

## The Stockwell Way Approach to Teaching Writing

**Our Intent:** To create life long writers who take pride in their written work and who will apply skills to help them to improve their life chances.

### Core Principles:

- It is based on a taught sequence of writing – The Stockwell Way
- It is driven by a key text (identified in the MTP)
- Subject-specific vocabulary is applied accurately and consistently in every year group.

### Core Structure:

- Pre-assessment writing will generate areas for development, steps to success and targets for groups or children.
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- Small, guided steps of learning with use of a modelled text which demonstrates the outcome. These learning steps are rich in vocabulary and link to GPS expectations.
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- Children should use taught component to compose a specific piece of writing to support genre.

	<b>Writing Progression</b>	<b>Basic Skills</b>
EYFS	<ul style="list-style-type: none"> <li>• Orally rehearse phrases and text – using methods of RWI.</li> <li>• Use of picture books</li> <li>• Story maps used and innovated whole class</li> <li>• Lots of rhyme and songs</li> <li>• Letter formation, simple sentences</li> <li>• Writing mornings with parents, videos available on Seesaw</li> </ul>	<ul style="list-style-type: none"> <li>• Letter formation</li> <li>• CL FS</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Follow the Stockwell Way for writing.</li> <li>• Focussed on traditional tales- retelling and innovating one aspect.</li> <li>• Lots of actions/rhymes and signifiers to embed stories and reinforce story structure.</li> <li>• Whole class story maps into group maps.</li> <li>• Simple sentence structure-moving onto use of conjunctions.</li> <li>• Use of picture books and short texts.</li> </ul>	<ul style="list-style-type: none"> <li>• CL FS ?</li> <li>•</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Follow the Stockwell Way for writing.</li> <li>• Retelling and innovation of multiple aspects of a story</li> <li>• Daily phonics help to teach and reinforce spelling structures</li> <li>• Use of story maps as a planning tool- moving onto boxing up method.</li> <li>• Text driven- use of fiction and non-fiction. Mixture of picture books, images and longer texts, rich in vocabulary.</li> <li>• Development of vocabulary-synonyms</li> </ul>	<ul style="list-style-type: none"> <li>• CL FS ! ? ‘</li> <li>• Consolidate letter formation- into joins.</li> <li>• Year 2 Common exception words.</li> </ul>
Year 3/4	<ul style="list-style-type: none"> <li>• Follow the Stockwell Way for writing.</li> <li>• Story maps use- modelled by the teacher and created individually.</li> <li>• Text driven, with vocabulary rich texts, using longer novels. Also use of images and film.</li> <li>• Focus on sentence structure- clauses/adverbials and development of paragraphing.</li> </ul>	<ul style="list-style-type: none"> <li>• CF FS ! ? , “ “</li> <li>• Joined style</li> <li>• Year 3/4 spelling list</li> </ul>
Year 5/6	<ul style="list-style-type: none"> <li>• Follow the Stockwell Way for writing.</li> <li>• Use of a variety of planning formats- by teacher and child.</li> <li>• Text Driven, use of images</li> <li>• Development of vocabulary- use of dictionaries and thesaurus.</li> <li>• Focus on emotion/feelings and author intent.</li> <li>• Use of portfolios (moderation)</li> </ul>	<ul style="list-style-type: none"> <li>• CL FS . ! ? ; ; “ “ , ( ) - - ...</li> <li>• Own handwriting style developed</li> <li>• Year 5/6 spelling list.</li> </ul>

Cross-curricular opportunities- application of writing skills in other areas.

