



INTENT	When our children leave Shaftesbury Primary, we expect them to be competent and inspired individuals who are enthusiastic about writing and can apply their knowledge across the curriculum. We are committed to using 'The Write Stuff' scheme of learning to enhance our teaching and learning. New grammar, punctuation and spelling skills should be taught within English lessons and embedded into The Write Stuff scheme of learning.			
Underpinned by	High Expectations & Vocabulary	Modelling	Teaching for Mastery	Coherence
	All children are expected to succeed and make progress from their starting points. Ambitious vocabulary is taught explicitly and is expected to be applied in everyday situations, throughout the curriculum. The Write Stuff provides teachers with a practical, step-by-step approach to help pupils develop their writing skills no matter what their starting point.	Teachers teach the skills needed to succeed in writing following the progression outlined in The Write Stuff scheme of learning. Teachers provide examples of good practice through high quality, engaging texts, modelled writing and by having high expectations of all. Children are also encouraged to share and contribute towards modelled writing which is celebrated within lessons.	'Deepening the moment' Teachers use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children's language and thinking during interactions and activities. During every sentence stacking lesson, children are provided with the opportunity and are encouraged to 'deepen the moment'.	The Write Stuff units provide structured meaning- driven teaching that supports transcription, composition and fluency and offers leaders and teachers the tools to build a sustainable positive writing culture. Lessons are broken down into small, sentence stacking lessons that join to form paragraphs. The teaching sequence provides children with the required skills and knowledge to create their own piece of writing as a final piece.

The Write Stuff**The Write Stuff**

The Write Stuff is a highly structured and visual framework which departmentalises the complex task of composition into manageable, high impact steps.

Teachers are encouraged to use 'The Write Stuff' texts and sentence stacks as guidance for their own writing planning, but it is suggested that resources and texts are edited and adapted as necessary to meet the needs of the students.

The Write Stuff uses the same symbols and language from Early Years through to Year 6 creating a common language for writing across the school. This consistency helps children build on their skills year on year.

The Spelling Book

The Spelling Book is a phonics-based teaching approach for Year 2-6, designed to build spelling fluency through investigative and daily activities. The programme emphasises exploring sounds, word origins and patterns to improve spelling retention and application in writing.

All children in Y2-6 are taught spellings using 'The Spelling Book' scheme linked to The Write Stuff.

Teachers aim to include this as part of their reading or writing lessons. These spellings and spelling rules will then be referred to within writing lessons where appropriate.

Handwriting

We implement a structured, progressive approach beginning in the early years where the focus is on developing fine motor skills through sensory play and specialised finger exercises.

As pupils move through the school, we transition from the mastery of individual letter formation to a consistent cursive style ensuring that these skills are explicitly taught with clear modelling.

Teachers prioritise student posture, correct pencil grip, and rhythmic flow. This reduces student's cognitive load of the writing process allowing their creative and critical thinking to take centre stage on the page.

CAR Time

This is an opportunity for children to revisit key skills that need more support or guidance. During this time, children have the chance to practise skills or re-visit and reflect on their prior learning.

These sessions are responsive to children's needs as a result of marking and feedback and are delivered by both teachers and LSM's.

Half termly statutory spellings

A systematic coverage of the statutory requirements.

The National Curriculum defines specific spelling rules, morphology and 'common

The Learning Environment

To support our young writers, we surround our pupils with the structural scaffolding they need to exceed. All teachers have high expectations of their students, and this is visible within the classrooms.

InterventionsWrite from the start

This is a specialised fine motor and perceptual intervention. Unlike standard handwriting practice, it focuses on the foundational movements required before a child even begins to form letters.

Cross Curricular links with Reading

Reading is the foundation; it is the vehicle through which children access all other subjects. When reading is integrated across the curriculum, it shifts from 'learning to read' to 'reading to learn'.

	exception words for each year group. While early reading relies on phonics, fluent spelling requires an understanding of orthology and morphology. It is therefore important to explore and investigate spelling patterns and rules to help children apply their knowledge and understanding to their writing.	Our learning environment supports writing through live teacher modelling, WAGOLL's, sentence stems and scaffolding sheets and displayed models. Our environments are linked closely to our school's therapeutic approach and are therefore uncluttered and allow children to focus and immerse themselves in their writing without too many visual distractions.	<u>Colourful semantics</u> This intervention uses colour coded cards to represent different parts of a sentence to support visual learners. The teaching strategies provide a visual map for building grammatically correct sentences and helps children expand their ideas beyond simple structures. <u>Precision teaching</u> Precision teaching is beneficial when the barrier to writing is specifically spelling or handwriting. It is a daily activity focusing on a small set of words or letters until they are produced with 100% accuracy and high speed. <u>Assistive technology</u> For students with persistent physical or Dyslexic barriers interventions may be introduced to support the writer using programmes such as Clicker, Speech to text or touch typing.	The relationship between reading and writing is often described as a reciprocal or symbiotic relationship. In an effective English curriculum, reading acts as the input while writing is the output. When children read high quality literature, they are subconsciously becoming expert authors. The Write Stuff 'Initiate' phase is essentially a deep-reading exercise. By reading as a writer, students notice how an author uses a specific 'lens' and vocabulary to move the reader through a text. There is a direct link between reading fluency and writing stamina. If a child becomes a more fluent reader, they 'free up' cognitive space. They no longer have to work hard to understand the language, allowing them to focus entirely on the creative craft of composition.
IMPACT	Pupil Voice Through discussion and feedback, children talk enthusiastically about writing and understand the importance of the subject. They can also talk about how they apply their writing skills across the curriculum.	Evidence in knowledge Children can make links between the skills and knowledge they are developing. They can recognise and talk about how key skills are developing throughout their schooling. They can apply their knowledge across all areas of the curriculum and make valuable links between learning.	Evidence in skills Children are taught writing progressively and at a pace appropriate to each individual child. Teachers' subject knowledge ensures that skills and knowledge are taught progressively and at a pace appropriate to the children they teach. Explicit teaching of spelling and vocabulary should be evident in writing particularly in independent writing tasks across all areas of the curriculum.	Outcomes At the end of each year, we expect most children to have achieved age related expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive targeted support and intervention. We expect all children to make expected progress from their various starting points.