Writing statement

Learning to write is a complex process that involves a variety of skills but is an extremely powerful medium. We encourage all our children to become "authors" in their own right.

At Broughton we offer a multi-modal approach to writing. It is vital that children are provided with 'real' writing opportunities which is why lots of our writing happens around the classroom and not just in books. Children are equipped with the necessary tools to do this. Alongside this creative approach, children are given daily opportunities to focus on spelling, punctuation and grammatical structures.

Our children work using a variety of real texts – the link between reading and writing is made very clear.

Our writing aims are:

Early Years Foundation Stage (EYFS)
Children will start to learn how to form letters correctly. They will be encouraged to use their knowledge of phonics to write words in ways which match their spoken sounds. By the end of the year, they will be expected to write simple sentences which can be read by themselves and others.

Key Stage 1 (Years 1 and 2)
In Year 1, children will be taught to write sentences by saying out loud what they are going to write about, put several sentences together and re-read their writing to check it makes sense. They will also be expected to discuss what they have written and to read it aloud.
In Year 2, children learn to write for a range of purposes, including stories, information texts and poetry. Children are encouraged to plan what they are going to write and to read through their writing to make corrections and improvements.

Lower Key stage 2 (Years 3 and 4)
In Years 3 and 4, children are encouraged to draft and write by talking about their writing. They will continue to learn how to organise paragraphs and, if they are writing non-fiction, to use headings. When they are writing stories, they will learn to use settings, characters and plots. Children in Years 3 and 4 will be expected to use what they know about grammar in their writing and to read through what they have written, to find ways to improve it.

Upper Key Stage 2 (Years 5 and 6)
In Years 5 and 6, children will continue to develop their skills in planning, drafting and reviewing what they have written. Children learn to identify the audience for and purpose of their writing. They will be expected to use grammar appropriately. In non-fiction writing, children will use headings, bullet points and other ways to organise their writing. They will be expected to describe settings, characters and to use dialogue in their stories.

Assessment of writing

At Broughton we believe it is vital to provide the children with opportunities to write at length for a variety of purposes and plan extended writing into unit plans. These longer pieces of writing are assessed using the KLIPs (Key Learning Indicators of Performance) for writing. The key learning grids for each year group provide detailed assessment information for the teacher to use to inform their future planning of next steps and are also used to make overall termly judgements with regards to attainment and progress.

Handwriting

We teach children at Broughton to write using a cursive script from the beginning of their time here. We know that using a cursive script helps most children become more confident, fluent writers and also helps improve spelling. In EYFS, children will be taught pre-cursive letter formation, with clear lead-in and out. As children journey through Year 1 they will be taught to join letters when it is appropriate to do so.

At Broughton we believe that good presentation skills are important as we want children to value their own work and for others to do the same. By introducing and teaching a consistent cursive script from Early Years, our aim is then for children to be able to focus upon the content of their writing from year 2 onwards rather than on the mechanics of handwriting.

We aim for our children to develop a clear cursive handwriting script that they are proud of.