



Our Approach to Writing

Writing at Meadow View Primary School is topic based with the aim being to excite and engage children whilst also teaching the key components of writing which are transcription, composition and editing. We believe that children make the most progress in writing when they are motivated by the subject and genre they are writing about. Children will be producing some writing every day and will have opportunities to write in both their literacy and topic sessions. Children in the Foundation Units currently have two guided writing sessions with their teacher and also have access to a wide range of writing activities during their free flow time. Within every classroom there is a writing learning wall or help desk for children to access independently if they require guidance.

Talk for Writing

One of the key strategies employed from Foundation to Year 6 is Pie Corbett's Talk for Writing approach which involves three stages; imitation, innovation and invention. During the initial phase, children will be introduced to a text (factual or fictional) and will be given time to internalise it through learning key events, features and language. Children will then innovate these texts and alter them to create a new version of the text. Finally, during the invention stage, children will use their knowledge of a genre's structure, language and organisation to create their own text.

Big Write

Children will also create pieces of independent work during a "Big Write" session. These should be produced on a weekly basis. During these sessions children will be provided with a writing stimulus such as an object, a video clip, an extract of a story, a question etc and will be expected to plan and produce a piece of writing based on it. The genre children will write will be one they have been taught recently allowing children to apply their knowledge of particular texts and their language and structure in an unaided context. Where possible these "Big Write" texts will be linked with the topic being studied enabling a cross curricular approach to learning.

Marking and Feedback

Following a "Big Write", children's work will be marked by the teacher using the school's marking scheme. Children will be made aware of areas they have succeeded with and also with an area to develop which will be communicated

in the form of a challenge, an action or a question. This feedback will be individually tailored with children being given time to respond in green pen.

Quality Work

At Meadow View we expect children to take pride in their writing and encourage children to use a cursive script. This is modelled by all teaching staff across school. Teachers will also select a child who has impressed them to receive the “Remarkable Writer” certificate which is presented in assembly.

Our Approach to SPaG

SPaG (Spelling, Punctuation and Grammar) is taught daily across school. We teach a specific SPaG skill (such as word classes and inverted commas) and encourage children to use and apply these skills in their writing. Throughout school, teaching staff model the correct terminology to promote and ensure that pupils do the same.

Our approach to spelling is a four part process in which children copy, practise, apply and are tested on 10 new spellings every week. Children will be given a range of opportunities to apply their knowledge of spellings which range from writing silly stories to playing games such as hangman. The spellings for each child are selected based upon their SPaG assessment sheet. During the test children will need to spell not only the 10 spellings of the week but also five other spellings taken from a previous week. Teachers record these scores.