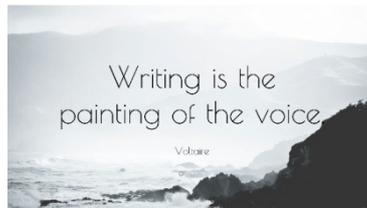
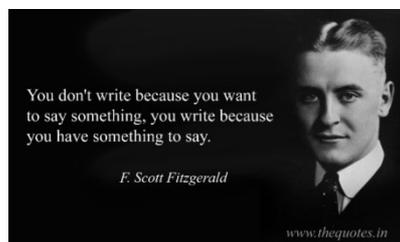


WRITING



We want children to connect emotionally to the writing process, so we always give them a reason to write. We believe that immersing children in inspirational books feeds their imaginations, giving them the means to develop their ideas and the tools to express themselves. Using books and imaginative scenarios as starting points, children use drama and role-play to express their ideas and practise their spoken voice, which is, of course, central to the writing process.

The classroom environment is both stimulating and supportive, with displays on which children can share and steal ideas. Writing boards track the process from development of initial ideas, right through to editing and publishing. When children discover exciting new words and phrases in their reading book, they write them down in a special “Magpie Book”, which they use to enrich their writing.

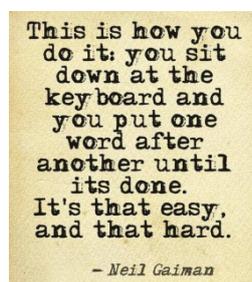


Children are given “free-choice” opportunities to develop longer stories and non-fiction pieces. Parents can find useful stimuli on <https://www.onceuponapicture.co.uk/> web site.

Also, children view grammar as part of a practical “toolkit” that helps them become better writers. For instance, children are taught a range of joining words (such as *when*, *if* or *because*) to help them write longer sentences.

We use the Shakespeare Spelling Scheme to help children identify spelling patterns and also tricky words. Children are encouraged to look for small words within large ones (eg *for* and *table* in *comfortable*) as an aid to spelling, alongside mnemonics (could – *c-o-u-lucky duck*).

From an early stage, children are taught to write using a cursive style that supports spelling and speed in writing at length. Examples of this style of writing can be found on the school website.



We are keen to ensure that children gain experience in a wide range of writing genres and this is made possible by linking the written work to our topic themes. For instance, if children are learning about the Great Fire of London, they may be asked to write a set of instructions for extinguishing a fire or a diary of someone who was involved in the fire. We allow regular opportunities for children to write creatively, ie stories and poems, in order to develop their range of expressive vocabulary.

In all writing experiences, we teach the requirements of the National Curriculum as far as spelling, grammar and punctuation according to the age and ability of the children – above all, we want them to write accurately and be inspired to want to write independently as a valuable skill which will stand them well in their future lives.