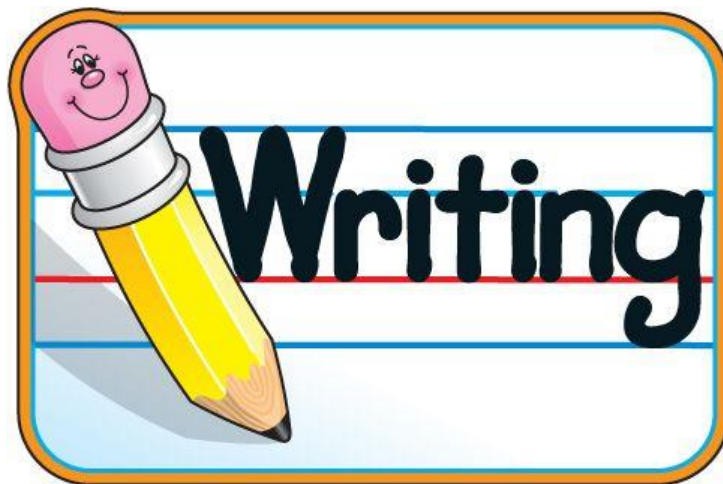




Craigdhu Primary School



# Writing



## **Writing at Craigdhu**

At Craigdhu, our learners will have the opportunity to write across the curriculum for a range of purposes. At the earliest stages, learners are given opportunities through play based learning to explore writing with different materials, to create meaning with drawings, symbols, letters and words. Teachers then introduce children to formal writing through the Foundation of Writing Programme and genre specific features through a variety of approaches including Talk 4 Writing. Throughout all stages technical aspects of writing are explicitly taught. At times pupils will use online programmes to assist with their writing, including the use of dictation tools to verbalise ideas.

### **Cursive Handwriting**

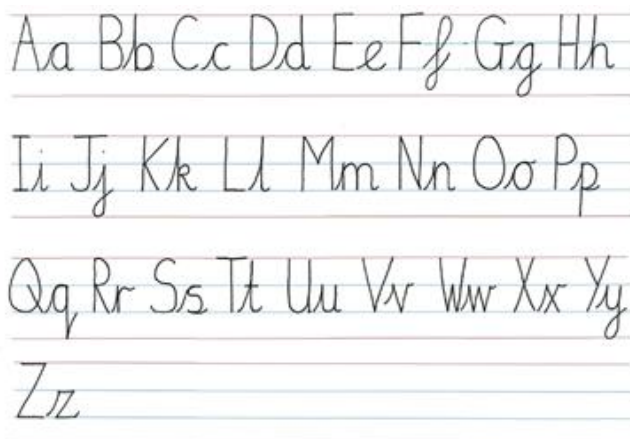
#### **Primaryes 1 and 2**

In order to start learning cursive joins, children need to be forming individual letters correctly, ensuring that they begin and end in the correct place and they are using the correct 'pincer' pencil grip (using the thumb, fore finger and middle finger.) The guide below shows a dot where children should start each letter and the arrow shows the direction they should go in.



#### **Primaryes 2 to 7**

As recommended by the British Dyslexia Association, we will use a continuous cursive style of writing from the final term of Primary 2 onwards. It's most important feature is that each letter is formed without taking the pencil off the paper. Consequently, each word is formed in one, flowing movement. Below shows how each letter is formed, all letters should start and end on the line.



## **Foundations of Writing**

Foundations of Writing is an approach to teaching writing that bridges the gap between telling a story through pictures and writing independently.

### **The Key Aspects:**

- **Drawing-Based Approach:** The programme uses drawing as a primary tool to develop fine motor skills, enabling children to make the transition to letter formation.
- **Structured Progression:** Teachers guide children to make increasingly detailed drawings, encouraging them to represent movements and stories.
- **Scaffolded Writing (Scribing):** As children "tell" their stories, the teacher scribes the text. This allows children to focus on creating characters, settings, and storylines before they have the technical ability to write independently.
- **Independent Writing:** It transitions from mark-making and teacher scribing to letter formation and independent writing, focusing on phonological attempts at spelling.

## **Talk 4 Writing**

Talk 4 Writing is an approach to teaching the technical aspects and genre specific features of writing through 'the power of talk.' It enables children to become confident writers by imitating the language of texts orally before reading, analysing, and writing their own versions. It uses a three-stage process—imitation, innovation, and invention.

### **The Three Stages:**

1. **Imitation:** Children analyse the structure of the text, the author's style and focus on grammar. Children use the model text and story maps (visual aids) to support this.
2. **Innovation:** Children adapt, change, or improve the learned model text to create their own version.
3. **Invention:** Children independently create their own original text based on the structures and language they have internalised.

## **Writing Skills**

We use skills progression toolkits from P1-P7 to teach the technical skills required to complete a variety of styles of writing including: narrative, poetry, recount, procedural, persuasive and report writing.

## How can you support your child at home?

- **Technical Skills:** Encourage your child to hold their pencil with the correct 'pincer' grip (using the thumb, fore finger and middle finger) and form their letters correctly, a triangular grip pencil will support this.
- **Writing opportunities:** Writing doesn't always have to be sitting down and writing an imaginative story. Give your child opportunities to incorporate writing into their everyday life e.g. **help to write the shopping list, write a menu for the weeks dinners, a thank you letter for a gift, a note for the tooth fairy etc.**
- **Opportunities to share their writing:** Ask your child to read their writing aloud to you, this will help them to identify missing punctuation and check their writing makes sense.
- **Use of technology:** Children can use programmes such as Microsoft Word or Google Docs to type their writing. Both of these programmes come with a dictation setting, allowing children to verbalise their writing. This can be particularly useful for dyslexic learners.

## Useful Websites

- Sumdog- [https://www.sumdog.com/user/sign\\_in](https://www.sumdog.com/user/sign_in)

*All pupils have a login to Sumdog, this is a useful website as it tailors questions to support and challenge at an appropriate level.*

- Once Upon a Picture - <https://onceuponapicture.co.uk/>
- BBC Bitesize- <https://www.bbc.co.uk/bitesize/subjects/z8rdtfr>

## Video explanations

There are a number of videos available on the school website and seesaw demonstrating approaches to support your child. These can be found at <https://www.craigdhu.e-dunbarton.sch.uk/parents-info/supporting-learning-at-craigdhu/>

## Literacy Dictionary

We have created a literacy dictionary to define commonly used terms at Craigdhu. This can be found on seesaw and on the school website at <https://www.craigdhu.e-dunbarton.sch.uk/parents-info/supporting-learning-at-craigdhu/>

A more comprehensive list of grammar and literacy terms and their definitions can be accessed via: <https://home.oxfordowl.co.uk/at-school/education-glossary/grammar-literacy-glossary-a-c/>