



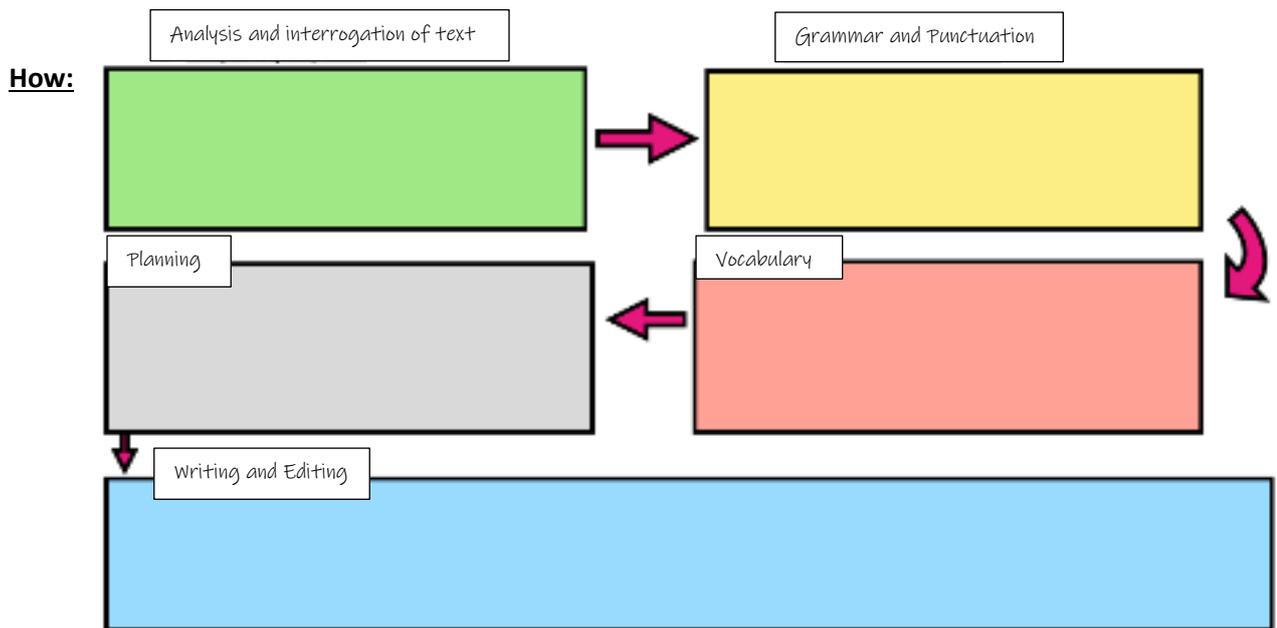
A deliberate balance of skills and knowledge so children can enjoy their learning, develop their learning and reach for the stars.



### St Michael's C of E Primary School - Our Writing Vision

At St Michael's we want ALL our children to be confident writers. We want them to be original and to be able to create their own style of writing that has flare. We want them to become experts in grammar and punctuation so they have the ability to deliberately choose the pace, reaction and atmosphere of their writing. We want them to be competent spellers and not be afraid of using new vocabulary. We want their handwriting to be neat, legible and a style that flows elegantly across the page.

BUT, most of all, we want all our children to enjoy their writing and enjoy the freedom we provide them with and to develop their imagination in to meaningful and purposeful pieces of writing that they are proud of.



#### Analysis of texts:

Reading is an essential contribution to good writing. We are a great believer in that you have to hear, read or see great examples of writing in order to produce spectacular pieces yourself. Selecting examples of quality and discussing their impact is important to develop purpose and understanding. Analysing poor quality texts or samples of writing is also powerful as this demonstrates that writing is there to be edited and improved.

So, choosing the correct text/story to accompany the purpose of writing is a valuable and essential element of the writing pathway and one we consider carefully and diligently.

#### Grammar, Punctuation & Spelling:

We promote originality and imagination, but we do not ignore the technical side to writing - we embrace it. We teach the children how to structure their sentences and demonstrate how grammar and punctuation are both essential and helpful in our writing.

Being a confident speller is also an important asset and one we desire for all our children no matter their ability. From learning and revisiting letter sounds to learning complex and complicated

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vocabulary, we aim to teach our children the sounds, rules and strategies to tackle words they will need.

### Vocabulary:

Where would we be without language and vocabulary? How dull would books and life be if our language and vocabulary range were limited? Fortunately, this is not the case. Through reading a wide range of texts, sharing ideas and through talking, children are exposed to new vocabulary every day. We teach them the meaning and context. We model sentences where these words can be used effectively. The children are challenged to use them in various tasks. However, what is important is that these words become part of their daily vocabulary and they mature being able to describe and explain eloquently and with accuracy.

When writing about new topics or when describing strange and wonderful characters and settings, children will be provided time to research vocabulary linked to their writing focus. They will be able to share their new vocabulary and learning and together create a picture of words that can be used to aid the piece of writing.

### Planning:

Organisation and structure are important cogs in our process and consists of many teaching areas: Organising ideas in to paragraphs.

Deciding which vocabulary to use.

Deciding the best sentence types and which punctuation will be most suitable.

These are just a few elements of what planning stages we think about, but are important to how our writing becomes coherent and reads with fluidity.

The children soon understand that this is important. The analysis of texts support this. Especially when reading the poor examples. These texts text emphasise the importance of structure and organisation.

### Writing and Editing:

Here, we let the children write and enjoy all their hard work. We try to explain that this is the easy part. All their efforts in understanding the purpose of the text, their learning of new grammar, the punctuation aids, the new vocabulary they have gained and their well thought-out planning will make their job of writing more simple. We provide them with the time and freedom to use all their knowledge and understanding to produce their best pieces of writing. On completion, they have opportunities to edit their writing either on their own or with a partner and gather feedback from their teacher when marked.

Together, and with our stages of writing, we aim for every child to progress well no matter their starting point or ability.

Writing is a skill we can all enjoy and participate in.