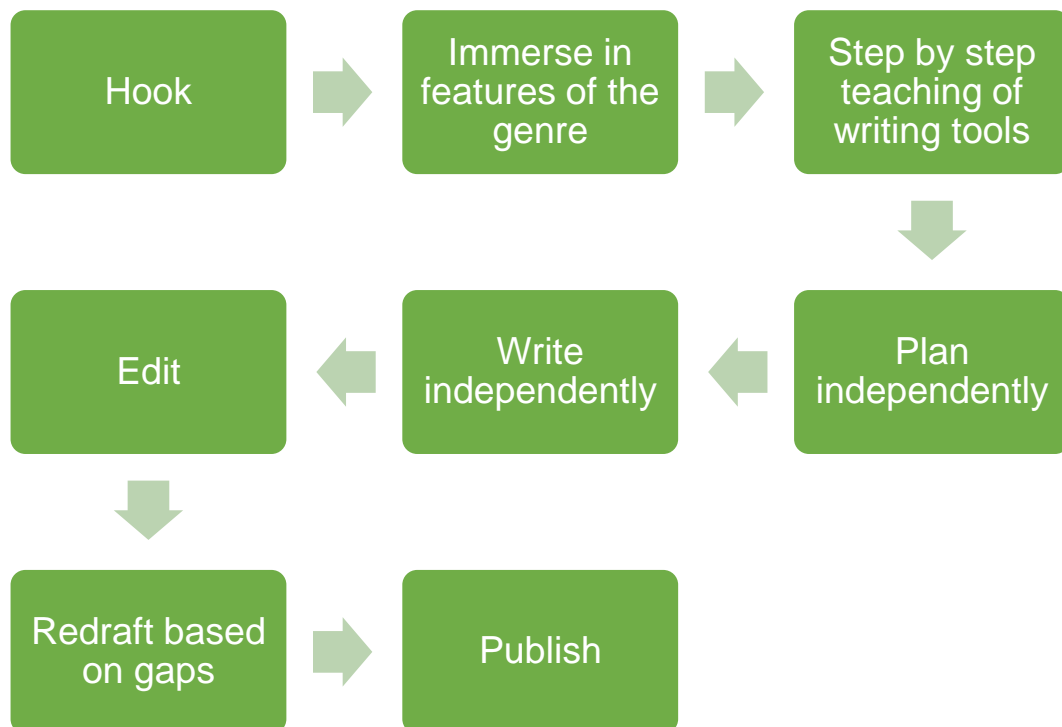


Writing at Staplegrove

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1 The Writing Journey Children Experience



1.1 Hook

Hooking the children in to the writing journey. This could be an art activity, drama, a mystery visitor, an event/trip, a mysterious item appears in the classroom...anything at all that will hook the children into the learning. This could be related to the text or the genre.

1.2 Immerse in the features of the genre

This is an opportunity for children to understand the genre, its features (eg a diary is written in the past tense, first person and usually in chronological order) and what makes an effective version. Children should be shown a model/example text at this point.

Activities could include (but are not limited to!):

- Learning a model text (ie Talk for Writing)

- For anything that needs to be sequential – cut up version to re-order (highlights the importance of the order)
- Real life examples (e.g. leaflets, adverts, posters)
- Examples from children's books (even better if you have these examples available to read in the book corner e.g. diaries – Diary of a Wimpy Kid, Anne Frank's Diary etc).
- Boxing up a model text
- Looking at an ineffective version and an effective version. What makes it more effective?
- Missing features e.g. instructions missing a 'what you need' section. Can children spot what's missing. Why do you need that?
- Given a model text and a list of features. Can children find them and identify them?

It is essential that children understand the features of the genre. This should then be displayed on the working wall.

1.3 Planning

Provide children with a planning format which they are going to use. Use of the planning format should be modelled so that children understand how to effectively use it.

Plan a version of your genre that the children will all write during the step-by-step teaching of writing tools. Model writer's voice – what choices are you making and why? Children to contribute ideas. Keep displayed for step-by-step writing.

1.4 Step-by-step teaching of writing tools

1.4a Writing Tools

Writing tools split into 3 types:

- Vocabulary tools – anything that is extending children's vocabulary e.g. adjectives, synonyms, words for feelings, different words for verbs, adverbs etc.
- Grammar tools – outlined by the National Curriculum e.g. parenthesis, apostrophes, fronted adverbials. See year group lists.
- Author tools – often sit outside of the explicit National Curriculum statements but contribute to effective writing
 - Alliteration
 - Personification
 - Onomatopoeia
 - Rhyme
 - Repetition
 - Simile
 - Metaphor
 - Pathetic Fallacy (using the weather to show feelings)
 - Symbolism

1.4 b Do, Model, Write

- Do – use activities, games, drama, sound, visuals for children to learn about the specific writing tool.
- Model – Teacher to model using the given writing tool. Vocalise writer's voice – why are you making those choices?
- Write – Children have time to write applying the given writing tool in the context of the genre being taught. E.g. The writing tool is adjectives, the genre is a setting description. The children rank adjectives from most intense to least intense e.g. large, huge, enormous, colossal, gargantuan → teacher models using adjectives in the next sentence of their setting description from the shared plan → children use the shared plan and ideas from activity to write the next sentences (or sentences) of their setting description. Focus must be on quality and effective writing. What do you want the reader to know, think or feel?

This gives children an opportunity to apply a skill directly to a genre rather than waiting until the end of a unit. It also means that children are regularly having opportunities to extended write without always being independent. It is an opportunity to 'hold the hand' of our writers before setting them off on their own.

When children are writing, we expect them to use the writing tools being explicitly taught during that lesson. We encourage them to use the writing tools previously taught. E.g. Today we are focussing on parenthesis but what else could we use? We learnt about fronted adverbials last week and we could use those too.

1.5 Plan independently

Children to plan for their own independent version of the genre. e.g. a different point in the class text, a different perspective, a different topic for a report.

There are many different ways to plan such as:

- Boxing up grid
- Story mountain
- Story map

1.6 Children to write independently

Children to write their own independent version of the genre using their plan.

Success criteria to list the features of the genre (e.g, past tense or first person) and the writing tools taught during this writing journey.

Success criteria uses this proforma:

Success Criteria	I think/My buddy thinks	My teacher thinks

Focus must be on quality and effective writing. What do you want the reader to know, think or feel?

1.7 Editing

Children use purple pens to edit for:

- 1) Sense – e.g. by reading aloud to a buddy, by counting the words for each sentence, tapping each word
- 2) Punctuation – e.g. checking with a partner, punctuation noises, speaking the punctuation, smiley face punctuation (adding a new feature for every correct capital letter and full stop)
- 3) Spelling – e.g. reading it backwards word by word to check spelling, using a dictionary, using key word mats, identifying unknown spelling with dotted line
- 4) To improve – e.g. polishing to improve vocabulary choices, extra detail, eliminating repeats etc.

Remember – whilst editing comes after the drafting we ultimately want children to edit whilst writing and spot their mistakes as they go.

1.8 Redrafting

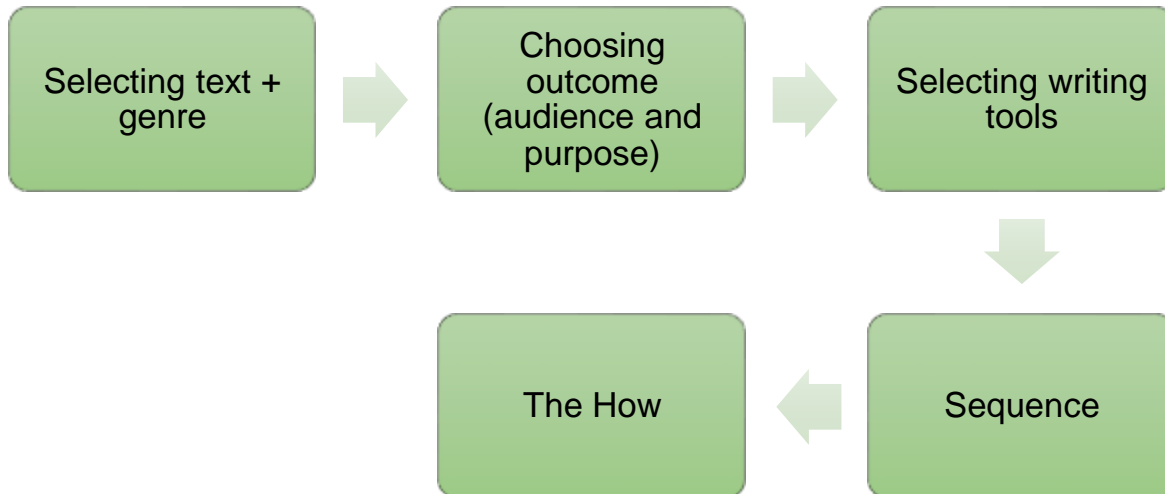
Can merge with the editing to improve process.

Rewriting a piece of writing to include edited improvements but also to improve again. Focus must be on quality and effective writing. What do you want the reader to know, think or feel? This should address gaps from the writing sequence e.g. a writing tool that has not been grasped, a basic skill that needs addressing.

1.9 Publishing

Can be handwritten or typed or recorded depending on audience and purpose. This is a final piece for children to be proud of. It may be displayed, taken home, shared with the relevant audience and demonstrates the value we place upon children's writing. This may be part or whole of the piece of writing depending on: age group, genre, purpose, stamina. E.g. letter or leaflet would need to be published as a whole whereas narrative may only need to be a section. This must be the **best** version.

2 Planning for the Writing Journey – Guidance for Teachers



2.1 Selecting the text and genre

- What is your current topic?
- What texts do you know that connect with your topic? Is there shared language across the book and your topic?
- What topic-linked texts do you know that your class will enjoy?
- Which genre (from the year group genre list)

2.2 Choosing the outcome (audience and purpose)

- The outcome of each piece of writing needs to be assessable. What are the children producing at the end of this writing journey?
- What would hook the children in and give them a real purpose to write?
- Who would the most engaging audience be?

The point of the final outcome is to enthuse children to write and give them a real purpose and audience.

2.3 Selecting writing tools

Writing tools split into 3 types:

- Vocabulary tools – anything that is extending children's vocabulary e.g. adjectives, synonyms, words for feelings, different words for verbs, adverbs etc.
- Grammar tools – outlined by the National Curriculum e.g. parenthesis, apostrophes, fronted adverbials. See year group lists.
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 - Rhyme
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- Simile
- Metaphor
- Pathetic Fallacy (using the weather to show feelings)
- Symbolism

2.4 Selecting SPaG links

SPaG will be taught within the writing sequence so that it is taught in context.

- What SPaG would best support children to be successful at the genre or writing tool you are teaching?
- What prior knowledge do children have?
- Is there are particular gap that needs addressing?

SPaG links come from the National Curriculum, Writing Tools documents and SPTO depending on the nature of the objective.

2.5 Sequencing teaching

- Consider the sections of your genre. e.g. in a narrative – opening, build up, problem, resolution, ending
- Which writing tools that you have selected would lend themselves to each section? E.g. if teaching inverted commas would they be best during the problem? Or adverbials of place in the opening?
- Are there any writing tools that will need to build upon each other?

2.6 The How

- What will be an exciting and engaging way of teaching that writing tool?
- Is there a variety of activities?
- What will be the most effective way of ensuring children understand?
- Consider your own subject knowledge and the subject specific vocabulary you will use to teach

3 Assessing writing

Independent writing will be used for assessment. Assessment pieces of writing should not be totally cold writes. They should be created through discussion with the teacher and peers. We shouldn't expect to see every criteria in every piece. Success criteria can be used as long as it doesn't have examples written on. In order to be counted as independent, there should be an element of choice for children (e.g. we are all going to change the story of Little Red Riding Hood, how could you change it?). Oral rehearsal and editing/redrafting are expected and encouraged.

Children need opportunities to write in narrative and non-narrative forms, past and present tense. In KS2 children need opportunities to write for a range of formalities. They no longer need to shift formality within a piece of writing.

Every year group will moderate using the Somerset Literacy Network moderation proforma. Moderation usually uses a sample of 5/6 pieces of work. We will follow this moderation cycle as part of the BWMAT.

Moderation Cycle:

1. Standardisation - What is Expected? Working towards? Greater Depth?
2. Looking specifically at borderline children to avoid over generous/cautious assessments
3. Blind moderation of expected, working towards and greater depth – giving face to face feedback
4. Sharing good progress

4 Expectations

Writing to be taught 4 times per week (i.e. all English lessons except Friday Reading Comprehension lesson)

SPaG is to be taught within the context of the writing journey as much as possible.

Each writing journey may last different amounts of time depending on children's prior knowledge, genre, amount of writing tools being taught etc.

A writing journey would ordinarily last between 2 and 3 weeks approximately.

Over 2 – 3 weeks there should be evidence of at least 1 step-by-step writing process and 1 independent write.

Learning objectives will be used for each lesson. During the step-by-step writing the writing tools form the learning objective.

Step-by-step learning objectives are formatted as follows:

LO: I can use *WRITING TOOLS* effectively in a *CONTEXT OF AUDIENCE AND PURPOSE*

e.g. LO I can use adverbials of time, parenthesis and alliteration effectively in a newspaper report

5 Genre List

Genres of writing are:

Purpose	Genre
Entertain	Setting description Character description Narrative Poetry
Persuade	Letter Poster Leaflet Radio advert Speech
Inform	Letter Diary Newspaper Non-chronological report (e.g. leaflet) Instructions Biography Explanation
Discuss	Balanced argument Review Newspaper

Year Group Genre List

Year group	Purpose	Genre
1	Entertain	Narrative – traditional tales
	Entertain	Narrative – familiar stories
	Entertain	Narrative – character description
	Entertain	Poetry
	Inform	Recount Letter
	Inform	Instructions
	Inform	Non-chronological report
2	Entertain	Narrative – traditional tales
	Entertain	Narrative – familiar stories
	Entertain	Narrative – character description
	Entertain	Narrative – setting description - new
	Entertain	Poetry
	Inform	Recount Letter
	Inform	Instructions
	Inform	Non-chronological report
	Discuss	Book Review – new
3	Entertain	Narrative – adventure
	Entertain	Narrative – other cultures
	Entertain	Narrative – character description
	Entertain	Narrative – setting description
	Entertain	Poetry
	Inform	Recount Letter
	Inform	Instructions
	Inform	Non-chronological report
	Persuade	Poster – new
	Persuade	Letter - new
4	Entertain	Narrative – myths and legends
	Entertain	Narrative – fantasy
	Entertain	Narrative – setting description
	Entertain	Poetry
	Inform	Non-chronological report e.g. Leaflet
	Inform	Instructions
	Inform	Recount diary – new
	Inform	Explanation – new
	Persuade	Letter

	Discuss	Book Review
5	Entertain	Narrative – Other cultures
	Entertain	Narrative – Historical
	Entertain	Narrative – setting description Narrative – character description
	Entertain	Poetry
	Inform	Non-chronological report
	Inform	Recount diary
	Inform	Explanation
	Persuade	Letter
	Persuade	Speech
	Discuss	Newspaper – new
6	Entertain	Narrative – mystery
	Entertain	Narrative – adventure
	Entertain	Narrative – traditional tales
	Entertain	Narrative – different perspective
	Entertain	Narrative – setting description
	Entertain	Poetry
	Inform	Recount letter
	Inform	Recount diary
	Inform	Instructions
	Inform	Explanation
	Inform	Non-chronological report
	Persuade	Letter
	Persuade	Poster
	Discuss	Newspaper
	Discuss	Balanced argument - new
Discuss	Book Review	

6 Grammar and punctuation

Grammar is taught within the writing journey as much as possible so that it is within the context of real writing. However, in year 6 stand alone SPaG activities will be used in preparation for SATs. There may be specific gaps/ concepts that need revisiting, practising or reinforcing separately. The 15 minute SPaG slot on a Friday is to be used for this. This time may include:

- Mini tests
- Revision games
- Close activities to practise a specific skill
- Targeting individual gaps
- Going over a previously taught skill

The language of grammar must be used correctly at all times with the children.

7 Spelling

We teach spelling using No Nonsense Spellings in years 2 – 6. In years R and 1 spelling is taught through phonics lessons. We use phonics to support children’s spellings across the entire school.

8 Handwriting

Reception – letter formation (non cursive)

Y1 – introduced to cursive as ready. Children exposed to cursive in term 3 and all introduced to it in terms 5 and 6.

Y2 – consolidating cursive handwriting

Y3 – 6 – Cursive handwriting is the expectation for all children unless there is an additional need.

