

Thorner's Writing Map

At Thorner's, we encourage children to become confident writers. Writing underpins a lot of our communication so it is a vital skill for pupils.

We teach children about the writing process, which includes generating ideas, drafting work, editing and checking.

The Importance of Talk

Before children can write their ideas, they need to be able to speak in clear sentences to share their ideas. We place a lot of emphasis on discussion and talk, especially in the Early Years. You can help at home by encouraging your child to talk when playing, helping around the house or just spending time having a chat. Sometimes new vocabulary or ideas are muddled when your child tries them out for the first time, so it can be helpful to repeat back the correct pronunciation or sentence structure to give them another chance to hear and try out the new words. At school we do lots of role-play and discussion based activities to help children explore language and learn to communicate their ideas.

The Development of Writing

It is no secret that some children can find writing tricky! Any it is no wonder - to write you have to master lots of skills all at the same time:

You can find some excellent information and resources designed for parents on the Oxford Owl website by clicking here.

[Writing - Oxford Owl for Home](#)

Handwriting

In Pre-school and Reception, we focus upon consistent, individual letter formation ("s" for example) before the children move onto continuous cursive in year 1. These individual letters ("s" for example without any 'lead-ins' or 'flicks'") are also what the children see in their Bug Club Reading Books when decoding which makes it more consistent for the children when reading and writing.

In KS1, we use a continuous cursive handwriting scheme (Twinkl) from Year 1. This scheme teaches children to form letters with feeder leader lines which helps when they are ready to start to join, which is usually in Year 2. We work with children individually to make sure that they progress at their own pace as their fine motor skills develop.

In Key Stage 2 we also explicitly teach children to write fluently in pencil and eventually pen so that children can make choices about the way they present their written work.

A progression map for handwriting using this scheme is on our website. Each class has weekly handwriting sessions alongside the opportunity to practise their handwriting every time they write in

class. This incidental practice in other lessons is crucial so that good handwriting habits transfer across out of the handwriting lessons into the children's everyday writing.

Spelling

In Reception and Yrs 1 and 2 we use Bug Club Phonics to teach both grapheme/phoneme correspondence as well as the undecodable 'tricky' words that children need to learn for fluency to develop in their writing.

From Year 2, once children are secure with their phonic knowledge, we use the Schofield and Sims Spelling Scheme to teach spelling patterns each week. This approach is built on strong phonic foundations and includes a range of deep exploratory investigations, alongside short-burst 'chunked' revision activities. We support pupils to self-assess and monitor their own strengths and weaknesses in spelling so that they develop expertise and fluency.

Our spelling system is based on exploring and investigating spelling patterns rather than just learning a list. We do have regular spelling tests and the focus is on learning a pattern to build on their Phonics knowledge.

Presentation

What should I expect writing to look like?

Writing can be very subjective to judge, even for the experts! But you can find some typical examples of what writing looks like in key year groups here.

The DfE have also created exemplification materials which show the expected standard at the end of each Key Stage. These documents are designed for teachers to use to help with their judgements. They also contain a description of how and why the expected standard has been met. You can find the exemplifications here.

The expected standard at the end of Yr 2 (age 7)

[Teacher assessment exemplification: end of key stage 1 - English writing - Working at the expected standard: Kim \(publishing.service.gov.uk\)](#)

The expected standard at the end of Yr 6 (age 11)

[Teacher assessment exemplification: end of key stage 2 - English writing - Working at the expected standard: Morgan \(publishing.service.gov.uk\)](#)