



Writing at St. Paul's School

Intent

At St. Paul's School, we aim for **ALL** our children to become confident, fluent writers who are able to use the wide range of writing tools they have accessed and developed whilst on their writing journey with us.

Implementation

We ensure that all children see themselves as a writer. We follow 'Drawing Club' for Reception and 'Year 1' pupils and 'The Write Stuff' from year 2 through to Year 6 with results that we are enormously proud of.



Drawing Club and Curious Quests

Drawing Club is a true adventure and perfect for Reception and Year 1, though it can be adapted for Nursery and even as intervention in KS2. Based around the Golden Blend of picture books, tales and animations, it involves a short period of Time Together as a whole class followed by time with children exploring their ideas and creativity that can be adapted to fit each class.



Drawing Club immerses children in the world of story, allows them to explore a range of ambitious vocabulary and develops children's creativity and imagination to show them that they are extraordinary. It also gives children age-appropriate practice that is highly engaging and grounds children in the joy of book snuggling.

Year 1 children embark on 'The Curious Quests', which builds on the liberation of 'Drawing Club'. It combines short carpet sessions, group work and together time. Through seven mini moments per lesson, children have abundant opportunities to apply their phonic understanding, explore texts and invent their own sentences.

'Drawing Club' and 'The Curious Quests' shows children that writing is for them and encourages them to write for their own joy.

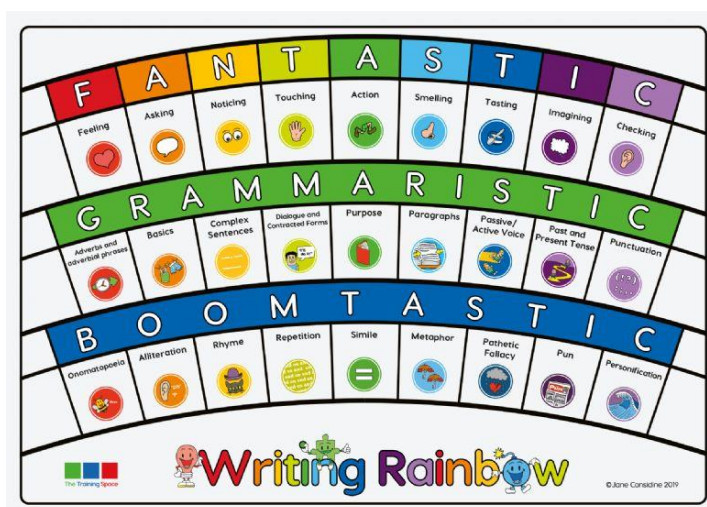
The Write Stuff

The Write Stuff is the work of the teacher, author and education consultant Jane Considine. The Write Stuff brings clarity to the mechanics of writing and provides clear systems through which to focus the writer's attention.

The combination of fiction and non-fiction units we have carefully selected to follow provide children with the experience of a wide range of high quality texts and authors. In our lessons teachers follow a repeated pattern of '**Initiate**', '**Model**' and '**Enable**' whereby they use the three zones of writing to provide a consistent systematic approach to writing carefully constructed sentences. Please see the list of unit plans we use on the school website.



The Writing Rainbow

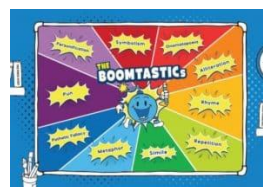


The **Fantastics** offer 9 lenses with which to structure ideas and target children's thinking. This supports children in developing variety in their writing by focussing on the vocabulary used, initiating ideas, provoking thoughts and igniting imaginations.



The **Grammaristics** focus on the importance of accurate grammar where tools are taught and used immediately to help children develop fascination around language so that they can manipulate and carefully structure words into sentences.

The **Boomtastics** focus on the art of writing, using a range of literary devices and techniques to make careful choices, playing with language to add flair to our writing and achieve various intentional impacts on our reader, painting vivid pictures through our word choices.



Jane Considine explaining the FANTASTICS

High expectations are coupled with careful monitoring and scaffolding, 'holding the hands' of our children and looking at the mathematics of a sentence so that they feel ready to write independently using the wide range of writing tools they have been trained to use.

Acquisition of language is of vital importance to us and throughout writing lessons we aim to support children in widening their vocabulary, accessing language at least 18 months beyond that that they may use naturally. We achieve this through techniques such as 'Picture Power', 'Shades of Meaning' and focussing on the sentences 'Intent'.

SEND

We have a mastery approach to teaching and learning to ensure that we are ambitious about what all our children can achieve and we do not believe that their ability is 'fixed' in every subject.

In English, learning is scaffolded for children who require it. Some strategies that you may see around the classroom in English are:

- Always modelling writing including appropriate language and punctuation.

- Modelling the thinking process including using phonics to segment words in KS1 or verbally debating word choices and sentence structure, reflecting on choices and editing to up-level or improve vocabulary.
- Orally rehearsing sentences to check it makes sense, counting the words on fingers and encouraging children to do the same.
- For learners not secure with phonics, learners have plenty of practice writing using the phoneme-grapheme correspondences they know and using the letter formation they have been taught.
- Use picture and word banks of key vocabulary. When learners are writing independently, they have access to word banks of key vocabulary.
- During sentence stacking, giving learners sheets with scaffolds in place such as a selection of words that they can choose from to include in their modelled sentence, or a shorter sentence for them to write independently.
- Displaying children's sentences on the sentence stacking wall so that children can refer to it for their independent write.
- Using books with cream-coloured pages or a coloured overlay to help those children who struggle with reading.
- Having writing lessons split into short learning chunks, ensuring a mixture of teacher talk, with opportunities to share vocabulary and phrases.
- Allowing a lot of thinking time and allowing movement breaks.
- Keeping language simple and short.

Impact

Children will be respected as an individual writer, provided with regular opportunities to make individual choices and encouraged to develop their own creativity. Regular practise of key writing skills will provide children with the confidence to apply these in a range of independent situations whereby they have the chance to show what they have internalised. The range of writing experiences we provide will enable all children to alter their long term memory and knowledge more, remember more and be able to do more as writers.