



Strategy Statement for Writing



Meet the Writing Team



Rachel Lawrence- Lead Teacher for Writing
Year 3&4 QTLA Lead



Maria Dean (On maternity leave at present)
EYFS QTLA Lead (writing support) SH covering



Kim Wilden
KS1 QTLA Lead (writing support)



Margo Gaughran
Year 5&6 QTLA lead (writing support)

Our Shared Vision



Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships



Our Shared Vision



A special place where children know how to keep themselves safe and healthy. They love learning and become:

Effective
communicators



Responsible
and caring
citizens



Active
contributors



Successful and
independent
learners



Confident and
ambitious
individuals



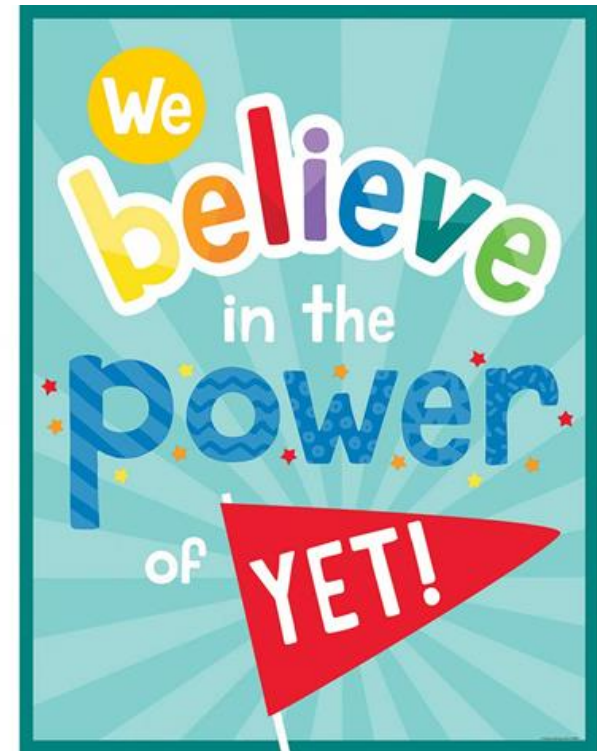
Our Core Values

Respecting One Another



The Importance
of Respect
(for others and
for yourself)

A Growth Mindset





Equality Mission Statement (Equality Act 2010)

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.

We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here. These statements are enshrined in our school motto, 'Respecting One Another.'



Promoting Personal, Spiritual, Moral, Social and Cultural Development and Fundamental British Values

Within the writing curriculum, we endeavour to ensure that children develop their self-knowledge, self-esteem and self-confidence. By studying a range of texts, we discuss and distinguish right from wrong. In class, all views are listened to and respected and debates are held to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.

Statement of Intent

Literacy and communication are key life skills and we aim to develop a love for the English language in its written and spoken form.

By the time children leave us, we aim for them:

- To become efficient and effective writers who are able to write appropriately for a variety of audiences
- To acquire the knowledge and skills to communicate effectively within a range of contexts
- To become aware of and appreciate the writing process

We aim to provide children with **experiences** that inspire their love of writing and their understanding of the context

We use **quality texts** to model key writing features

We encourage **positive attitudes** to the writing process

We ensure that children have enough opportunities to familiarise themselves with different genres to **build** knowledge and skills

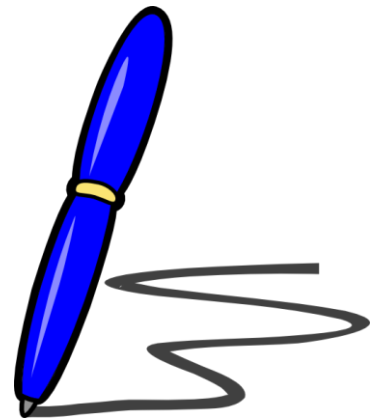
We provide opportunities for **extended writing** in a variety of purposeful contexts

We support improvement through **editing** and have high expectation of core skills such as spelling grammar, punctuation and handwriting

We provide **feedback** to children which will enable them to improve their writing skills

We maintain and develop a high **writing achievement ethos** at all stages in the school

We promote quality writing skills **throughout the curriculum**



How do we encourage children to think of themselves as authors?

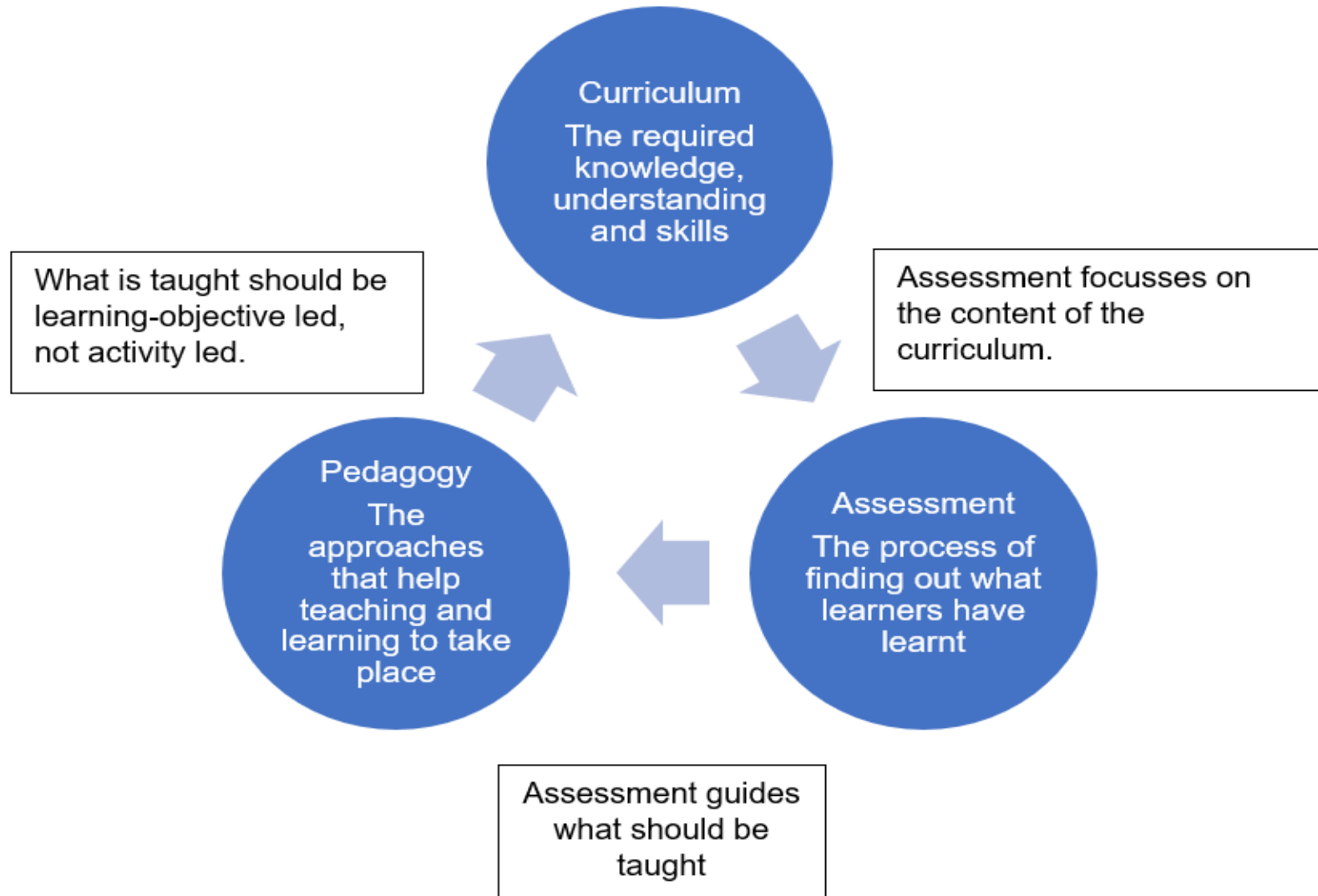
- We provide authentic writing experiences. When children are asked to write for a specific purpose, not only does it show children that writing is important, it shows them that their opinions are valued. E.g. year 3 writing about the beach following a trip there. Children reviewing a pantomime following a visit. Children recounting a tea party after enjoying one.
- Provide multiple writing opportunities and different ways of presenting the writing. e.g. fiction, non-fiction etc.
- We encourage stress-free spelling during writing to avoid it slowing down the creative experience.
- We value children's writing and find opportunities to promote children's writing. e.g. Star Writer and displaying writing on the school website.
- We provide a writing model to show what success in writing looks like.
- We avoid pressuring the child to produce long written tasks when they need to be focussing on shorter pieces of a better quality.



Children at Becontree Primary School love learning to write. They become...

Effective Communicators through:	Responsible and caring citizens through:	Active Contributors through:	Successful and independent learners through:	Confident and ambitious individuals through:
encouragement to participate in conversations, listen to others, respond appropriately and take turns to speak during lessons feeling that their contributions are valued and being taught to respond thoughtfully to others encouragement to debate issues respectfully modelling subject specific language clearly and effectively by teachers with expectation for pupils to include it in their responses 	discussing ideas and morals through texts explore the actions and motives of characters 	working collaboratively on projects engaging in discussions during lessons answering and asking questions collaborating when planning 	engaging in self-assessment and evaluation of their work encouragement to problem solve and self-improve encouragement to have opinions based on facts to make educated decisions 	exposure to a wide range of knowledge to build understanding and confidence in their own thoughts and opinions developing an appreciation of the impact that writing and key books/texts play on the present and the lessons that can be learned exposure to roles-models and authors who inspire and influence 

Our Curriculum Coherence model is broadly made up of three parts: Curriculum, Pedagogy and Assessment.



The following are our key beliefs about when and how children learn best.
We believe children learn best when...



...they are taught by well-trained staff who are passionate about teaching and learning.	...they are valued and treated fairly and respectfully.	they have a growth mindset.
...they are given the right level of support and challenge.	...they are interested and engaged.	...new learning makes links with and builds on prior learning.
...they understand the learning objectives and know what success looks like.	...they have opportunities to learn with and from others (collaborative learning).	...they receive regular and timely feedback (from both teachers and peers).
...they are given enough time to practise, consolidate and apply new learning.	...they are taught in a physical space that is conducive to and supports effective learning.	...there is a strong partnership between home and school.

Teaching and Learning Approach (Pedagogy)

Planning and delivery of learning to meet the needs of all children

- A scheme of work is provided for teachers. It is an expectation that these are followed precisely and that any changes are discussed with the subject lead.
- Units of writing are based on National Curriculum objectives and have been pulled together from a range of sources. E.g. Power of Reading, Ruth Miskin's Read, Write Inc, Jane Considine, Literacy Shed etc.
- Some writing units build on practical experiences so the children can immerse themselves before they write about it. E.g. Tea party in year 2 and beach trip in year 3.
- Units include modelling to build up to the pupils writing an independent lengthy piece which is then edited.
- Knowledge and skills are taught explicitly and units demonstrate progression from one year group to the next.
- Focus on basic skills as starters and throughout lessons.
- Three words taught explicitly and applied each week (clap it, say it, define it, use it) and displayed in class.
- Some links are made with other subject areas where appropriate. e.g. Stone Age writing unit in year 3.
- A range of teaching approaches, resources and visual stimuli are used to support learning.
- Quality, engaging resources, presentation slides and worksheets are used during lessons.
- Learning partners are embedded across the curriculum to discuss ideas and support the writing process.
- The teacher works with children who need more focussed support. (1:1 or group)
- There is a clear process and expectation for editing and improving writing.
- Feedback, based on key areas of improvement, is given during the lesson as well as part of the marking policy.

Meeting the needs of all children Lesson Adaptation

- All children can access the learning as some support is given. e.g vocabulary cards and some tasks may be differentiated if needed.
- Modelling also supports children to access learning.
- Planning considers gaps to meet the needs of all children.
- LSA support in class to work with individuals or a group who need more focused support.
- Colourful Semantics intervention groups are in place with specific EAL and SEND children.
- Zen Den Support children with additional needs.
- Learning partner support.
- ARP support

Becontree Primary School – Whole School Writing Strategy

The Direct Teaching of Writing	Who?	When?
Early concepts of writing Before children are able to write, adults model early writing behaviours and conventions e.g. mark making. Children are taught that letters and words convey meaning and they are taught to associate meaning to their own marks before learning to write their name.	Nursery and early Reception.	1 adult directed teaching session per week for Nursery. Follow up tasks take place during child initiated learning.
Phonics Synthetic phonics (Phase 1 to 6) is taught in a systematic way with formative assessment informing teaching and planning. The school uses the My Letters and Sounds scheme, supplemented by Phonics Play and other online resources to engage the children. Year 2 are using Twinkl's level 6 for phonics as we have a rolling programme to implement the My Letters and Sounds scheme.	Nursery (Phase 1, Phase 2 targeted ch) Reception (Phase 2 -4) Year 1 and 2 (Phase 5 and 6) KS1/2: Intervention programmes where needed KS2 (Years 3 and 4) phonics intervention	Nursery: Phonics integrated into daily routines Reception: Daily 30 minute session with follow- up activities. Year 1: 30 minute session daily. Year 2: 5 x 20 minute sessions per week. Targeted interventions– pm sessions with LSAs where needed
Early Writing As the children enter the classroom, the children complete a short writing task. A sentence starter or high frequency words will be displayed on the board for the children to complete or include in their sentence. This approach is mirrored in their Literacy sessions until the children are confident in writing sentences independently.	Reception and transition into year 1	Early morning sessions each day 1 session per week: 20-30 minutes with an adult focused follow up activity
Writing Writing is mainly taught from a complete reading text and pulls together the teaching of phonics, grammar, spelling and handwriting. Texts and units are chosen that are engaging and relevant. Assessments are carried out termly which then inform future planning.	KS1 KS2	3 x 60 minutes per week
Grammar Grammar is taught using the Skills Builder scheme. Units are ordered, linked to the writing style being taught in writing sessions. These lessons are then reinforced in writing sessions. We have introduced the 'Sentence Ninja' grammar scheme to improve sentence structure across the school. This has previously been a weakness.	KS1 KS2	KS1: 45-60 minutes per week KS2: 60 minutes per week
Spelling Spelling is taught using the Spelling Shed scheme. Early on in the scheme, lessons are based on the My Letters and Sounds document. These lessons are then reinforced in writing sessions.	KS1 KS2	30 minutes per week and daily practise of spelling words of the week
Handwriting Handwriting is taught using the Nelson Handwriting scheme. Early on in the scheme, letters are not joined and then as the scheme progresses, letters are joined. These lessons are then reinforced in writing sessions. Children are also taught to be aware of different text types and fonts used in other writing texts.	KS1 and KS2 in years 3 and 4 and through writing in upper KS2	KS1: 2 x 20 minutes per week Years 3: 3 x 20 minutes per week Year 4: 2 X 20 minutes per week Years 5 and 6: Taught through writing sessions

Curriculum

Developing Teacher Subject Knowledge	• In school, and external, training and development opportunities • Shared practice • The scheme is developed to support teachers with different levels of experience. • Teaching and Learning Reviews are used to identify areas for further development.
Resources	• Quality reading texts linked to writing units • CGP books • Skills Builder Grammar scheme • Sentence Ninja scheme • Nelson's Handwriting scheme • Twinkl Resources to supplement • Reading interventions: Laurel Trust Resources, Reading Plus, Lexia • Spelling Shed Online Resources • Thesauruses/Dictionaries • Reading Hub/ Guided Reading Resources / BERT resources
Enrichment opportunities	• Children are given the opportunity to go on school trips to enrich writing experiences • World Book Day which inspires a love of literacy • Star Writer displays / Writing displays • Writing displayed on school website • External visits from authors and poets
Cultural Capital	• Each phase group have a list of activities and experiences which are to be covered throughout that phase of two years. E.g. visits to museums, welcoming visitors and visiting places of worship. • Magic Moments – 20 key experiences that all children need to have experienced by the time they leave year 6. • Every year, the children will visit and library and borrow books as well as have a visit from an author or poet.
Growth Mindset	• We have a positive mindset in lessons where we strive to do our best and to keep trying in times of difficulty • We may not be able to do things YET but we soon will • Growth mindset is promoted within collaborative learning
Parent and Community Links	• Home Learning projects and information shared • CGP books made available to families • Writing Workshops for parents • Writing displayed on school website • Annual Reports and Parent Consultations twice a year

Finding out what Learners Know

Evidencing Learning Outcomes

- Ongoing formative assessment.
- Checking prior learning.
- Exit tasks in the form of longer, more independent written tasks, to check end points of units.
- Writing books are used to evidence skills and knowledge learnt in lessons.
- Writing within other subject areas is also used as evidence.
- Display boards in classrooms and corridors reflect a selection of topics.
- Attainment is assessed termly using the Becontree Writing Rubric.
- This sets out the key skills that children are expected to have achieved by the end of the year.
- Teachers use exemplification materials to help make judgements.
- Staff are trained to assess accurately and consistently.
- Assessments are moderated by the leadership team.

Curriculum Overview- Writing

For more detail, please refer to the writing schemes of work

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Reception	Fiction The Colour Monster The Little Red Hen We're Going on a Leaf Hunt My Monster and Me Colour and Me Non-Fiction What can you see in Autumn? Sian Smith	Fiction Alien Tea on Planet Zum-Zee Look Up! Stickman The Christmas Story Non-Fiction What can you see in Winter? Sian Smith	Fiction Goldilocks and the Three Bears Little Red Riding Hood The Three Billy Goats Gruff Non-fiction text – We Love Festivals: Chinese New Year (Saviour Pirotta)	Fiction The Gingerbread Man The Three Little Pigs and the Big Bad Book Jack and the Beanstalk The Easter Story Non-fiction What can you see in Spring? (Sian Smith)	Fiction A Seed in Need The Enormous Turnip Lulu Loves Flowers Rooftop Garden Non-fiction – What can you see in Summer? (Sian Smith) Lifecycle of a chicken	Fiction The Hole in the Bottom of the Sea Port Side Pirates The Five Little Mermaids Non-fiction Look Inside: Seas and Oceans
Year 1	Non-fiction All about me Non-fiction Seasons Come, Seasons Go by Britta Teekentrup Non-Fiction Wanted: The Perfect Pet by Fiona Robertson	Narrative On the Way Home by Jill Murphy Narrative Sam's Sandwich by David Pelham	Narrative Kipper's Toy Box by Mick Inkpen Non-Fiction The Selfish Crocodile by Faustin Charles Non-Fiction Commotion in the Ocean by Giles Andreae	Poetry Friends 123 Poem Fiction Favourite stories linked to WBD Fiction The Bad-Tempered Ladybird by Eric Carle Fiction The Three Little Pigs	Non-Fiction Science link. How to look after plants. Fiction Me, in the Middle by Annette Demetriou Fiction The Proudest Blue by Ibtihaj Muhammad	Non-Fiction Recount of half term Fiction Peace at Last by Jill Murphy Fiction Mr Gumpy's Motor Car by John Burningham Non-Fiction Recount of Sports Day Fiction You Can't Take an Elephant on the Bus by Patricia Cleveland-Peck
Year 2	Non-fiction Instructions Fiction Jack and the Beanstalk by Vera Southgate Jim and the Beanstalk by Raymond Briggs	Non-fiction Recount Non-fiction Fact-file Fiction Lizzie the elf	Fiction The Crow's Tale by Naomi Howarth	Fiction Granny came here on the Empire Windrush by Patrice Lawrence Fiction The Man on the Moon by Simon Bartram	Fiction Room on the Broom by Julia Donaldson Fiction The Magic Finger by Roald Dahl	Fiction The Missing Piece by Jordan Stephens Poetry Michael Rosen John Foster

Year 3	Non-Fiction A World for Me and You by Uju Asika Narrative Emmanuel's Dream by Laurie Ann Thompson	Fiction The Iron Man Fiction Play Script- A Tune of Lies	Fiction / Non-Fiction The Pebble in my Pocket	Fiction Ottoline and the Yellow Cat	Fiction Folk tales 'The Enchantress of the Sands' Non-Fiction Discussion and Persuasive texts	Narrative including diaries Sand Wizards Instruction writing Cross- curricular link: DT unit focusing on pizza making
Year 4	Narrative and newspaper recount Varjak Paw	Poetry Werewolf Club Rules by Joseph Coelho Narrative Journey to Jo'burg by Beverly Naidoo	Narrative The Whale by Ethan and Vita Morrow	Narrative The Mousehole Cat by Antonia Barber and Nicola Bayley Non-Fiction- Explanation Text	Non-Fiction Holiday Brochure to Sicily Jane Considine	Narrative The Boy at the Back of the Class By Onjali Q. Raúf
Year 5	Narrative (Fairy tale) The Princess' Blankets, including writing a formal letter of advice and narrative Instructions Link to PE	Discussion Writing a balanced argument Poetry Last night I saw the city breathing Goodnight Stroud	Narrative This is NOT a fairy tale Recount / Narrative The Adventures of Odysseus by Hugh Lupton and Daniel Morden	Recount Bling! Writing diaries Biographies Author Focus: Road Dahl	Playscripts Catch it! Newspaper recounts and narrative The Lighthouse	Narrative (Stories from another culture) Dragon Slayer Narrative The Matchbox Diary by Paul Fleischman
Year 6	Narrative (Mystery and Suspense) SHORT! A Book of Very Short Stories	Narrative (Historical) Children of Winter including narratives and a balanced argument Non-fiction Letter of complaint	Non-fiction A non- chronological report on an imaginary animal	Narrative Poetry The Highwayman, including a diary and a letter	Narrative (Fantasy adventure) Leon and the Place Between Newspaper recount Chessington trip	Tragedy Hamlet: A Shakespeare Story

Core texts

As part of our English curriculum, we use high quality texts to support children's learning in both writing and reading. In every year group, these form our core texts.

Please refer to medium-term and short-term plans for specific detail on how these texts are used.

Reception

	Autumn term		Spring term		Summer term	
	A	B	A	B	A	B
Writing	Fiction The <u>Colour Monster</u> The Little Red Hen We're Going on a Leaf Hunt <u>My Monster and Me</u> <u>Colour and Me</u> 	Fiction The <u>Smeds and the Smoos</u> Alien Tea on Plant Zum-Zee <u>Look Up!</u> Stickman The Christmas Story 	Fiction Goldilocks and the Three Bears Little Red Riding Hood The Three Billy Goats Gruff 	Fiction The Gingerbread Man <u>The Three Little Pigs and the Big Bad Book</u> Jack and the Beanstalk 	Fiction A Seed in Need The Enormous Turnip <u>Lulu Loves Flowers</u> <u>Rooftop Garden</u> 	Fiction The Hole in the Bottom of the Sea <u>Port Side Pirates</u> <u>The Five Little Mermaids</u> 
	Non-fiction What can you see in Autumn? (Sian Smith) 	Non-fiction What can you see in Winter? (Sian Smith) 	Non-fiction text – We Love Festivals: Chinese New Year (Saviour <u>Pirotta</u>) 	The Easter Story Non-fiction What can you see in Spring? (Sian Smith) 	Non-fiction – What can you see in Summer? (Sian Smith) Lifecycle of a chicken 	Non-fiction Look Inside: Seas and Oceans 

Year 1

	Autumn term		Spring term		Summer term	
	A	B	A	B	A	B
	Non-fiction All About Me  Non-fiction Seasons Come, Seasons Go by Britta Teckenrump  Non-Fiction Wanted: The Perfect Pet by Fiona Robertson	 Narrative On the Way Home by Jill Murphy  Narrative Sam's Sandwich by David Pelham	 Narrative Kipper's Toy Box by Mick Inkpen  Non-Fiction The Selfish Crocodile by Faustin Charles  Non-Fiction Commotion in the Ocean by Giles Andreae	Poetry Friends 123 Poem Fiction Favourite stories linked to WBD  Fiction The Bad-Tempered Ladybird by Eric Carle  Fiction The Three Little Pigs	Non-Fiction Science link. How to look after plants.  Fiction Me, in the Middle by Annette Demetriou  Fiction The Proudest Blue by Ibtihaj Muhammad	 Fiction / Non-Fiction Peace at Last by Jill Murphy  Fiction Mr Gumpy's Motor Car by John Burningham Non-Fiction Recount of trip  Fiction You Can't Take an Elephant on the Bus by Patricia Cleveland-Peck Non-Fiction Letter to next teacher

Writing

Year 2

	Autumn term		Spring term		Summer term	
	A	B	A	B	A	B
Writing	Non-fiction Instructions   Fiction Jack and the Beanstalk by Vera Southgate Jim and the Beanstalk by Raymond Briggs	Non-fiction Recount Non-fiction Fact-file  Fiction Lizzie the elf	 Fiction The Crow's Tale by Naomi Howarth	 Fiction Granny came here on the Empire Windrush by Patrice Lawrence  Fiction The Man on the Moon by Simon Bartram	 Fiction Room on the Broom by Julia Donaldson  Fiction The Magic Finger by Roald Dahl	 Fiction The Missing Piece by Jordan Stephens Poetry Michael Rosen John Foster

Year 3

	Autumn term		Spring term		Summer term	
	A	B	A	B	A	B
	 Non-Fiction A World for Me and You by Uju Asika  Narrative Emmanuel's Dream by Laurie Ann Thompson	 Science Fiction The Iron Man by Ted Hughes Play Scripts 'A Tune of Lies'	 Narrative and Non-Fiction The Pebble in my Pocket by Meredith Hooper	 Narrative Ottoline and the Yellow Cat by Chris Riddell	Narrative- Folk tales 'The Enchantress of the Sands' A Story from Botswana Discussion texts	Narrative, including diaries Sand Wizards Instruction writing Cross- curricular link: DT unit focusing on pizza making

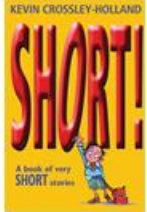
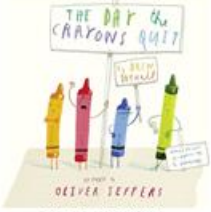
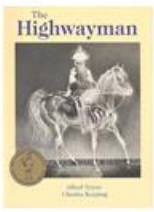
Year 4

	Autumn term		Spring term		Summer term	
	A	B	A	B	A	B
	Narrative Varjak Paw by SF Said 	 Poetry Werewolf Club Rules by Joseph Coelho  Narrative Journey to Jo'burg by Beverly Naidoo	Narrative The Whale by Ethan and Vita Morrow 	 Narrative The Mousehole Cat by Antonia Barber and Nicola Bayley  Non-Fiction- Explanation Text	 Non-fiction- persuasive writing Holiday brochure to Sicily	 Narrative The Boy at the Back of the Class By Onjali Q. Rauf

Year 5

	Autumn term		Spring term		Summer term	
	A	B	A	B	A	B
	 (Fairy tale) The Princess' Blankets, including writing a formal letter of advice and narrative Instructions Link to PE	Discussion Writing a balanced argument   Poetry Last night I saw the city breathing <u>Goodnight</u> Stroud	Narrative This is NOT a fairy tale Recount / Narrative The Adventures of Odysseus by Hugh Lupton and Daniel Morden 	Recount Bling! Writing diaries Biographies Author Focus: Road Dahl	 Playscripts Catch it!  Newspaper recounts and narrative The Lighthouse	Narrative (Stories from another culture) Dragon Slayer Narrative The Matchbox Diary by Paul Fleischman 

Year 6

Terms	Autumn term		Spring term		Summer term	
	A	B	A	B	A	B
Writing	 Narrative (Mystery and Suspense) SHORT! A Book of Very Short Stories	 Narrative (Historical) Children of Winter including a narrative dream sequence  Non-fiction Letter of complaint	 Non-fiction A non- chronological report on an imaginary animal	 Narrative Poetry The Highwayman, including a diary and a letter	 Narrative (Fantasy adventure) Leon and the Place Between Recount or Review trip linked to Chessington	 Tragedy Hamlet: A Shakespeare Story