

Writing

Using the work of Alan Peat and Michael Tidd, we have built a curriculum which supports children to develop their writing skills and become confident in their manipulation of words, enabling them to become articulate communicators with 'a strong command of the spoken and written language'.

Michael Tidd discusses various writing types, emphasizing the importance of fostering a love for diverse genres in children. He underscores how exposure to different writing styles enhances literacy skills and prepares students for the complexities of advanced texts.



Alan Peat introduced a range of sentence types to improve writing, including simple sentences, compound sentences, and complex sentences. By incorporating these diverse structures, we aim to enhance the richness and sophistication of written expression.

Our Writing Process

Stage 1: SPaG input phase

Children are taught grammatical structures, and specific punctuation suited to the writing form in discrete SPaG lessons.

Stage 2: Analyse phase

Children are exposed to high quality WAGOLL's (What A Good One Looks Like), setting the expectations of the final outcome. Children also collect and generate high quality tier 2 and 3 vocabulary as they 'magpie' expert words and phrases used in quality texts

Stage 3: Guided and shared practice phase

Teachers explicitly model and support the compositions of writing, manipulating the collected content into sentences using grammar skills from the national curriculum. Through guided and shared practice, children construct sentences and develop their skills, continuously improving their work.

Stage 4: Independence phase

Children use their planned work to begin to draft their writing. Teachers will provide, as necessary, suitable tools to enable the children to do this - word banks, thesauruses etc. After editing and improving their work, the children then have the opportunity to publish, or perform, a final version, of which they feel extremely proud.