



## How does writing look at St Joseph's Primary School?

At St. Joseph's, we recognise that the key principle of the 2014 National Curriculum is not principally driven by children learning to write different text types.

Through the development of the skills involved in SPaG (spelling, punctuation and grammar), children can learn to tailor their writing for audience and purpose.

We recognise that there should be greater emphasis on children using grammar and punctuation accurately in their writing, which equates to a much greater focus on the teaching of 'sentence level' rather than 'text level' features.

We therefore follow the 'Write Way' planning and teaching sequence from EYFS- Y6 which allows the children to explore, learn, gather and present their understanding throughout the unit.

Think & Discuss It (Exploring Text) - Reading Phrase
Learn It (SPaG Focus)
Collect It (SPaG Focus & Vocabulary)
Organise It (Planning/ Structuring)
Write & Apply It (Application of SPaG Focus & Vocabulary)
Check & Improve It (Innovate and Improve)



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An example of the sequencing in relation to a unit can be seen below.

Class: 4/5

Text: Street Child

End of Unit Outcome: Diary

Sequence of Teaching and Learning (what steps will the children take to achieve the objective?):

1. To **think** about and explore the audience and purpose of a diary.
2. To **learn** how to use adverb (y4) -ing and -ed openers (y5) within the context of the text.
3. To **collect** examples of -ed, -ing and adverb openers from the text in order to form a word bank.
4. To **collect** specific vocabulary linked with the genre of the text and how that character would present their thoughts and ideas (Jim).
5. To **organise** ideas using the planning template provided with a focus of chronological order.
6. To **write** (independently) a diary entry in the role of Jim with of a focus of sentence openers.
7. To **check & improve it** by looking at the feedback given, discussing work with peers and finally innovating a section of work before presenting.