

Writing at Bartons

What does writing look like at Bartons?

At Bartons, phonics is taught using the techniques and strategies that make up the RWInc approach - sound buttons, pinching sounds, Fred fingers, Fred in your Head, special friends, pointing to the words, swipe to blend. As children develop their sound knowledge and write words this can build to blocks of words and sentences using strategies such as 'hold a sentence':

In Y1-4, children will develop their understanding of grammar skills; write narrative and non-narrative texts linked to their topics. Children will also have the opportunity to write about their own interests during free write sessions. The writing produced during these sessions will be used to inform assessment and personalised target setting following 1 to 1 pupil consultations.

In Upper KS2, children continue to develop their grammatical knowledge and write a range of texts linked to their topics. Children will continue to write from a choice of genres but will consider the purpose and the audience of their texts. Free write sessions will continue to be used for assessment and personalised targets following 1 to 1 consultations.

What do we learn?

Children begin learning phonemes alongside the corresponding grapheme. Teachers focus on the initial, then final sounds and once mastered the medial sounds become the focus. This usually corresponds with the children beginning to learn the digraphs (Set 2 RWInc). During EYFS they write lists, captions, letters and eventually short stories.

Through Y1-6 children learn a range of genres through our writing journey which includes three stages; immerse, teach and compose. Teach and compose phases are flexible to allow for GPS skills to be taught and practiced.

During Y1-4, as children grow in confidence, they refine their spelling and sentences by learning alternative version of the same sound and the position of punctuation. They also learn the grammar skills set out in Appendix One of the National Curriculum. The children will learn how to write in a range of genres. Narrative: Quest/Journey, suspense, portal, rags/riches, character flaw, fear. Non-narrative: complaint, recount, evaluative, opinions and explain. Finally, in Year 5 and 6 children write from a choice of genres covered across their school journey. The choices will be made by considering the purpose and the audience of their texts. They will also refine and consolidate skills and continue to learn new grammar, punctuation and spelling from the National Curriculum.

When do we teach writing?

- EYFS - Daily phonics and opportunities to develop skills in continuous provision
- Year 1 - Daily writing sessions and continuous provision opportunities. Handwriting in class and small group.
- Year 2-6- Daily writing opportunities. Spelling, handwriting and grammar sessions may be taught separately. Handwriting in class and as intervention.

Events

- National Poetry Day
- Book Week
- World Book Day
- Book Fair
- Literacy focus weeks
- Visiting authors

Handwriting

Mark making in SPLASH provision
Shapes and tracing
Letter shapes
Cursive writing
Writing for a variety of purposes