

Characteristics: We are Writers!

Writing



At Orchard Primary School, we value writing. It is essential that we develop pupils' writing within two competences – transcriptional (spelling and handwriting) and compositional knowledge (articulating ideas and structuring them in speech and writing). We believe that teaching pupils' competence in these two disciplines are essential. In addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing have been firmly embedded into the units of work across all year groups in school.

As a school we have identified that the ability to write down ideas fluently depends upon effective transcription; that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding morphology (word structure) and orthography (spelling structure) of words.

We teach pupils that effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. We strongly believe that writing for an audience and a clear purpose is essential. This requires clarity, awareness of the audience of vocabulary and grammar. Writing also depends on fluent, legible and speedy handwriting. We actively promote reading as a vehicle to feed writing, as this increases pupils' motivation and imagination. We seek to ensure that our pupils are able to confidently approach writing tasks inspired their own experiences and the knowledge gained form texts studied and enjoyed – both fiction and non-fiction.

At Orchard, we are writers. We:

- identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- note and develop initial ideas, drawing on reading and research where necessary
- write narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- describe settings, characters and atmosphere and integrate dialogue into narratives to convey character and advance the action
- precise longer passages
- use a wide range of devices to build cohesion within and across paragraphs
- use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- assess the effectiveness of our own and others' writing
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensure the consistent and correct use of tense throughout a piece of writing
- ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Learning Opportunities For Key Stage 1	Learning Opportunities For Key Stage 2
<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: • write narratives about personal experiences and those of others (real and fictional) • write about real events / write poetry / write for different purposes • consider what they are going to write before beginning by: • plan or say out loud what they are going to write about • write down ideas and/or key words, including new vocabulary • encapsulate what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing • evaluate their writing with the teacher and other pupils • re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-read to check for errors in spelling, grammar and punctuation • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • note and develop initial ideas, drawing on reading and research where necessary • write narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • precise longer passages • use a wide range of devices to build cohesion within and across paragraphs • use further organisational and presentational devices to structure text and to guide the reader • assess the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensure the consistent and correct use of tense throughout a piece of writing • ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

