

Writing at St Nicholas C.E Primary Academy

Within the love of God, at St Nicholas C.E. Primary Academy, our intent for each of our children is based upon the need for them to enter the world of work as articulate and literate individuals who are able to write confidently for a range of purposes. We strive to provide a stimulating environment for children to develop their skills and achieve the best writing outcomes.

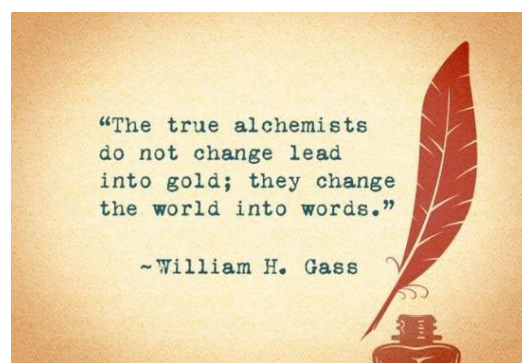
“Fill your paper with the breathings of your heart!”

William Wordsworth

Through our writing curriculum, we aim to equip our children with relevant, useful vocabulary that they can contextualise to enhance their writing. We provide children with meaningful, high-quality models for their writing before showing them how these models are crafted as a writer. We do this by unpicking the big ideas behind a text, modelling how to craft that piece of writing and give the children the opportunity to mirror this process before applying it independently. We aim for our children to see the value in careful planning and critical editing in order to organise and enhance their written work before publishing a piece of writing that they can be proud of. Ultimately, we want to develop children who can use writing as an effective tool for communication.

Our Aims and Purpose

- Writing for a range of real-life purposes.
- Fluent writers with clear and legible handwriting.
- Writing makes sense.
- Good command of grammar and punctuation across a range of genres.
- Awareness of reader's enjoyment (Purpose, Audience, Type).
- Accurate spelling.
- Adventurous and precise vocabulary choices.



How do we do it?

- Teachers act as role models in their enthusiasm for both reading and writing by exposing children to high-quality children's literature and modelling correct use of speaking, spelling, grammar and punctuation.
- The Read, Write, Inc. spelling programme is taught across KS2 ensuring year group specific spellings are taught, practiced and revisited.
- St Nics IPEELL process, informed by EEF research, means that writing lessons work towards an outcome with a clear purpose and audience.
- Children with specific writing, speech and language or hearing difficulties will be identified and supported through support programmes in school.
- Strategies for reading, speaking and listening form an integral part of our approach to writing.

The Fundamentals:

- A belief that every child *can* and *will* become a competent writer.
- A focus on teaching the skills of spelling, grammar and punctuation.
- Explicit teaching of vocabulary.
- High quality modelling of speaking and listening.
- A variety of high-quality resources are used: fiction, nonfiction, pictures, poems, films and songs, to stimulate writing.
- Targeted interventions.
- Tailored groupings where appropriate.
- Up-to-date working walls to support and promote independence.
- Statutory spelling lists for year group as part of classroom resources.



St Nicholas Writing Strategies

- * Use of high quality WAGOLLS
- * Weekly SPAG focus
- * Shared writing
- * Modelled writing
- * Independent writing
- * Regular opportunities to edit and publish work through the St Nics IPEELL approach

Planning

The purpose of St Nics IPEEL model is to make the content of each lesson explicitly clear to the children and to allow a clear map for progression across each writing genre. Each unit of work starts with the PAT (Purpose, Audience, Type) and with children identifying key features in a WAGOLL. Explicit vocabulary is then taught and shared on the working wall.

Each unit of work has a SPAG focus which is directly taught before being practiced in writing. Teachers then model writing using the 5-part plan with children then writing independently. Proof-reading and editing take place as the piece is written and again at the end in readiness for publishing (where appropriate).

We use this approach to teach the skills of writing to inform, entertain, discuss and persuade. Class teachers are given engaging texts, ensuring a wide range of genre coverage across each Key Stage/Phase. Once the children have had the opportunity to look at the WAGOLL, the approach merges many different teaching styles and strategies and this immersion in a high-quality text leads to better outcomes for our children. The practice and application in context, leads to increased stamina for writing and improved outcomes for our children.

