Writing at Churchfield

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1 The Writing Journey Children Experience

Hook

- Hooking the children in to the writing journey - get them interested and excited. 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.

Immerse in features of 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
  - 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)
  - 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?
- It is essential that children understand the features of the genre. This should then be displayed on the working wall.
- Remember – whilst editing comes after the drafting we ultimately want children to edit whilst writing and spot their mistakes as they go.

Writing tools

Follow the Writing Genres and Progression Map for which tools to teach
These are split into 3 categories:
1)Vocabulary tools – anything that is extending children's vocabulary e.g. adjectives, synonyms, words for feelings, different words for verbs, adverbs etc.

2)Grammar tools – outlined by the National Curriculum e.g. parenthesis, apostrophes, fronted adverbials. See year group lists.

3)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

- 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. using fronted adverbials in the context of a diary/narrative/non-chronological report
- Remember – whilst editing comes after the drafting we ultimately want children to edit whilst writing and spot their mistakes as they go.

Shared plan

- Plan a version of your genre that the children will all write
- Model writer's voice – what choices are you making and why?
- Children to contribute ideas. Keep displayed for step-by-step writing.
- Remember – whilst editing comes after the drafting we ultimately want children to edit whilst writing and spot their mistakes as they go.

Independent write

- Have a modelled piece of writing written in advance – this could have been on the working wall in advance
- 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.
- Share write a paragraph – leave up as inspiration for the children
- Children to write their own independent version of the genre using the plan.
- Remember – whilst editing comes after the drafting we ultimately want children to edit whilst writing and spot their mistakes as they go.

Edit

- Children use red 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

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

Redraft

- Children to improve a section of their writing to make it more effective. Think about what you want the reader to think, feel or know. This should address gaps from the writing sequence e.g. a writing tool that has not been grasped, a basic skill that needs addressing.

Publish

- Children to publish their writing with a genuine purpose e.g. a letter to send, to post online, to put up somewhere, for another group to read, to send to an author.

1.1 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 in the context of that genre. 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.

For example: 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 sentence (or sentences) for 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.

1.2 Children to write independently

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

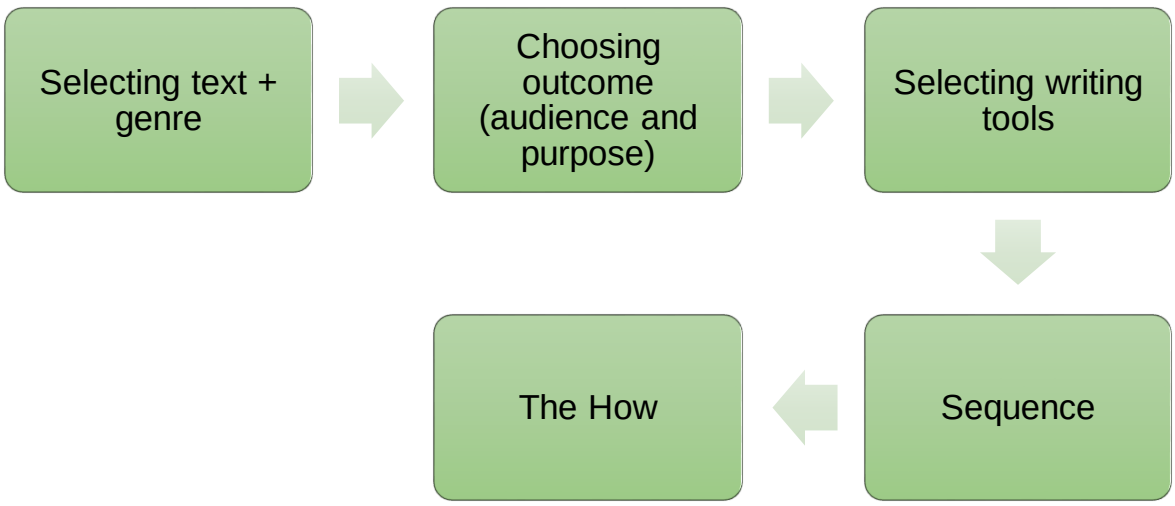
Success criteria to list the features of the genre (e,g, past tense or first person) and the writing tools taught during this writing journey.

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?

2 Planning for the Writing Journey



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

Follow Writing Genres and Skills Progression – Curriculum 22

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.
- 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

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. 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 cautious assessments
3. Blind moderation of expected, working towards and greater depth – giving face to face feedback
4. Sharing good progress

4 Expectations

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

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

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

Learning objectives will be used for each lesson and stuck in. Please use the arrows and box from your writing sequence.

Writing sequences are to be stuck in at the beginning of each writing sequence.

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

6 Grammar and punctuation

Grammar is taught using Oak Academy and following the Grammar Skills Progression. It is a discreet 10 minute session. This can be done on whiteboards if preferred. Where possible, the grammar is taught within the context of the genre.

7 Spelling

We teach spelling using Essential Spelling in Years 2-6. Spelling is taught within phonics for EYFS and Year 1.

8 Handwriting

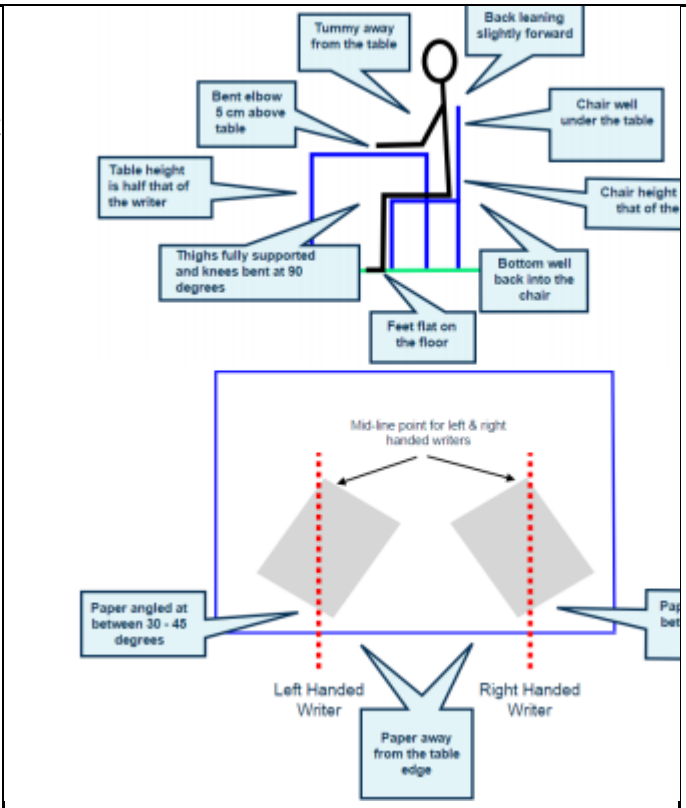
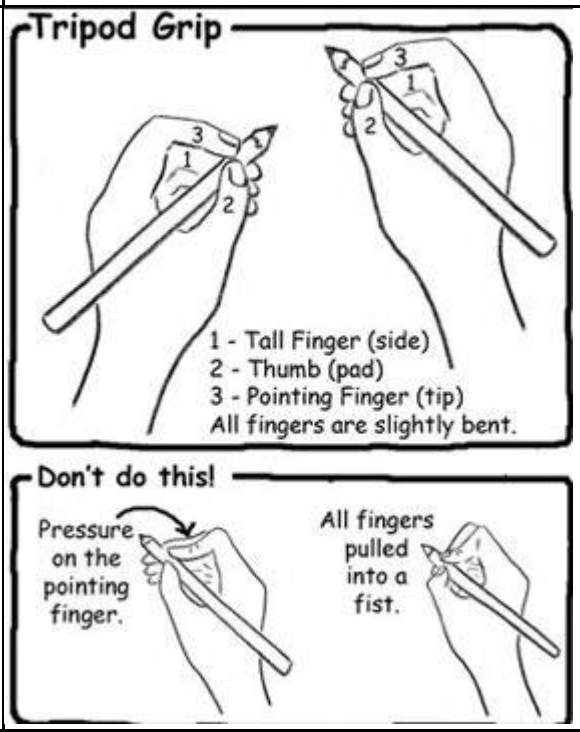
Reception – letter formation (non cursive)

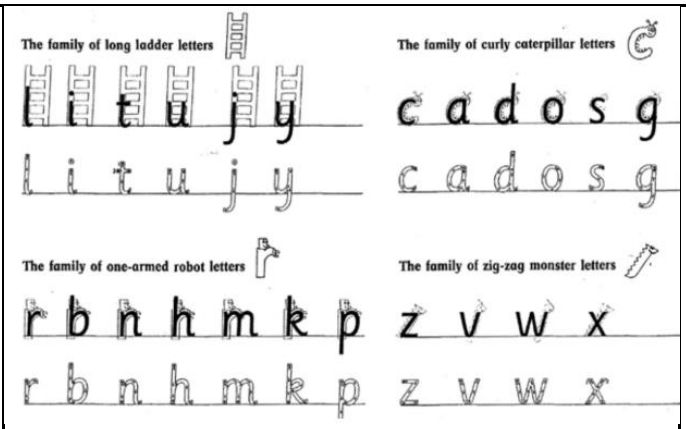
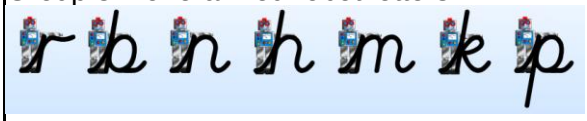
Y1 – introduced to cursive as ready. Children exposed to cursive in term 3 and all introduced to it in terms 5 and 6.

Y2 – consolidating cursive handwriting

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

Handwriting and Letter Formation Progression		
Stage	What does this look like?	Resources to use
1 - development of pre-letter patterns required for handwriting using large scale models (EYFS)	Young children begin to learn pre-handwriting patterns long before they can hold a pencil properly in the tripod grip. They begin to learn directional pushes and pulls as they play with their toys such as cars or pretending to cook. Pre-letter patterns are then taught to young children through drawing pictures, patterns and then as letter shapes. Initially taught at a large size to help store them in the motor memory to be recalled later when the child is learning to refine their letter formation skills	

2 - development of appropriate writing habits (sitting position and paper orientation) (EYFS)		
3 - development of writing habits (teaching of the tripod grip) (EYFS)		Videos of songs and rhymes to teach pencil grip including simple step by step instructions https://www.teachhandwriting.co.uk/handwriting-pencil-grip.html
4 - Stage 4: pre-handwriting letter patterns (EYFS)	Learning pre-handwriting patterns is the important first step in handwriting, with children learning the shapes and strokes needed to correctly form letters. As a child develops control of the drawing tool they move from large (beginners pattern worksheets) to small (refiners pattern worksheets) pre-handwriting patterns.	https://www.teachhandwriting.co.uk/letter-animations-worksheets.html Pre-handwriting patterns
5 – forming of individual non-	As a school we teach non-cursive letter formation in EYFS.	https://www.teachhandwriting.co.uk/letter-animations-worksheets.html Print formation worksheets and animations

cursive letters (EYFS)/		
6 – forming of individual letters continuous cursive letters (Y1 spring)	As a school we teach continuous cursive letter formation in Y1. Group 1 – ladder letters Group 2 – caterpillar letters Group 3 – one-armed robot letters  Group 4 – zig zag letters 	• Mr Teach videos - YouTube • Individual letter sheets • Laminate handwriting guides to trace including starting points • https://www.teachhandwriting.co.uk/letter-animations-worksheets.html Continuous cursive worksheets and animations
7 – joining of individual letters (Y1 summer/ Y2 then revised as needed through KS2)	Here is a progression of the different joins to use with the children: First joins: Continuous cursive bottom letter joins ai, but, ch, ck, er, sh, th, ip, ig Second joins: Continuous cursive bottom to 'c' shaped letter joins as, ea, ed, ing, sat, ss Continuous cursive bottom 'e' letter joins be, her, ie, men, se Third joins: Continuous cursive top e letter joins ere, oe, re, ure, ve, we Fourth joins: Continuous cursive top letter letter joins oa, oh, oi, on, oo, or, ou, ov, ow, oy, wh Capital letters never join lower case letters.	https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-3.html Continuous cursive joins (letter choice 3)