



THE HYDE'S STRATEGY FOR WRITING

At The Hyde we aim for all learners to develop a 'love for literacy'. We provide a broad and balanced curriculum which develops children's enjoyment of writing. We use a wide range of stimuli as a basis for writing; including high quality texts, outdoor experiences, visitors and visiting companies.

It is essential that we inspire our children to write by providing them with exciting, shared experiences.

The aims for our children are that through opportunities for writing they will:

- ❖ Learn to write with confidence, enjoyment and fluency showing creativity, understanding and an awareness of the reader.
- ❖ Understand and use phonics and spelling rules to spell accurately.
- ❖ Have fluent and legible handwriting as well as develop word processing skills.
- ❖ Write effectively in a range of fiction and non-fiction genres.
- ❖ Use planning and drafting techniques as an integral part of the writing process.
- ❖ Incorporate a growing vocabulary and literary devices to enrich their writing.

Our approach to writing.

At our school we develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling.

The children are given frequent opportunities in school to write in different contexts and for a variety of purposes and audiences. They may be asked to produce their writing independently or as part of group.

We use a cursive handwriting style in school to help children develop fluent, clear and legible joined up writing. Our children are encouraged to take care with their presentation and to be proud of their work.

We use a range of methods to teach spelling in order that the children become independent spellers. Throughout Foundation Stage and Key Stage 1 the emphasis is on phonics and keywords, using the 'Letters and Sounds' framework. This work is continued in Key Stage 2 where appropriate and further spelling strategies are taught, with reference to the 'Support for Spelling' document.

Each classroom has a working wall that scaffolds and supports the children's learning with writing models, published examples and key vocabulary. This wall is used to support teaching and learning and is referred to by children and adults to ensure progression within writing.

Our school has a cross-curricular approach to the curriculum and links to other subject areas are routine. This gives children the opportunity to practise and apply the skills, knowledge and understanding acquired through Literacy lessons to all areas of the curriculum.

Teachers ensure that they have a thorough knowledge of the children in their class. Writing is marked regularly using '2 stars and a wish'. This ensures that all of our children are aware of what they are doing well and how they can improve their next piece of writing.





LITERACY

Guidelines and Expectations

- Writing should be happening daily, with a minimum of two short pieces and one extended piece of writing a week. Opportunities to write at length need to be planned for.
- Further writing can take place through shared writing, whiteboard work, topic discussions or post-it notes.
- All writing should be dated with a clear Learning Intention.
- All work should be marked according to the school policy, with clear acknowledgement of success and next steps included.
- Within Literacy lessons, the appropriate grammar, sentence level and spelling work should be covered. This should also be responsive to pupils' needs.
- Punctuation and handwriting should be taught throughout the curriculum, using teacher modelling and other wider opportunities.
- When teaching grammar and writing it is important to remember that it is not about 'wow' words, up-levelling sentences or choosing connectives from the next level. It is not about adding more verbs or adjectives to a sentence. It is about choosing the words that will have the best effect that the writer wants to create. It is the skill and control that will move a child on in their writing.