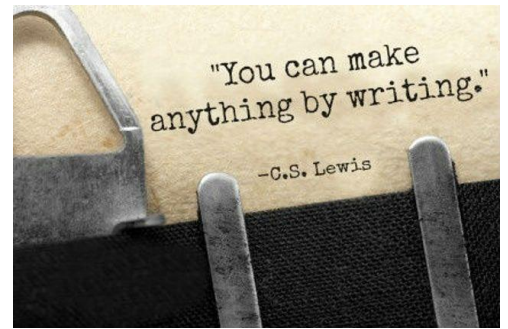




# Writing



*“Breathing book molecules helps you to write. It’s a fact!” Ame Dyckman*

Our English curriculum aspires for children to be able to ‘adapt their style and write for different purposes.’ We aim for our children to write effectively for a range of purposes and audiences; selecting language that shows good awareness of the reader; using the right grammar at the right time in order to achieve the desired effect on the reader.

Therefore, we begin with ‘Purpose and Reader,’ closely followed by the effect we want to have on the reader in order to plan with the children.

- 1) We use **rich and stimulating texts** to engage and excite the children.
- 2) We may use this text to exemplify the style of writing we are focussed on. Using a well-chosen text provides a model for us to examine and explore. **However**, whilst immersed in a rich text, we can **be creative** with our ‘writing for a purpose’ and where this might fit in in ‘real life context.’

These will fit into the Four Purposes for Writing: Entertain, Inform, Persuade and Discuss.

(For example, whilst immersed within a story, children could write an explanation of how something works for a character who needs help. We could persuade the Mayor of Hamelin in ‘The Pied Piper’ that he needs to employ a rat catcher as the problem is so dire. We could change the reader of a suspense text such as ‘A dark, dark tale’ to a KS2 audience to make them frightened.

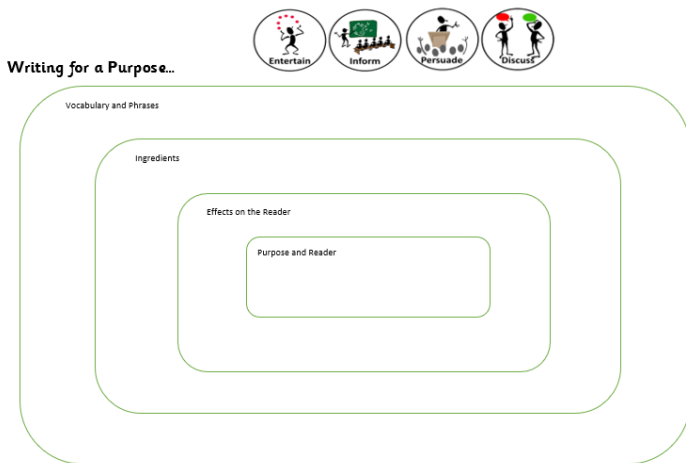
- 3) Then we choose **five or six key objectives** to embed over the half term.

To engage and inspire children to write, as well as using exciting methods of teaching, children need to know that writing always has a purpose – and always has an audience.

We focus on two main outcomes each half term but these may be for different purposes and different audiences. When engrossed in high quality texts, we rehearse various elements of SPAG whilst always thinking about the effect on the reader. This way we are able to really embed their grammar and punctuation skills; spend time investigating vocabulary appropriate to the piece; unpicking high quality examples; creating plans and writing collaboratively with peers.

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	Talking to Entertain	Talking to Entertain	Talking to Inform	Talking to Entertain	Writing to Inform	Writing to Entertain
Year 1	Writing to Entertain	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain
Year 2	Writing to Entertain	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain
Year 3/4 A	Writing to Inform	Writing to Entertain	Writing to Persuade	Writing to Entertain	Writing to Inform	Writing to Entertain
Year 3/4 B	Writing to Inform	Writing to Entertain	Writing to Persuade	Writing to Entertain	Writing to Inform	Writing to Entertain
Year 5/6 A	Writing to Inform	Writing to Entertain	Writing to Discuss	Writing to Inform	Writing to Entertain	Writing to Persuade
Year 5/6 B	Writing to Inform	Writing to Entertain	Writing to Discuss	Writing to Inform	Writing to Entertain	Writing to Persuade

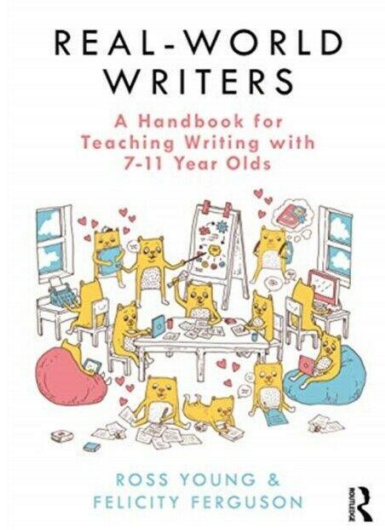
### Whole School Planning Coverage



Planning Template



Writing for Pleasure



In the same way that we encourage children to read for pleasure, we wanted to create an opportunity where children could explore writing for pleasure.

We have a weekly 'Write Here, Write Now' session where children have a stimulus (photo, video, music) and for ten minutes they can write freely. The work is not scrutinised but celebrated and the children enjoy it thoroughly.

Secondly, we have adopted the 'Real World Writers' approach to ensure that children can continue to develop their sense of independence and be self-driven to pursue an idea to the end. Every half term, we have project weeks where children can write based on their own interests and inspiration.