**WRITING AT DINGLEWELL JUNIOR SCHOOL**

Intent

At Dinglewell Junior School, we believe that all pupils should be able to express their thoughts and ideas clearly, confidently and creatively through their writing. We want pupils to acquire a wide vocabulary and a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We also intend to create writers who can re-read, edit and improve their own writing, and are able to publish their writing in a range of ways.

Implementation

In order to help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts, our teaching of writing uses a range of inspiring stimuli. Reading and writing are intrinsically connected and we capitalise on any opportunities from our whole class reading texts to inspire our writing. We also use high quality picture books, short films, poetry and real experiences to ensure our children are engaged and enthused. Some of these are cross-curricular and linked to our class topics. We provide our children with regular opportunities to write for a range of purposes and audiences and utilise technology to present their work.

During English lessons, teachers uses a range of approaches such as:

* Shared writing
* Guided writing
* Whole class modelled writing
* Independent writing
* Writing different text types and narrative styles
* Writing across a variety of curriculum areas
* Planning, drafting, editing, up-levelling and presenting
* Unpicking WAGOLL (What a good one looks like)
* Boxing-up texts
* Talk 4 Writing
* Drama

The educationalist Alan Peat devised a number of sentence types which have been proven to enhance progress and attainment in children’s writing.  We teach these throughout the school in a progression of sentence types.

Children learn spellings at home each week and these are tested in school.  Additionally, spelling strategies are taught in English lessons alongside daily look, say, cover, write, check practice. Children who need additional support with spelling receive a variety of interventions that are tailored to address their gaps. All children have access to the online platform “Spelling Frame” to enable them to use games and activities to practise their weekly spelling pattern. Handwriting is not only taught discretely using the Nelson scheme; it is an integral part to any lesson and is reinforced daily. Children are expected to use joined, legible handwriting, beginning to use pen in year 3.

Impact:

All children will enjoy writing across a range of genres, make links and apply their skills in cross-curricular topics. Children of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded. They will have developed a wide and adventurous vocabulary that they are able to use within their writing and will have a good knowledge of how to adapt their writing based on the context and audience. Children will leave school being able to effectively apply the spelling rules and patterns they have been taught. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.