



## Writing

# Southville Primary School



## **Intent:**

At Southville Primary School we aspire to be adventurous and creative writers. Our writing curriculum will inspire and equip pupils to write to entertain, to discuss, to persuade, to explain and to inform. We help to lay the foundations for the enjoyment and effective use of language, which is so necessary for our children's working lives and beyond.

We will do this by:

- Providing a supportive, stimulating and secure environment where children are encouraged to express themselves and where their contributions are valued.
- Developing children's ability to use language to think, to explore and to communicate their ideas, both orally and in writing.
- Inspiring their appreciation and enjoyment of literature, sharing high quality texts as models of good writing.
- Providing opportunities to write for a variety of purposes and audiences in a variety of styles and forms appropriate to the situation.
- Encouraging children to use their imagination and inventiveness in their writing, as well as teaching them the subject content they need to draw on.
- Helping children to communicate effectively, both verbally and non-verbally, through a variety of dramatic activities, including the communication of their ideas, views and feelings.
- Cultivating an interest in words and their meanings, developing a growing and explorative vocabulary in both spoken and written forms.
- Developing children's critical awareness and strategies for self-monitoring, editing and improving their own work.
- Setting high expectations of standards in literacy across the curriculum, recognising its importance for communicating and learning in all subjects.

## **Implementation:**

Writing is taught within our immersive curriculum and is the key focus. Children can use the knowledge, vocabulary and content learnt in foundation subjects to assist and inspire their writing. When children are in a 'writing' part of their learning journey, lessons provide the building blocks and skills children will need to be successful in a particular genre.

Each half term, children will complete at least two learning blocks, working towards a finished, high quality piece of writing at the end of each block. All genres will be covered across the course of the year – the content overview is at the end of this document.

Each week contains around 5 hours of writing a week. This is usually taught in the morning, but can also be grouped into doubles or split into shorter chunks depending on the lesson and timetable.

### **General planning sequence**

- Identify text / genre, audience and purpose (TAP)
- Entry point or hook
- Explore a variety of rich models related to the genre, including a WAGOLL for non-fiction (identify key features & key vocabulary and put it on a working wall)
- Prewriting activities ([e.g. drama, role play and oracy activities](#))
- Break up the writing into chunks, focussing on specific sentence structures, grammar and vocabulary, as listed in the success criteria

- High quality modelling of each 'chunk' of writing ('live', sharing the frustrations and successes involved as well as metalanguage)
- Sharing - instruct pupils to share, read, and edit each other's work: provide feedback, 'Magpie' good ideas, use visualizers.
- Planning - identify the key points / content that will go into the final piece and set them out into a logical order
- Drafting - first draft which they can then edit and revise based on feedback
- Evaluating—checking writing against the SC (teacher; class; peer; self evaluation)
- Revising and editing - ensure the text is accurate and coherent. At this stage, spelling and grammar assume greater importance
- Publishing (e.g. displaying work, presenting to other classes, sending copies to parents and carers)

### Narrative planning

When teaching narrative units, we have adopted "The Write Stuff" approach by Jane Considine, to bring clarity to the mechanics of writing. "The Write Stuff" follows a method called "Sentence Stacking" which is based on high quality modelling of sentence writing and engages children with short, intensive moments of learning that they can then immediately apply to their own work. Sentence stacking helps children to write thoughtful, varied, purposeful sentences, building towards a longer piece of coherent and cohesive writing. The approach is based on a sentence model, broken into 3 learning chunks. Each learning chunk has three sections:

1. **Initiate** section – a stimulus to capture the children's imagination and set up a sentence
2. **Model** section – the teacher models a sentence that outlines clear writing features and techniques
3. **Enable** section – the children write their sentence, following the model

Children are challenged to 'Deepen the Moment' which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk.

"The Write Stuff" draws upon three essential components, making up 'The Writing Rainbow', which supports children in becoming confident. creative writers.

The three zones of writing:

- **IDEAS** - The FANTASTICs uses a child friendly acronym to represent the nine idea lenses through which children can craft their ideas.
- **TOOLS** - The GRAMMARISTICS are the grammar rules of our language system and an accessible way to target and teach grammatical and linguistic structures.
- **TECHNIQUES** - The BOOMTASTICs focuses on specific linguistic and creative techniques, allowing pupils to develop and showcase their own voice and style of writing.

### **Key benefits of this approach include:**

- Children have a deeper and more flexible knowledge of sentence structure.
- Children understand how to apply sentence scaffolds to their independent writing as they develop their expertise.
- Standards improve because many worked examples are provided over the year that extend understanding through a wide range of genres and non-fiction text types.
- Children have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with.
- Children know how to improve their writing and make it more focussed and actionable feedback is provided to guide their learning.
- Children have a concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes.
- Teachers have clear pathways of how to guide pupils in weak areas such as cohesion and paragraphs.

## EYFS

Formal writing will begin by building physical strength (gross and fine motor skills) alongside their phonics knowledge, in order to work towards turning mark making and exploration into writing meaningful words, phrases and sentences. Teachers plan and deliver teacher directed group work based on the immersive learning topic. Continued teacher assessments provide clear individual targeted next steps for children to focus on in their next session.

Communication is at the heart of teaching writing. Language is nurtured through developing ideas, strengthening talk and widening writing opportunities. This builds children's confidence, vocabulary and pupil voice. High quality books inspire, model and engage children in the writing process. The rich learning environment is also key, with many engaging opportunities for mark making, talking and writing available for children to choose.

## Inclusion

Our inclusive curriculum is designed to nurture the creativity of all pupils. We facilitate a very broad range of experiences through the immersive curriculum and use these to inspire writing and creativity. For instance we do not assume the children have visited or seen Egyptian tombs. We allow the children to create and build 'tombs' in school, as part of the Year 4 topic (DT) and then use this 'live' experience, to stimulate and inform their writing.

## Marking and feedback: 'meaningful, manageable and motivating'

Feedback can come from peers as well as adults and can be verbal, written, or can be given through tests or via digital technology.

## Written Marking:

- Teachers model the process to the children regularly so that they are clear what the different coloured markings on their books means and what is expected of them when they respond or edit their work
  - Teachers are expected to 'deep mark' at least once *during* the writing process
  - Marking techniques engage children in assessment (e.g., re-write, edit or improve the piece of work)
  - Teachers are expected to alter planning as a result of marking to ensure future lessons focus on common misconceptions or areas for improvement.
- 
- ✓ **Green and blue marking** - At the end of a piece of sustained writing, the teacher marks each child's work, looking for where the child has achieved the objective from the lesson. These pieces of writing may include writing in response to a text, a cohesive paragraph or passage in which children apply word and sentence level learning and unit final outcomes.
  - ✓ The teacher highlights in green the part of the SC where the child has been successful. The teacher may then decide to pick out good examples in the text, also highlighting them in green.
  - ✓ The teacher highlights in blue the part of the SC which the child needs to review. This may identify where the child has partly achieved the objective, where they have become confused and need more assistance or where they need direction towards improvement using a known technique. The teacher will highlight the part of the work in blue. Then the teacher may decide to put a blue mark at the bottom of the child's work and prompt the child to improve their work
  - ✓ Children use red pens to edit and improve their work

### **Marking Codes:**



Green for great! You did this so well



Instant feedback — try to improve this by the end of the lesson.



Blue for review. Please correct this in red pen or add some more detail.

### **Presentation:**

The long date should be at the top of the page underlined. There should be a neatly underlined learning objective or title for every piece of work unless children are carrying on with a task from a previous lesson. When appropriate, children should have the success criteria underneath the WALT which the children can evaluate their work against. Teachers use the traffic lights as a quick way to mark against the WALT and also for children to indicate their understanding.

Children should take care to ensure their work is clear to ensure they can identify their own mistakes or the teacher can. There should be no scribbling – mistakes are fine because you can learn from them – a clear line can be put through the work to enable the teacher to see the initial mistake. Children should use rulers when drawing lines and there should be no graffiti. Editing and marking their own work or peer marking, should be completed in a red pen.

Prompt codes should be used if a child has received significant amount of support during the lesson (e.g.: GW Guided Work - completed this work with a member of staff or as part of a guided group).

Presentation expectations are prominently displayed in all classrooms.

### **Handwriting**

Handwriting is a basic tool used in many subjects: taking notes, taking tests, and completing classroom work and homework. Poor handwriting can have a negative effect on children's performance in school. When handwriting is hard work and time-consuming, children's motivation to write is greatly reduced, leading to a lack of practice that may further compound difficulties with writing. We aim by year 6 for children to maintain legibility in their handwriting when writing at speed; most will join their handwriting.

Years 2, 3 and 4 using ruled handwriting books to practise; Years 5 and 6 in their normal exercise books.

Teachers are currently trialling Letter-Join, a handwriting resource which includes sequential planning, support with delivery (animations and associated worksheets) and resources for interventions to develop a consistent and fluent handwriting style.

Teachers model joined handwriting in all lessons and explicitly teach timetabled handwriting lessons every week: three times a week year 2 & 3, twice a week Year 4, at least once a week Year 5 and as an intervention as required, in Year 6.

Handwriting and presentation by children is celebrated and rewarded. Presentation of work expectations are explained to children (differentiated by KS1 and KS2) and displayed prominently in all classrooms, alongside handwritten alphabet letter examples. A 'Pen Licence' may be earned by children (from years 4 and up) whose handwriting is neat, joined and legible and where the child's general standards of the presentation of their work is consistently good.

All children work towards the use of joined handwriting in their everyday writing tasks. Where progress on this appears to be slow, additional tailored handwriting support is organised and delivered; including additional practise in small group, homework or adaptation tools provided if required (e.g. writing slope, ergonomic pens & pencils, pencil grips in various shapes, wedged cushions etc).

The handwriting of all adults modelled in the school should reflect the high expectations that we have of our children, at all times – flipcharts, displays, marking etc.

[Click here](#) to see the progression grid for handwriting.

### **Spelling**

Spellings are given to children from year 1 to year 6, to practise & learn weekly, usually in spelling 'rule' groups. Topic related vocabulary is learned in context and applied across the curriculum, including in reading and writing.

Differentiated spellings are sent home at the start of each term, split into weekly lists for children to practise over the course of the school week and ensure they also understand the meanings of the words. There is a weekly spelling assessment in books and they are marked with appropriate rewards given by teachers. Spellings are assessed by the writing of individual words and/ or by dictated sentences depending on the ability of individual children. Children are encouraged to apply the spellings in their own written work. At the end of each term a consolidation week is planned and tricky spellings revised and assessed from that term.

The spelling scheme currently used is Purple Mash which supports children with games and activities. This scheme is under review for next year.

[Click here](#) to see the progression grid for spelling.

### **Impact:**

#### **Assessment:**

As pupils develop their literacy skills, teaching should respond to their changing needs. This requires teachers to collect accurate and up-to-date information about pupil's current capabilities, so that they can adapt their teaching accordingly to focus on exactly what the pupil needs to progress. Teaching that adapts to pupils' needs is more efficient, because effort is spent on the best next step, and is not wasted by rehearsing skills or content that a child already knows well. This approach can be used to identify appropriate catch up support for struggling pupils, but can also be used to ensure that high attaining pupils continue to make good progress.

#### **Assessment:**

- ✓ Data drop three times a year - followed up by pupil progress - specific targeted interventions for children who are behind/whole class focuses
- ✓ Moderation in year groups (with support from leaders to ensure secure judgements)
- ✓ Moderation across the school
- ✓ Moderation across local schools
- ✓ No More Marking - moderate nationally

Through discussions, monitoring of teachers' medium term planning & looking at books, the subject leader and members of the SLT ensure there is:

- Clear, coherent sequencing of content which builds on prior learning
- There is progression and challenge appropriate to the year group
- A range of genres covering the national curriculum
- Regular teaching of spelling, punctuation and grammar appropriate and linked to the genre
- Consistency in the writing approach outlined in CPD
- Teachers are consistently following the feedback and marking policy
- There is also a review of the learning environment and how it is used to assist children's writing