

Writing at Pucklechurch

What does writing look like across the school?

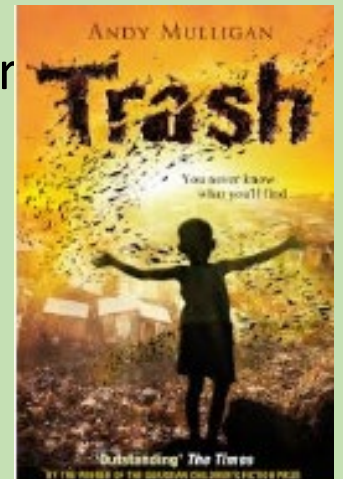
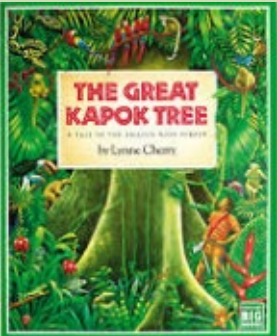
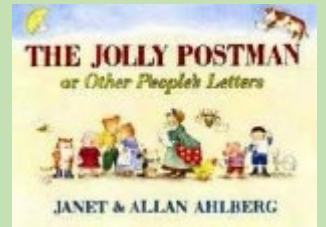
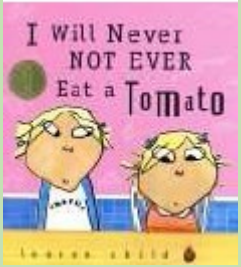
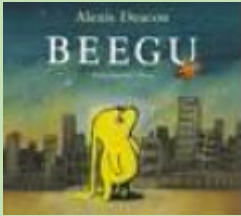
High Quality Texts

In English we use high quality books and creative teaching approaches.

This approach aims to engage and motivate children in their English learning.

It also enables children to deepen their understanding of texts and provides a meaningful context for writing.

We have introduced this approach into reception all the way through to Year 6.



Genres: Each term the children will complete a piece of fiction writing and a non-fiction piece of writing.

Fiction writing

- Narratives (these will be based around their text)
- Creative writes
- Character descriptions
- Setting descriptions
- poetry

Non-Fiction

- Shopping lists
- Labelling
- Caption writing
- Recounts of real events
- Diary entries
- Letters
- Explanation texts
- Non-chronological reports
- Newspaper reports
- Discussion texts

How do we support them to complete this piece of writing?

Each genre is planned on a 2 or 3 week cycle (depending on the outcome)

Skills are taught which will support them in writing their final piece

The children will explore vocabulary which is linked to their final outcome

The children will produce a 'short burst' write each week which will allow them to practise their skills which were taught

How do we support them to complete this piece of writing?

To support the children with building up their long write we immerse the children in their text with a range of activities

Role on the wall

Role play

Talk for writing

Links to our wider curriculum

Research sessions

Conscious ally

What will children have to support them in their writing?

Phonics mats

Some year groups/ children use phonics mats which allow children to find the correct sound and the alternative spellings to that sound. We teach children to practise finding the correct sound and checking it looks right.

Grapheme mat					Phase 2 and 3				
 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr	
 h	 b bb	 f ff	 l ll	 j jj	 v vv	 w	 x	 y	
 z zz s	 qu	 ch	 sh	 th	 ng	 nk			

 a	 e	 i	 o	 u
--	--	--	--	--

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

Common exception word mats

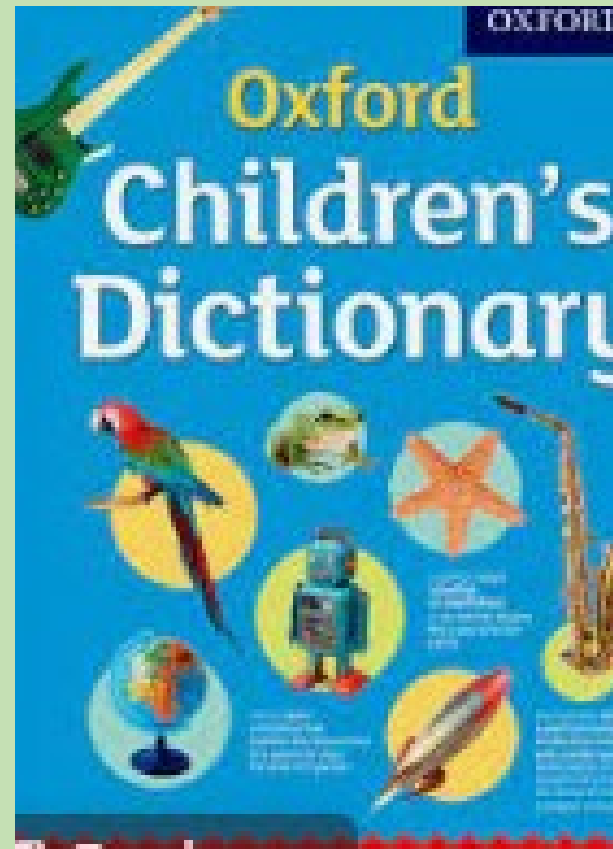
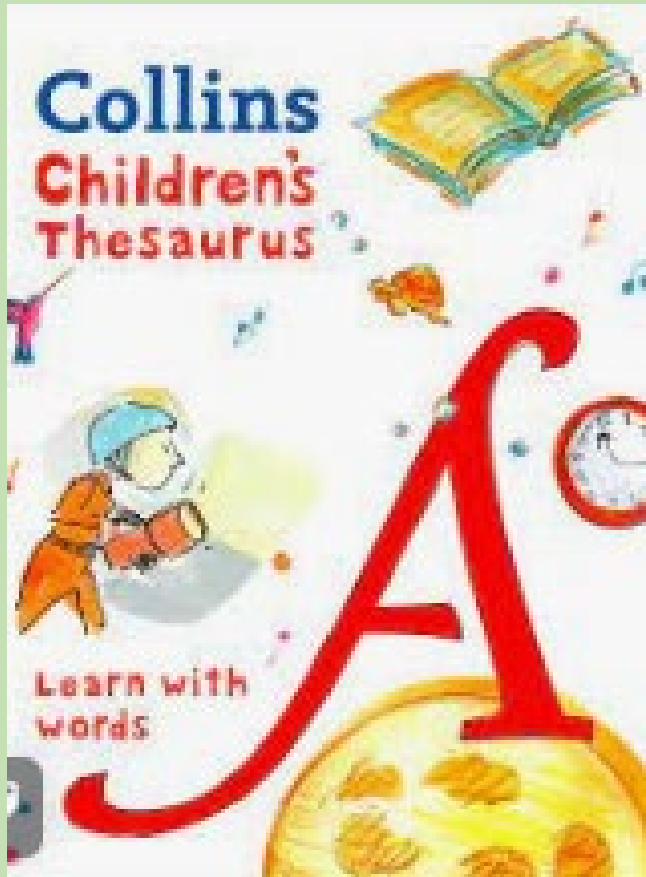


A colorful educational mat for Year 1 and 2 students. It features a blue header with two yellow stars and the title 'Year 1 and 2 Common Exception Words Mat'. Below the title is a row of letters from Aa to Zz. The mat is divided into two rows of white boxes, each containing a letter and a list of words that start with that letter. The words are listed in a vertical column for each letter.

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii
after again any are ask	bathe beautiful because behind bath break bunny by	come child children climb cold class could clothes Christmas	do door	eye every everybody even	friend full floor find fast father	go gold great grass	his has he here house hold hour half	I is improve
Ll	Mm	Nn	Oo	Pp	Ss	Tt	Ww	Yy
love last	me my mind most many move money Mr Mrs	no	one once of our only old	put push pull poor pretty post pot plant pink prove people parents	she says she some school shook sore sunny should	the to today they there told	we was were where wild would who whole water	you your

These allow children to find key spellings which they might get stuck on.

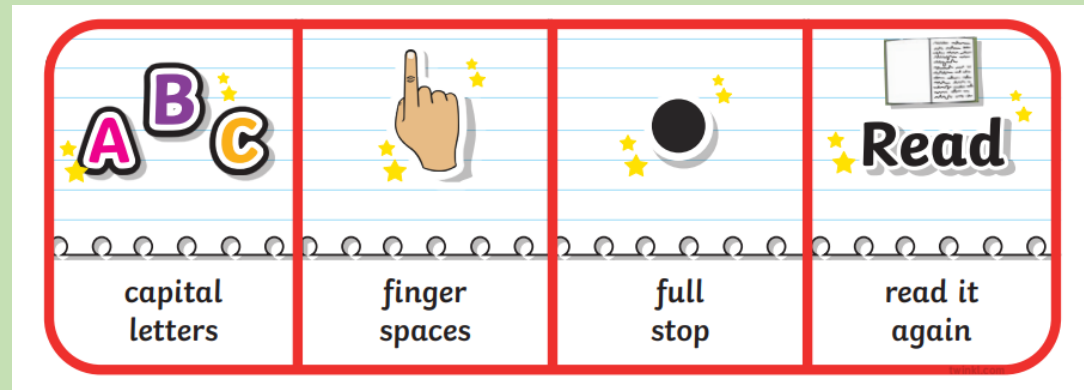
Dictionaries and Thesaurus



These are used more in KS2 to allow children to find alternative words or to check spellings

Skills ladders

The children will have skills ladders which allows them to add key skills where appropriate in their writing. Some children might have skills ladders which are tailored to the skills they are working on.



Biography Skills Ladder:

Have I...

used a question or interesting opening statement to hook the reader?	
summarised the main events of the person's life in the first paragraph?	
written in the past tense?	
used third person pronouns?	
written about key events in the person's life?	
written about key influences in the person's life?	
used the passive voice?	

Does your formal letter include... ✓

the sender's address?	
the address of the recipient?	
the greeting 'Dear Sir/Madam' if you don't know the recipient or 'Dear Mr/Mrs/Miss (surname)' if you know the recipient?	
an introduction?	
formal sentence starters such as 'I am writing to inform you' or 'I would like to express'?	
details organised into paragraphs?	
a conclusion saying what needs to happen next?	
'yours faithfully' if you don't know the recipient or 'Yours sincerely' if you do know the recipient when you have finished the letter?	
your name at the end?	

How we support children with their spellings?

In EYFS and Year 1 we use Little Wandle which teaches children spellings by applying their phonics sounds and the tricky part of common exception words

In Year 2 to Year 6 we teach spellings through Essential Spellings which still focus on phonics but also teaches children the spelling rule and how to apply them.

It focuses more on the teaching of spelling so that children understand how to apply patterns, strategies and knowledge to other words and not just a list of words given for that week. It also provides links to prior knowledge and tracks back to related objectives.

The ***Practise*** and ***Apply*** sections give children the opportunity to rehearse spelling patterns and use them in context. For example teachers will choose to use specific spelling words within their modelled writing to encourage children.

How to help your child:

- Weekly spellings allow children to use and apply the spelling rules
- Exposure of vocabulary through reading will allow children to magpie words that they can use in their own writing