip, using a tripod grip in most cases. Children are taught to identify and write recognisable letters through carefully structured phonics sessions. The expectation is that children spell words by identifying sounds in them and represent words with a letter or group of letters. By the end of Reception, children are expected to write simple phrases and sentences that can be read by others. Children are provided with a range of meaningful opportunities to apply writing skills independently.

Key Stage 1

In year 1, the priority is for the children to leave the year group having a good understanding of the components of a sentence. Children are taught that most sentences require a subject and a predicate in order for them to be complete. Children receive copious opportunities to build up this understanding, both practically and in writing. The objective in year 1 is for children to be able to write complete sentences, including with the use of the basic conjunctions *and*, *but*, *because* and *so*.

When they move into year 2, children are taught to build upon the knowledge of sentence structure that they have by putting together single-paragraph compositions. The sentences within the paragraphs are carefully sequenced using single-paragraph outlines. Children are taught to write simple, well-structured first drafts, before developing their writing by thinking carefully about the audience they are writing for.

Key stage 2

In lower Key Stage 2, children continue to work on producing quality paragraphs. They are taught to expand their repertoire of sentence types, and to transition between sentences effectively.



Writing Philosophy

When writing stories, children write lengthier compositions. Children are taught to make clear and thorough notes, before producing simple first drafts. They then develop their writing further, taking into account purpose and audience.

In upper key stage 2, pupils move to developing longer compositions. There is an even greater emphasis on cohesion across sentences and paragraphs at this stage. Children are taught to write effective introductions, and topic sentences for paragraphs, independently.

Purpose for Writing

Clear and authentic purposes for writing are chosen by class teachers to inspire the children to produce their best work. Compositions are often based on reading canon texts or educational visits.

Grammar and Punctuation

Grammar and punctuation are taught within the context of the writing units rather than in standalone lessons. Teachers carefully sequence learning around the writing genre, taking into account aspects of grammar and punctuation that fit.

Spelling

National curriculum spelling patterns and word lists are taught throughout the school. Each set of patterns and word lists have been split between the year groups they are aimed at, i.e. year 5 and 6 focus on half of the upper key stage 2 spellings each. Weekly spelling tests are conducted in each class.

Speaking and Listening

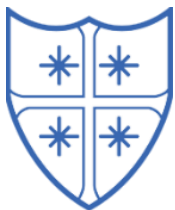
Teachers model quality speaking and listening. In writing, chances to share and develop ideas verbally gives children the impetus to develop creative pieces of writing containing rich and varied vocabulary. Vocabulary development is achieved primarily through the sharing of high quality canon texts. This is supplemented by the wider curriculum experiences we plan for our children across school, including educational visits and residential trips.

Assessment

In Early years classes, children are assessed against the early learning goals for writing.

Year 1 children's writing is assessed using bespoke sentence-level writing assessments.

In years 2 and 6, writing is assessed against the relevant teacher assessment framework. Alongside this, teachers in years 2-6 assess children's writing against threshold texts to determine whether children are at the expected level or working below it.



BLESSED EDWARD BAMBER CATHOLIC MULTI ACADEMY TRUST

Writing Philosophy

In all year groups, teachers and subject leaders formally discuss next steps for classes in DAFITAL meetings twice in the academic year.