



LaceyField Writing

'If you can't speak it, you can't write it.'

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 secondary school and 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

- Write for purpose
- Fluent writers
- Lifelong writers
- Write for enjoyment



How do we do it?

- Teachers act as role models in their enthusiasm for both writing and reading by keeping up to date with current children's literature.
- Teachers model a writer's thought process through clear demonstrative writing.
- Children are saturated with a wide breadth of precise vocabulary - year group, subject and tier 2 specific.
- 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 - both verbal and written (if appropriate).
- Choice of a high quality text which links to the current Project.
- Planning based on the LaceyField Reading approach.
- Writing is valued and modelled during play.
- 'S' planning each writing area for a 2 or 3 week block.
- Progress and attainment in spellings will be monitored using pre and post assessments as per the Laceyfield approach to spelling. Spellings will be explicitly linked to writing genres and appropriate vocabulary choices.

The fundamentals

- The 'LaceyField' approach
- 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.
- Fluid groupings.
- Up to date, purposeful working walls - WHAT/WHY/HOW/WOW
- Gross motor skills are recognised as the foundations of writing.

Planning

Teachers use a 'LaceyField' overview and progression document to inform their planning. These highlight when each skill should be taught and ensure that there is progression across the academy. 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 across all areas of the curriculum.

The LaceyField Writing Strategies

Hook(ongoing through the 2/3 weeks)
 Reading as a writer
 Comprehension
 Text marking
 Drama
 Exploratory talk
 P4C
 Reading as Writer
 Free writing
 Hold a sentence
 Explicit teaching
 Oral activity
 Written activities
 Journey shapes and plot points
 Explicit use of author and purpose
 Success criteria devised with the children
 Reasoning with skill
 Shared writing
 Drafting in context
 Editing/redrafting
 Planning
 WAGOLLS and WABOLLS
 Shared writing
 Gross motor and fine motor activities

*" If you wish
to be a
writer,
write. "*

