

Writing at Cranham C of E
Primary School

Early Writing

The journey to becoming a writer begins in the early days of the children entering their school.

We encourage the children to experiment with mark making, using a wide range of implements both inside the classroom and outside too. We encourage children to develop their gross motor skills alongside their fine motor skills. Daily 'Funky Fingers' or 'Dough Disco' activities are available to develop finger strength and co-ordination.

As the children learn the phonic sounds, we teach them to recognise and form the corresponding letters. These are formed using a range of writing tools and developed over time.

As children progress, we provide ample opportunities to record their ideas through play and structured adult led sessions. Here they can record their work using a blend of pictures,, symbols and emerging letter shapes.

As children develop, we enable children to record their writing independently as possible. We use a range of supporting aids and model the writing process.

We celebrate the small steps that they take in becoming confident writers.

Handwriting Policy

Handwriting Style

At Cranham we have adopted a cursive handwriting style, where each letter has a 'lead in' and 'feed out'. This style of writing helps children with joining their letters as they progress and studies suggests that it may support the learning of spelling patterns.

From an early age we talk about the positioning of the letters on the line and about using 'finger spaces' between words.

We teach that capital letters do not join.

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Writing Experiences

The children will participate in daily English lessons where we explicitly develop their skills as writers. Teachers across the school, carefully plan sequences of lessons that build on their previous knowledge.

We use progressive plans to teach phonics, spelling and punctuation. We also plan to cover a wide variety of genres as the move through the school.

Where possible we make purposeful links between our writing and wider activities such as reading and topic work. Teachers carefully select writing models to demonstrate the style of writing being taught.

Teachers carefully model the writing process in each unit of work, taking time to explore language, punctuation and the structure of the piece. Supporting materials are displayed to support the children in their independent work.

We provide opportunities to write for a clear purpose throughout the year, for instance; applying for a position in the school council, to become a school library monitor, or to convince the staff to adopt new ideas.

Spelling

Weekly spellings are set for children to practise at home and at school.

We set about 10 spellings a week for them to master. These are age appropriate and follow a carefully sequenced programme covering the phonics they have been taught and later spelling patterns and rules.

We test these spellings in school using a range of processes including dictated sentences and checking to see if words are spelt correctly when applied in independent writing.

In addition to the phonic patterns and spelling rules taught, we teach children to spell tricky common words known as 'Common Exception Words'. These are found in the National Curriculum and have been grouped according to age group.

Creative Writing

In addition to the planned units of work that we teach, we want to provide children with opportunities to write for enjoyment. We recognise that many children have the urge to write creatively without the constraints of planned structured tasks.

We also recognise that when motivated by our own passions, interests and imagination, we can create some wonderful outcomes. Therefore we regularly plan for children to make choices within their tasks and respond to ideas in their preferred way.

During our Monthly 'Funky Thursday' mornings, we encourage children to engage with a creative writing session where they feel free to follow their own ideas.

As a school we celebrate all children's achievements. This is also true for their efforts in writing. On occasions, with permission from the child, pieces of their work may be shared with a wider audience, such as on the School Dojo page, or in the school newsletter.