

Writing Strategy

Rationale

Writing is a key aspect of the curriculum and along with reading, speaking and listening, including oracy, it makes a significant contribution to the development of children as thinkers and learners. It is a central part of the academy's role that all pupils develop their writing ability and enjoy the process of cultivating this lifelong skill. At The Parks Primary Academy we strive to provide children with exciting, purposeful and inspiring contexts in which to become writers. This strategy aims to ensure that there is coherence, continuity and progression within our teaching throughout the school.

Aims

We aim to:

- Nurture the children's sense of themselves as writers
- Create an ethos of achievement in writing
- Encourage children to become enthusiastic, confident and reflective writers
- Provide purposeful writing opportunities where children write for a variety of audiences
- Enable children to independently produce high quality writing across all curriculum areas
- Encourage children to play with language and write for pleasure
- Ensure children can write using a legible, joined script.

In particular our teaching of writing will increase children's abilities to:

- Write imaginative, interesting and thoughtful texts
- Produce texts which are appropriate to task, reader and purpose
- Organise and present whole texts effectively, sequencing and structuring information, ideas and events
- Construct paragraphs and use cohesion within and between paragraphs

- Vary sentences for clarity, purpose and effect
- Write with grammatical accuracy
- Experiment with adventurous and effective vocabulary which are appropriate
- Apply their understanding of phonics and spelling rules to all forms of writing

Strategy to develop writing:

KS1 and KS2

At The Parks Primary Academy, we believe that effective writing is developed through eight key elements.



Each of the elements outlined must be evident throughout the writing journey. Teachers will outline this journey in a medium term plan which may change to address the needs of the children as their writing journey moves forward. See *Appendix B*.

The 8 elements of writing

Modelled Writing/Planning

- Modelling is an important part of the writing process where children get to observe and learn from how expert writers think about the writing process.
- During modelled writing, the teacher thinks aloud while writing and models strategies in front of the children, communicating the strategies being used.
- Teachers may model writing skills such as punctuating, rehearsing, proof reading, editing, word selection, sentence construction and paragraphing.

Shared Writing

- This strategy can also be used in guided writing groups and should be used more frequently than modelled writing.
- In shared writing, the teacher skilfully invites contributions from the children and teaches writing skills such as rehearsal, proof reading and editing, and production of a final draft.
- Shared writing should be focused around smaller pieces of text in order to ensure that the focus is on the quality of the writing and deeper learning can take place around more focused content.
- The teacher and children should have a clear aim at the start of the shared writing process: the purpose of the sentence or paragraph and its effect should be made clear.

Hook/Immersion

- In order to enthuse and capture children's imaginations to want to write purposeful pieces for a wide variety of audiences, all writing units will start with hook/Immersion. This element of the sequence will give children the necessary desire and knowledge of content to be able to write high quality pieces of writing.
- Children's prior experiences, knowledge and interests should all be taken into account when planning and ensure that children are not disadvantaged through a lack of the above outside of school.
- There is no expectation as to what the hook/immersion should be presented as; however, opportunities for speaking and listening, drama, research, ICT, debate, Talk

for Writing etc. are all ideal vehicles in which should be used to immerse children into their writing.

- Good speaking and listening skills are crucial to the development of writing. Drama and role play opportunities are provided prior to writing. Teachers also plan for talking opportunities through drama, talk partners and group discussion to enable children to verbally rehearse their ideas before writing.

Understanding and applying genre specific grammar.

- Wherever possible, grammatical terms should be implemented within teaching in shared and modelled writing sessions.
- Grammatical terms that are specific to the genre should be taught within the journey of writing.
- If terms do not lend themselves to the writing journey, then every effort should be made to teach these explicitly in separate grammar lessons.

Understanding and applying genre specific features

- Each unit will incorporate a focus around the features of the genre specific texts.
- Children will be presented with a variety of opportunities to engage with, analyse, and discuss the genre specific features that make up the unit.
- Children should see these features used across a variety of texts within the genre and be able to evaluate their effect and purpose, so that they can make informed decisions when creating their own piece of writing.
- A WAGOLL may be used but this should be used carefully, avoiding over-reliance.
- Comparing two OR more opening WAGOLL paragraphs is an effective way to show a range of writing structures that will enable children to develop their own authorial voice.

Re-drafting/Editing

- Editing and Redrafting are considered essential elements of the writing process.
- Editing will often have a focus on syntax, spelling and basic punctuation; whereas, redrafting will have a more prominent focus around the vocabulary, composition and cohesion of the piece.
- Both of these elements need to be modelled to children frequently in order for children to observe expert writers improving their own work.
- In shared writing sessions, children will discuss and debate the editing process and its effect.

Publication

- We believe that writing should be purposeful and children should have a final product in their writing that they take pride in.
- At the beginning of the unit, an example of the purpose of their writing will be shared with the class and placed on display for children to refer to throughout the unit.
- Every unit, a selection of children's work will be placed into a bound book in the academy library.
- A copy of the final piece will also be placed into the literacy books.

Independent Writing

- Children should be given regular opportunities at all points throughout the unit to write independently.
- There is an expectation that in each unit children will write at length, and the amount of this is at the discretion of the teacher dependent on the type of text and child.
- Independent work can still take into account feedback from peers and adults as long as children are making decisions for themselves about the content and structure of their work.

Planning and assessment in writing

Sequencing of lessons

The sequencing of these elements will vary dependent on the year group, genre and ongoing assessment and there is no preferred sequence, leaving this to the discretion of the class teacher. There is, however, an expectation that all units will start with hook and immersion and will end with publication.

Feedforward assessment

The academy adapt a feedforward approach to feedback in writing. Research has found that marking consumes too much time and productivity and focuses on past work which cannot be changed. Instead, teachers will read through every book on a daily basis and make notes in their feedforward journal on

- Children producing excellent work and why
- Students who may need more support
- Common misconceptions/errors
- Spellings and other details such as presentation.
- Concepts to reteach or reinforce.

Teachers will use this information to continue to plan and deliver effective writing lessons. The effectiveness of the lessons planning and feedforward assessment is monitored by the leadership team. Examples of feedforward planning can be found in appendix A.

Marking and feedback:

Live-marking

Whilst the children are working independently, staff should use this opportunity to live-mark. Live-marking is marking what is good on the children's work in a green highlighter. Any work that has not been live-marked, should have at least the learning objective swiped or dotted as necessary.

Marking for editing process

After/during the session, staff should use a yellow highlighter to address spelling, punctuation and grammar issues.

Spelling – Underlined/Dot

Punctuation – Circled

Grammar - Squared

Y1/2 – Spellings underlined and then written by the teacher at the bottom of the work, Grammar to be squared and then addressed by the child and Punctuation to be circled and then addressed.

Y3/4 – Spellings underlined and addressed independently, Grammar to be squared and then addressed by the child and Punctuation to be circled and then addressed.

Y5/6 – A dot for spelling at start of the line. A square at the start of the line for grammar. A circle at the start of the line for punctuation.

Basic skills

Alongside the Feedforward approach, the academy assesses children's work for basic skills at the end of each journey. These assessment sheets are stuck at the back of the children's exercise books. For an example of the academy's assessment sheets see Appendix C.

Celebration and Recognition

The academy takes every opportunity to ensure that writing is celebrated inside the classroom and one piece of writing each journey will be displayed on the Writing Working Wall.

Within the classroom and throughout the writing process teachers will celebrate a range of elements from children either to show good practise or to discuss ways to improve. Finding lots of opportunities to celebrate will help to develop the confidence of children within the process.

Displays

The writing working wall should include examples of key vocabulary that the children will need during the current journey, will showcase good work from the previous journey and include year specific punctuation and grammatical terms.

A finished published example should be presented on the display wall so that children have a clear idea about what their own publication could/should look like.

See appendix D for an example.

Developing Writing Skills in the Early Years Foundation Stage (EYFS)

Writing down ideas fluently depends on effective transcription: that is, spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. This understanding begins in EYFS through daily, high quality phonics lessons.

In the Foundation Stage, children are encouraged to attempt their own emergent writing and their efforts are valued and celebrated. As their phonic knowledge increases, so does their ability to write independently. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. Legible letter formation is explicitly taught and modelled on a daily basis. A wide variety of opportunities are provided for children to engage in writing activities and independently apply their phonic skills through role play, creative activities, computing and the outdoor area.

Appendix B

Genre: Biography

Writing Journey	Expected Length	Potential Activities
Publication	2 Days	<ul style="list-style-type: none"> Final written typed piece. Create Front cover and blurb. Children to present their person with their biography in a presentation assembly.
Modelled editing and revising	2 Days	<ul style="list-style-type: none"> Share the variety of ways to up level writing and cohesion. 1/3 Modelled, 1/3 Peer, 1/3 Independent editing and revising.
Independent Writing	2/3 Days	<ul style="list-style-type: none"> 2/3 Paragraphs per session. Expectation of 6 paragraphs.
Modelled Writing Shared Writing	1 Day	<ul style="list-style-type: none"> Children to assess the information that they have
Modelled Planning/Planning	1 Day.	<ul style="list-style-type: none"> Create opening of Biography as 'think aloud' of hooking the reader in. Model first paragraph focusing particularly on turning standard transitions into more engaging phrases. e.g. As the early years of her life rolled by,....'
Genre Specific Grammar Features.	2 days	<ul style="list-style-type: none"> Work focusing on change between third and first person. Past and present tense. Progressive verb forms.
Genre Specific Text features	1 day	<ul style="list-style-type: none"> Share a collection of biography and autobiography extracts. Children have to group them depending on features. Debate the purpose/pros and cons of both biographies and auto biographies. Who would read them and why?
Hook Immersion	1 day	<ul style="list-style-type: none"> 'Surprise' speaker in to share the story of their life. Children ask questions. Discuss open and closed questions. Note taking. Discuss key parts of the person's life and group information. Carry out interviews with members of staff or other identified adults and take notes for different sections of their life. Children can record interviews and make notes at later dates. Children read a selection of biography extracts and share interesting facts about their person.
Total Days	13 Days	<p style="text-align: center;">Start Date: 25.2.19</p> <p style="text-align: right;">Predicted End Date: 16.3.18</p>

Writing Journey	Expected Length	Potential Activities
Publication	3 days	<ul style="list-style-type: none"> Monday 18th March: Final written typed piece. Create Front cover and blurb. Tuesday 19th March: Children to invite Year 2 into the hall to read own narratives and perform freeze-frame scenes from their own stories which have magic tricks which link to it.
Modelled editing and revising	1 day	<ul style="list-style-type: none"> Children to review paragraph 3 and 4 together – share best endings discuss why. Share the variety of ways to up level writing and cohesion. 1/3 Modelled, 1/3 Peer, 1/3 Independent editing and revising
Independent Writing	1 day	<ul style="list-style-type: none"> Create paragraph 3 and 4 independently. Focus group with teacher based on ending.
Shared Writing	1 day	<ul style="list-style-type: none"> Paragraph three - action: Show example from book and discuss. Then work on this together. Exploring use of the character doing something, onomatopoeia, dialogue... show three different ways to use action.
Modelled editing and revising	1 day	<ul style="list-style-type: none"> Children to review paragraph 1/2 together. Share the variety of ways to up level writing and cohesion. 1/3 Modelled, 1/3 Peer, 1/3 Independent editing and revising.
Independent Writing	1 Day	<ul style="list-style-type: none"> Link to paragraph one, modelled first to show cohesion. Then independent writing of paragraph 2 ensuring dialogue is used to move action forward and to show differing characters.

Immersion	1 day.	<ul style="list-style-type: none"> Characterisation. Art/ Drama link. Children to create a picture of two main characters, using story to support. E.g. Leon/ Magician Design script for conversation as if on the phone with each other- focusing on different dialect to portray characters and how to use this to move action forward. 	
Independent Writing	1 day	<ul style="list-style-type: none"> Independent writing creating paragraph one – opening. Ch decide how they intend to open piece, aim for children to make conscious decision based on previous sessions. 	
Shared Writing	1 day.	<ul style="list-style-type: none"> Setting description: Creating atmosphere using voice recordings and skills from previous lessons to create paragraph. Teaching focus - creating cohesion – putting sentences together for effect and use of figurative language. 	
Modelled Planning	1 day	<ul style="list-style-type: none"> Model planning process to class then. Guided plan with chosen group either HA'S using different opening ideas or LA's to support process. 	
Genre Specific Text features	1 day	<ul style="list-style-type: none"> Revise setting description in class book and compare to a collection of narrative descriptions based around circus theme, specifically with varying openings to help with authorial voice within the class. Piece 1: The Circus, Piece 2: The Night Circus, Piece 3: Extract from 'Something Wicked this way comes'. Annotate, read, discuss text features: personification, expanded noun phrases etc... Debate the openings, decide what you prefer, dialogue opening, setting description, action opening etc... Why is 'this' effective/ not effective. 	
Hook Immersion	3 days	<ul style="list-style-type: none"> Wednesday 27th February. Music link: Children to look at the opening section in the book, the performance element, how does the author create the setting description? How does he build up suspense? Lightings, sound, audience speaking. In groups record the noises you might hear to create a sound plan, this will be used later with setting description. Tuesday 26th February. Read more of the class book as a class and look at the tricks used in the story. Reading Link: To help with summarising story. Children to then research their own tricks, rehearse these and perform them to the class. <p>Monday 25th February Launch class book: Leon and the place between. 9.30 Magician to perform to class. 10.15 Children to ask questions based on performance skills, what a magician might say, what tricks are the best for a circus etc. Discuss open and closed questions and note taking prior.</p>	
Other school Events that may impact on writing journey	2 Days	<ul style="list-style-type: none"> NAPA performance. Music 	
Total Days	15 Days	Start Date: 25.2.19	Predicted End Date: 17.3.19 AIM: 3-4 WEEKS



Appendix C

		AUTUMN						SPRING						SUMMER					
Year 1		A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
Date																			
Text type																			
Working at the expected standard																			
Check sentences make sense after writing them																			
Uses the conjunction and																			
Beginning to punctuate...	Capital letters																		
	Full stops																		
	Question marks																		
	Exclamation marks																		
Use suffixes including s and es																			
Use suffixes including ing, ed, est and ad.																			
Spell most Y1 exception words																			
To segment spoken words into phonemes, spelling some correctly																			
To form capital letters																			
To form lower-case letters correctly and facing the correct way																			
Uses finger spaces																			

Appendix D

