Writing at Yatton

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| **Intent** - Yatton Vision for Writing |
| * Children will learn to become writers by being given real, exciting and inspiring opportunities that ignite their curiosity. * We want to create children who are confident, capable and enthusiastic writers. * Children will have access to a multitude of quality texts which model the skills and styles of good writers. * They will use writing to express themselves and communicate with others, and will write for a range of purposes. * They will reflect on their own and others writing; have an understanding that writing has a real purpose and that word choice and style has an impact on the reader. * We will support and challenge children by teaching and modelling a range of techniques so that they can practise and craft their writing skills. |

**Implementation - Our approach to writing**

Learning intentions for each writing sequence are tailored to reflect progression through year groups. They can be found on each year group’s ‘Writing Intention Overview’.

Writing sequences can be of varied length; they may be during a sequence of literacy lessons or cross curricular.

Writing sequences follow three main phases – Explore, Practice and Compose.

Throughout each sequence, children will be given opportunities to share their compositions with an audience.

All writing falls under three main forms – to Entertain, to Inform and to Persuade (or a combination).

It is important all children understand the purpose of their writing (to Entertain, Inform or Persuade).

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| Writing Sequence | | |
| Explore | Practice | Compose |
| A selection of some of the many approaches that can be employed in each phase.  Each phase can vary in length according to the needs of the children. | | |
| T4W (Talk for Writing)  Drama  Text feature  Writing purpose  Wagolls  Reading quality texts  Hooks:  Books  Videos  Pictures  Films  Events  Trips and experiences  Text extracts | Paired  Shared  Modelled  Slow writing  Short burst  Guided writing  Free writing  Grammar practice  Spelling practice  T4W  Oral rehearsal | Independent  Paired  Planning  Proof reading and editing  Drafting  Publishing  Free writing  Wagoll |

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| Writing forms | | |
| Entertain | Inform | Persuade |
| Story  Poetry  Play scripts | Recount  Non-Chronological report  News article  Diary  Biography  Explanation  Instruction | Argument / persuasion  Advertisement  Balanced discussion  Letter of complaint  Speech  Debate |

Spelling is taught using Spelling Shed, following each year group’s progression of skills.

**Impact**

Children will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our children will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the next step in their education.