



All Saints'

family, faith, flourish

"God gave you that gift... Now let it flourish, as a small flame grows into a fire" (2 Timothy 1:6 – ICB)

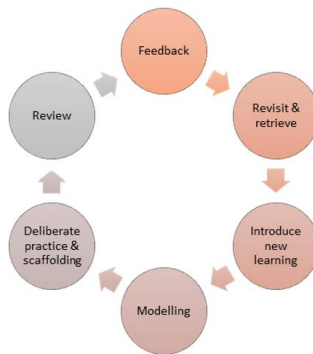
Our Statement of Intent

Our children are able to write with control, clarity to communicate their ideas with confidence.

Implementation

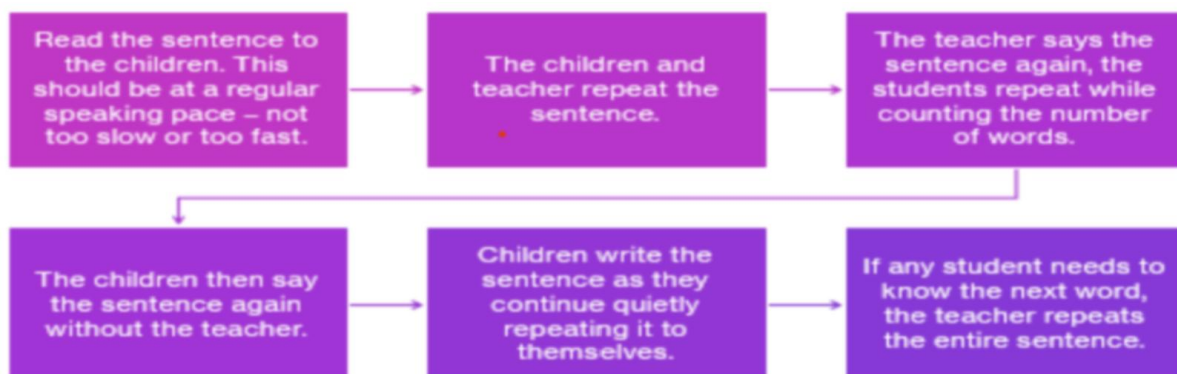
What Writing looks like at All Saints' Federation:

Children write **every day**. Our writing lessons follow a consistent lesson structure:



It progresses from simple transcription (holding and saying a sentence in EYFS) to early writing of dictated sentences; before this deliberate practice becomes fluent enabling independent composition in upper KS2. We model accurate pronunciation, terminology, handwriting and grammar and reduce unnecessary teacher talk to avoid cognitive overload.

We teach dictation like this:



In EYFS into Year 1 the structure of the writing lesson is:

- Dictated sentences repeated orally to build working memory, this progresses to writing the sentence from Spring term EYFS into Year 1. These include the sounds, tricky words and punctuation taught so far.
- Previously taught words, sentence structure and punctuation are revisited in Year 1.
- New sentence structure and punctuation are taught using the I-do (modelled writing), We-do (guided writing), You-do (independent writing) model.
- Correct letter formation is modelled as well as being explicitly taught.
- New vocabulary is taught and contextualised to ensure understanding of unfamiliar words. This is continually revisited – these are our ‘Golden Words’.
- Writing builds on dictation as children use the Think, Say, Write process to add their own ideas using familiar sentence structures.

In Year 2, 3 and 4 the structure of the writing lesson is:

- Dictated sentences include the grammar, tricky words and punctuation taught so far.
- Previously taught words, sentence structure and punctuation are revisited.
- Revisit prior taught grammar and punctuation using the I-do, we-do, you-do model.
- Teach new grammar and punctuation through modelled sentences.
- New vocabulary is introduced and practiced this is contextualised in order to build up knowledge of unfamiliar words.
- Inspiring texts used to scaffold and support extended opportunities for writing and redrafting using oral composition, peer support and modelled examples.

In Year 5 and 6 the structure of the writing lesson is:

- Revisit prior learning in grammar and punctuation using the I-do, we-do, you-do model on whiteboards or in books.
- Teach precise grammar and punctuation through modelled sentences at the start of every writing lesson (this replaces dictation)
- New vocabulary is introduced and practiced this is contextualised in order to build up knowledge of unfamiliar words.
- Read and study texts and apply examples of writing leading into oral composition and peer work with opportunities for redrafting producing a final piece of writing or extended writing
- **Year 6 Summer Term – opportunities to write for the whole lesson (no redrafting) application of prior knowledge and learned skills**

We share with the children their steps to success, through the WALT, ensuring that these steps are progressive. We mark our children’s work and feedback is precise and timely. Live marking and conferencing enables our children to respond to immediate feedback.

Our **Working Walls** display vocabulary, grammar with examples, punctuation, and key structures for writing. Examples of ‘best pieces’ are displayed. When the children write across the curriculum, in other subjects, the same expectations about quality, handwriting, spelling and grammar still apply. Cursive writing is introduced at the end of Year 1.

Our whole school environment makes high quality vocabulary a priority so that the children are immersed in a word rich environment related to their topic, project or text types.

Assessment of Writing:

In all writing books, the children have a Writing Assessment Grid that lists the termly expectations from the National Curriculum at ARE. For EYFS the writing grid lists termly expectations devised from the DDAT Writing Spine.

This grid is used to set targets, track progress and diagnose next steps. Teachers work across year groups and phases to mark and moderate writing using Writing Grids to assess whether our children are at ARE, above, below or working towards.