

Our approach to writing

Our ultimate aim at BPS is for children to be able to express themselves confidently and articulately in writing. We believe that if we equip children with the correct writing tools, they will be able to use them to effectively communicate for a variety of purposes and with different audiences throughout their lives. In addition, as writing is central to almost all areas of the curriculum, we exploit cross-curricular links wherever possible. This enables the provision of meaningful opportunities to practise and demonstrate writing skills with a real purpose and an authentic audience.

Throughout the school our teaching of writing starts with the children reading and sharing high quality texts. Immersion in a text allows children to explore the individual features of different pieces of writing and they can become familiar with the language and sentence patterns used before they begin to use them in their own writing. This process allows children to establish Writer's toolkits and it also illustrates and exemplifies the quality of writing that they will be expected to produce.

Our teachers recognise the importance of modelled and shared writing as tools to assist children in their independent writing. Modelled writing allows teachers to write whilst carrying out the process of 'thinking aloud', showing how to use a text, punctuation, spelling or grammar feature correctly. Shared writing provides the opportunity for the children to contribute their ideas to a whole-class piece of work and allows the teacher to give verbal feedback about their suggestions. This direct teaching then supports the children to be successful in their independent writing immediately afterwards.

All children are set achievable targets and are informed of the next steps that they need to take. We give time for the children to proof-read and edit their writing in order for them to actively participate in identifying what is needed to show progress in their individual learning journey.