**LaceyField Writing** 

At Eastfield Infants’ and Lacey Gardens Junior Academy, our aspiration for each of our children is based upon the need for them to enter the world of work as articulate and literate individuals with a strong love of writing. We strive to give pupils a stimulating environment, which we hope will ignite their love of writing.

The development of writing cannot be seen in isolation from reading, speaking and listening/drama.

**The best readers are the best writers – we read as writers and write as readers!**

Our Aims and Purpose

The LaceyField Writing Strategies

Hook (ongoing through the 2/3 weeks)

Reading as a reader

Comprehension

Text marking

Drama

Exploratory talk

P4C

Reading as Writer

Free writing

Hold a sentence

Explicit teaching

Oral activity

Written activities

Reasoning with skill

Shared writing

Drafting

Drafting in context

Editing/redrafting

Planning

WAGOLLS and WABOLLS

Shared writing

* Write for purpose
* Fluent writers
* Lifelong writers
* Write for enjoyment

How do we do it?

* Teachers will act as role models in their enthusiasm for both writing and reading by keeping up to date with current children’s literature.
* Use of speaking and listening to form the foundation of what our children could write
* Use of Feedback at every stage of the writing process
* Choice of a high quality text which links to the current Project
* Planning based on Power of Reading
* ‘S’ planning each writing area for a 2 or 3 week block

The fundamentals

* A belief that every child can and will become a competent writer.
* The Stages of Writing - EEF
* Blue/Green partner work.
* An ‘I do, We do, You do’ approach.
* A variety of high quality resources are used - fiction, non-fiction, short films, pictures, poems and songs.
* Tailored groupings.
* Up to date working walls.

Planning

Teachers use a ‘LaceyField Overview’ to inform their planning. This highlights when each skill should be taught and which high quality resource will be used. We follow a cyclical approach to teaching writing, as we strongly believe children learn best when skills are continuously revisited, built on and deepened. The children have the opportunity to write wherever possible.

