



Writing at Saxton School

A guide for parents on how we teach writing and how to help at home

Writing is a really important skill for children to develop. It is an essential form of communication that they will use throughout their lives. We teach them the important structures of writing and help them to become proficient writers who are confident in using this form of communication in different contexts.

The 5 pillars in our approach to teaching writing are -

Oracy:	All the evidence shows that effective talking leads to effective writing. Once children are proficient in rehearsing ideas through talk, they are equipped to use these structures in their writing.
Vocabulary:	As children speak and read more widely, they become exposed to a wide vocabulary that they can apply in their own writing. This includes ambitious words as well as subject-specific vocabulary.
Cohesion:	It is important that children understand how to write coherently. This ensures that their writing is correctly sequenced and linked, and has sufficient detail and clarity.
Purpose:	Writing is framed for real-world settings, with a clear audience and purpose in mind. The approach to writing will vary according to the purpose, so it is important that this is clear from the start.
Refinement:	The first try isn't always the best! We expect children to review and edit their work to make improvements so that their work becomes the best that it can be.



How we teach writing

Early Years and Year 1

In Early Years and Year 1, children learn a correct pencil grip and letter formation. We quickly encourage them to use a cursive script because this helps with consistent letter formation and reduces reversals of letters. Children will learn and practise their writing through phonics lessons. In Reception, children have activities through which they will rehearse their oracy skills and be exposed to new vocabulary, punctuation and sentence structure, and will use this to create stories. This is extended in Year 1 where children will expand their vocabulary further and we will introduce increasingly complex writing structures that children build into their stories and texts. They will be exposed to different genres of writing for different purposes and audiences. Children are encouraged to write words that are phonetically plausible and to use some punctuation correctly including full stops and capital letters.

Key Stage 1 & 2

Throughout Key Stage 1 & 2 (Years 2 - 6), children become exposed to a wide range of genres and purposes for writing. They look at the skill of different writers and use models that they have encountered to inform their own skill development.

We teach writing using a 'Collect, Connect, Create' sequence.

Within the '**Collect**' stage, children explore and learn the skills of writing through 'writing as a reader', deepening understanding and promoting spoken language. Children are exposed to high quality WAGOLL's (What A Good One Looks Like), setting the expectation of the final

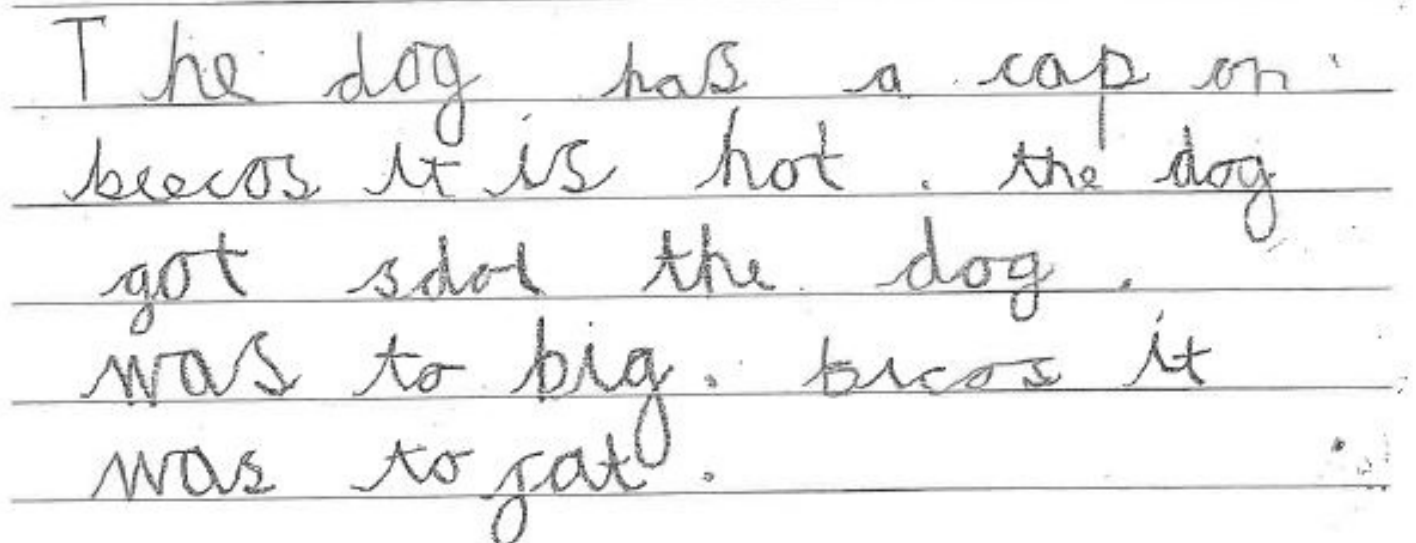
outcome and allowing children to identify key features of different genres, exploring the purpose behind why they have been used for an intended audience and purpose. Children also collect and generate high quality vocabulary, as they 'magpie' expert words and phrases used in quality texts. Teachers use creative and innovative teaching methods and resources to inspire children including the use of; drama techniques, interviews with real people linked to writing purpose and a range of media.

In the **'Connect'** stage of our learning, teachers explicitly model and support the composition of writing, manipulating the collected content into sentences using grammar skills from the national curriculum. Through guided and shared practice, children construct sentences and develop their skills, continuously improving their work through our editing sessions. This aspect focuses on working with the specific year group skills and practicing them, to then be used within their final written piece of writing.

Finally, children **'Create'** their final published piece, after drafting sections or paragraphs of text using the writing skills taught within the connect phase. Children 'write as readers' by editing and improving their drafts before publishing a final piece for their intended purpose and audience. This produces a high-quality published piece of writing with all feedback embedded.

What good writing looks like

We assess writing continuously. Every year group has a set of objectives that children should meet in order to be on track for their age. Of course, these will be applied in different contexts and no single piece of writing will meet all of the criteria. Children demonstrate over time that they have the knowledge and skills to be effective writers. The examples below show an average piece of work for each age, but please refer to the year group criteria for each specific objective that needs to be demonstrated.



The dog has a cap on
beccos it is hot. the dog
got sad the dog
was to big. beccos it
was to fat.

Dear mum

I am at work the wild things are
I went in a boat it took
almost one a year I
stompt my feet and hands
at the moor we had a camp
it was fun but I started to
miss you mum I am staying
for a couple of days
then I am coming home
if you want to come
ps I am sorry I love
you mum so much.

What am I?

It wanders slowly around the trees.
It lives in Africa, to eat the tall
trees.

Its very tall and its taller than
us.

It eats leaves off the tallest
and the smallest trees in Africa.

Its yellow and has dark brown
spots.

It has a really really long neck
It is nice.

Here are my ideas for the treasure hunt. Firstly I think that my treasure hunt should go all over our wonderful school. Next I think I'm going to do some riddle, rhymes and anagrams in bottles and some wooden carved animals for example a chicken which means go to the chickens or workroom which is classroom. The treasure is going to be a selection of chocolates and sweets but for the people who have allergies like my friend A bi will get some special chocolates. The treasure is going to be in a wooden chest. At the half way point the key will be found for the chest. The chest is going to be hidden were the chickens lay there eggs which Mrs Beck could hide for us secretly in case the receptionist and Year 1 ^{see it}. I hope you like all of my ideas if you did please pick them because I would be very grateful.

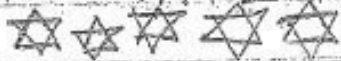
Sundog ! Gaming Report!

Hello I am Leila and today I guarantee that you will, be downloading this game because it is such, a good game! ✓

AGES

Sundog is a mathematical learning game ^{which} is there for children aged 5 to 12 to help improve their skills, this is only a guideline so do not feel like you can't play this game because you are not in this guideline! ✓

STAR RATING



CONTROLS

In this game you have an avatar ^{which} you can buy clothes for you can also buy accessories for them, you start at a brown rat and you can build up these are instead of levels

JOINING GAMES

You can play with people from all over the world and if someone is playing the game at the same time as you, you can play the computer.

subordinate clause

expanded noun

subordinate clause

The golden margold stood tall and proud with their bright colours that had a gleaming glow, brightening up the miserable gloomy day. The dandelions danced around in the sky, ~~which~~ ^{which} made them look like little fairies, bobbing about beautifully. ~~Even though~~ it felt smooth and soft, the peaceful poppys looked like crumpled tissue paper. The wonderful woodlouse looked like it was wearing ~~armor~~ armor, ~~so~~ it would be ready for battle. The graceful birds with their wings spread out sang lovely songs to attract other birds to become its partner. Because they are nearly invisible, flies would have to be extremely careful not to fly into one of the incredible silk spider webs.

Once upon a time, in a faraway land (called Genovia) a young princess called Ella lived with her cruel father. Her name was Ella Enchanted - in addition she had a fairy guardian named Tessie. King Henry her cruel father never let allowed her to play out, however she sneaked off countless times. Ella lived in the most beautiful castle with: high sandstone walls; topped with tall towers; which are then topped with Genovian flags.

Slowly opening the door, Ella and Tessie peered into the hallway - checking for ruthless guards appointed to guard her room. Bang! Clank! The pots and pans had smacked the guard's head & the ~~was~~ ^{fell} unconscious. "Be quiet," Ella whispered to Tessie, "Even though the other guards might hear us."

"OK: OK!" Tessie replied. Finally, they stopped outside of the castle. Since they had sneaked out ~~by~~ the castle countless of times, Ella and Tessie didn't bother to be careful; and look if anyone was watching them. Unfortunately a guard had been watching, therefore they ~~would~~ ^{would be} in big trouble if the king found out. Quickly, the two ran to the castle, it was too late.....

Year 6

How to help at home

- Make writing fun! Encourage children to practise their writing in different formats - labels, lists, cards, reports, stories are all good ways to practise.
- Make time for children to practise their pencil control. They can do repeated patterns and lines as well as letter formation. The more that they practise, the easier and more fluent it will become.
- Help children to rehearse their thoughts by talking with them. If they are able to tell you something clearly and using the right vocabulary, this will help them to communicate it through writing.
- Give time for children to develop their understanding of writing structures. Good spelling and punctuation is, of course, very important but they also need the opportunity to

develop and try a range of phrasing and formats so that they can use these for the right purpose and audience.

- A wide range of reading both encourages new ideas and also supports confidence in putting those new ideas on to the paper!

Assessing and evaluating writing

We assess writing every term and will report this to you. We draw from a range of evidence that the child has produced, and identify which objectives for their age they have been able to demonstrate. When we assess writing, we try to use pieces that have been created independently. This doesn't mean the first attempt - children can edit and improve their work - but we try not to take into account pieces that have been scaffolded or largely constructed and influenced by adults.

You can see the expected objectives for each age on our website: [Writing Assessment](https://www.saxton.n-yorks.sch.uk/writing-assessment) (saxton.n-yorks.sch.uk/writing-assessment)

Who to contact about writing

Writing Lead:

Mrs Elcock

j.elcock@mf.starmat.uk

Curriculum Lead:

Mr Clayton

b.clayton@sp.starmat.uk