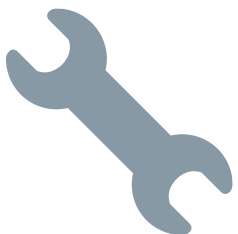


Marshlands Primary School

Our Approach to Teaching Writing

Parent & Carer Information Booklet





Contents

Welcome to our writing information booklet.

This booklet explains how we teach writing across school. It will help you to understand the routines your child will experience in class, why we teach sentence skills explicitly and how you can support writing at home in simple, practical ways.

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Our Writing Beliefs



We want children to become writers who can:

- ❖ Think of strong ideas and explain them clearly.
- ❖ Build sentences confidently so that their writing makes sense.
- ❖ Choose vocabulary deliberately to suit the audience and purpose.
- ❖ Plan, draft, improve and publish because good writing is built over time, not done quickly.

Across school, writing is taught through:

Talk and oracy first

Children rehearse ideas aloud before writing.

Transcription that matters

Handwriting and spelling are taught explicitly and applied in real writing.

Sentence-level mastery

Children learn how sentences work before being expected to write longer pieces.

Grammar as a tool for meaning

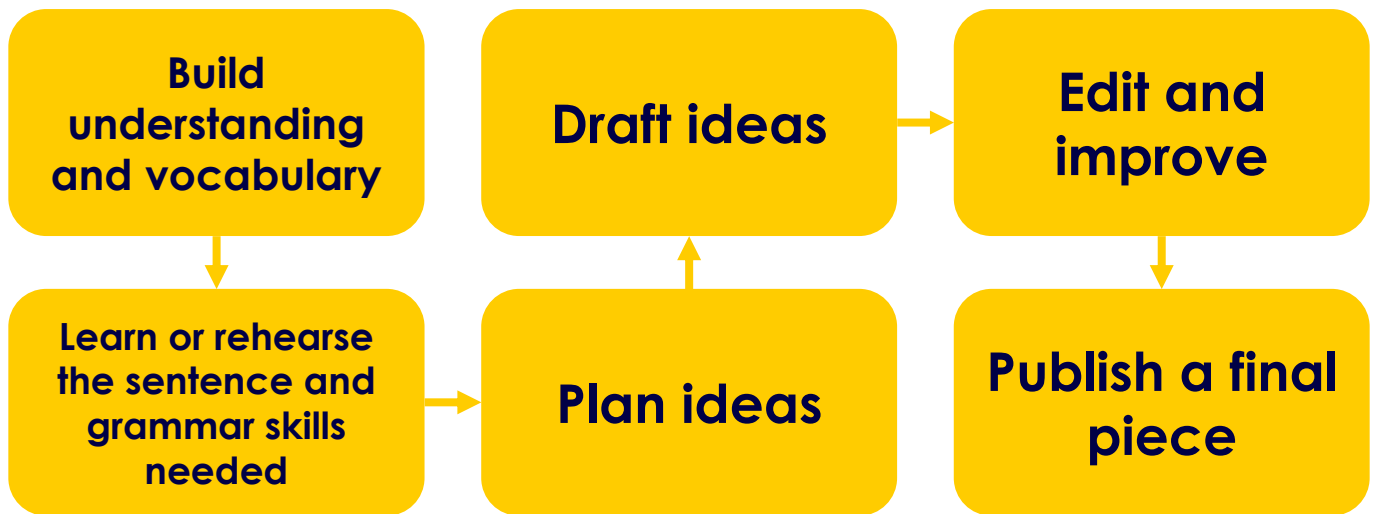
Taught in context, not as isolated drills.





Writing is a Process

In our school, writing is taught as a sequence of steps that help children succeed:



This means children get more time to think, practise and improve, rather than rushing to a final outcome.

We use a shared set of lesson ‘day types’ across the school, so teaching is consistent and children know what to expect.

Experience

Children are hooked into their writing through drama, reading, images, videos, discussion and vocabulary building.

Purpose: build a shared understanding and bank of language.

Technical

A sentence focused lesson: children practise building and controlling sentences.

Purpose: teach transferable sentence skills.

Spelling & Handwriting

Explicit teaching of spelling patterns, tricky words, dictation and handwriting/joins.

Purpose: improve accuracy and fluency to apply when writing.





Grammar

Grammar taught as a tool for meaning (verbs, punctuation, conjunctions, etc), linked to upcoming pieces of writing.

Purpose: help children make deliberate choices when writing.

Sentence Stacking

Teacher-led modelling and shared writing in small chunks, building high-quality sections together.

Purpose: show children how a strong paragraph is crafted.

Mini Write

A short, independent burst to apply learning.

Purpose: quick success, formative assessment and editing work.

Independent Planning

Children map their ideas, including narrative maps, word banks, success criteria.

Purpose: increase ownership and clarity before drafting.

Independent Writing

Children draft a complete piece, broken into chunks.

Purpose: build stamina and structure, focusing on quality.

Independent Editing

Children improve writing through focused self and peer editing.

Purpose: fix errors, sharpen sentences and deepen content.

Publishing

Children produce a final polished piece for pride and audience.

Purpose: celebrate writing.





Technical Days

Strong writing depends on strong sentences.

Technical Days help children:

- ❖ Avoid common problems like sentence fragments and run-ons.
- ❖ Understand how clauses work.
- ❖ Expand and combine ideas effectively.
- ❖ Write with clarity, control and impact.

Technical Days are oracy-rich: children often rehearse, improve and explain sentences aloud before writing them.

Support for All

We want every child to access high-quality writing instruction.

Support may include:

- ❖ Sentence starters and scaffold sheets
- ❖ Oral rehearsal before writing.
- ❖ Manageable assessed pieces (4-5 paragraphs maximum).
- ❖ Modelling, live feedback and structured practice over time.





Help at Home

You don't need to teach writing at home.

The most helpful things are:

- ❖ Talking about books, films, games and real events

Ask: What happened? Why? What would you do?

- ❖ Build vocabulary naturally

If your child says "nice", ask: Nice how? Kind? Calm? Generous?

- ❖ Practise one sentence at a time

Ask them to improve a sentence by adding

- where it happened

- when it happened

- why it happened

- ❖ Encourage editing

Ask: Can you find one thing to improve? (capital letters, punctuation, stronger verb, removing repetition)





Glossary



Fragment: an incomplete sentence.

Run-on: a sentence that goes on without proper punctuation or a conjunction.

Clause: a group of words with a subject and a verb.

Independent Clause: can stand alone as a sentence.

Dependent Clause: needs an independent clause to complete the idea (or make sense).

Phrase: a group of words without both a subject and a verb.

Kernel Sentence: a simple starting sentence that can be expanded.

Conjunction: a word that joins ideas or clauses.

Coordinating Conjunctions (FANBOYS): for, and, nor, but, or, yet, so.

Subordinating Conjunctions: because, although, while, if, since, as, etc.

Sentence Expansion: adding detail to improve a sentence.

Sentence Combining: joining shorter sentences to make one stronger sentence.

