

# The Writing Process at Charsfield C of E Primary School



## **Key Purpose:**

Why is this subject important?

- Writing is an integral part of our whole curriculum. Developing writing skill and finesse enables pupils to understand how powerful and effective the written word can be for communication, information and enjoyment.
- Through writing pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for language.
- Through writing pupils learn to adapt their language and style for a range of contexts, purposes and audiences. A high standard of language and literacy will help to equip them for future employment and experiences.

## **Key Principles:**

What are the distinctive ways of knowing, working and learning in this subject?

- Charsfield pupils are actively encouraged to develop as confident, engaging and creative writers. We believe it is important that children see their work as having purpose and that they regard themselves as authors. Opportunities are provided for pupils to develop the skills required for writing for a wide range of different purposes and audiences.
- At Charsfield we use Jane Considine's *The Write Stuff* approach to our teaching of writing. We use this approach because it builds pupils' confidence with sentence structure, widens the repertoire of writing options for pupils and helps pupils gain an understanding of the 'whole' piece that they are writing. The journey to a written outcome usually starts with reading high quality, enjoyable examples of a particular genre. Feedback from our pupils is that they love writing!
- Writing lessons (sentence stacking sessions) are split into three learning chunks each with three sections: Initiate, Model and Enable.

### **Initiate**

This section of the lessons builds understanding, experience, and vocabulary.

- Pupils are immersed in a high-quality shared class text, chosen for its rich language, structure, and emotional depth.

- Reading aloud, shared reading, and discussion develop comprehension, empathy, and an ear for the rhythms of writing.
- Drama, art, and role-play activities bring the world of the text to life, helping pupils to inhabit characters and settings.
- The teacher models the behaviour of an engaged reader-questioning, visualising, predicting, and making connections.
- Pupils explore authorial choices, building a sense of what makes writing powerful and purposeful.
- Drama, oral rehearsal, and role-play are used to explore character motivation, language, and emotional tone before writing begins.
- Talk, drawing, note-taking, and sketching are encouraged to explore possibilities and clarify thinking.
- Generating a vocabulary bank as a class through "kind calling out" with the teacher scribing on the board

### **Model**

During this section of the lesson, the teacher takes the role of the writer talking through the writing process and editing their work as they write - Re-read, refine and edit for clarity and impact. Teachers will encourage pupils to experiment with language, structure and voice, linking back to the shared text as a mentor example.

### **Enable**

This is the opportunity for pupils to write independently using the input from the initiate and model sections. Pupils are encouraged to re-read, refine, and edit for clarity and impact. This will involve editing meaning first, then grammar, punctuation and spelling, and finally using peer and teacher feedback to strengthen writing.

After the sentence stacking sessions, pupils then use what they've learned to plan and write their own independent piece based upon the theme of the unit plan.

### **Celebration of writing at Charsfield C of E Primary School**

We want our pupils to see the purpose of writing and we celebrate our pupils' writing in the following ways:

- Verbal praise in class

- Awarding House Points
- Celebrating writing in Collective Worship through awarding certificates and/or sharing writing at Parent Assemblies
- Displaying writing in classrooms and in corridors
- Sharing writing with people outside of school e.g. BBC 500 Words competition, sending our work to a company that has inspired our writing
- Sending pupils to other classes and members of staff e.g. Headteacher or English lead
- Creating our own books in lessons (not just English lessons) e.g. history topics such as The Romans
- Designing posters to encourage stakeholders to attend a school performance or raise money for a worthwhile cause