

WRITING

Intent:

At Handforth Grange, we strive to help our children develop into articulate and imaginative communicators, who can write for a range of purposes, regardless of their background, ability or gender. We strongly believe that a quality piece of writing can only be developed by providing children with a rich curriculum which includes high quality books and wider opportunities which will ignite their interest and give them a context and purpose to write for, as well as providing them with skills to do this clearly, accurately, and coherently, adapting their language and style for many different contexts.

Introduction to Writing at Handforth Grange:

To ensure that every child is equally able to draw on their experiences, we have built our writing curriculum around a three week cycle which starts with an ignition activity. These ignitions give the children a purpose for their writing, making it meaningful and create equal access to the vocabulary that they will need to write a variety of genres. Following the ignition, our children are taught key knowledge/ skills using the National Curriculum Key Stage objectives which will progress their writing, they then plan their work and write at length, to develop their skill and stamina for writing. Particular attention is paid to formal structures of English such as grammatical detail, punctuation and spelling, where teachers clearly model writing skills and provide expert feedback to address any misconceptions. Our children are also taught specific editing lessons as well as having editing time within their extended writing sessions so that they can be taught how to edit sentence construction and language choices as well as proof-reading their work. Every half term, the children will produce at least 2 final pieces, one fiction and one non-fiction, which are published or performed for an agreed audience instilling in them a sense of pride in their work and allowing them to see themselves as real writers.

Implementation

(EYFS)

We recognise that good literacy development in the Early Years Foundation Stage (EYFS) involves reading and spoken communication which helps to develop vocabulary and the understanding of both the spoken and written word. Therefore, alongside phonics the children also have ignition activities to ignite their interest and boost their vocabulary. Children in Reception have daily literacy lessons to support them in achieving their Early Learning Goal (ELG) in literacy. Children are sometimes gathered for a while class input or other times taught in groups.

(Years 1 – 6)

Writing (long term):

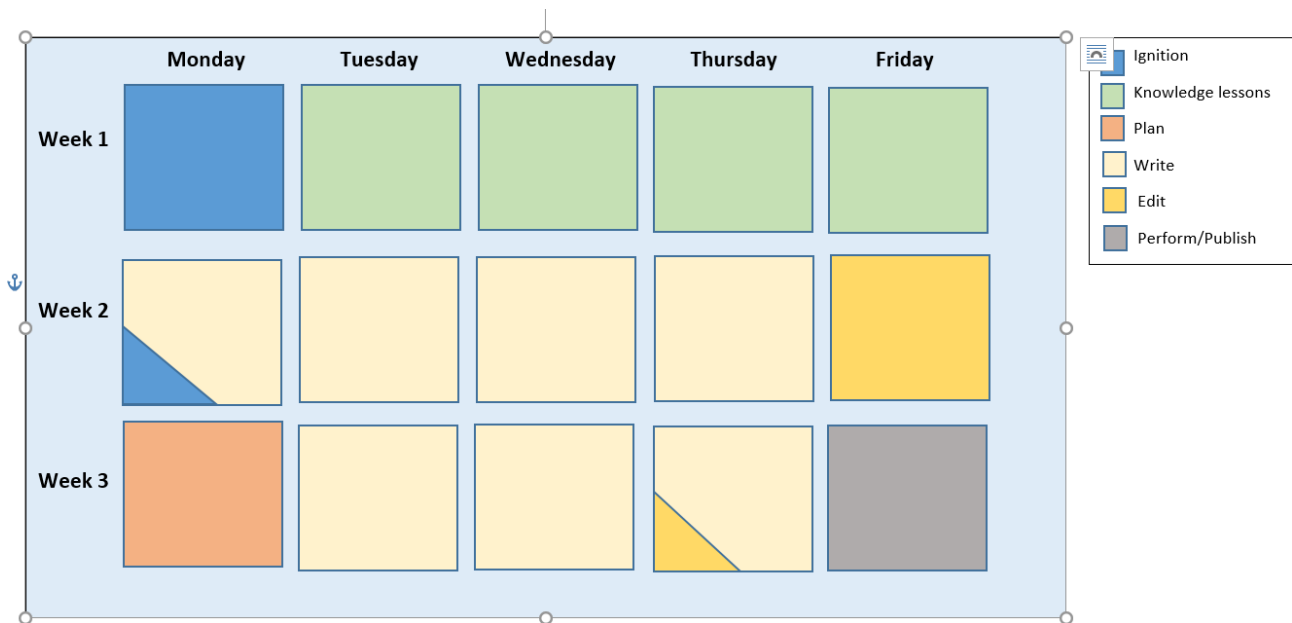
We follow the National Curriculum (2014) programmes of study for English and have broken down the Key Stage/ phase objectives into Year groups. These are sequenced for each year group and linked to genres of writing where appropriate.

Writing units are planned and include fiction, poetry and non-fiction genres. These have been planned carefully for each phase ensuring that the main areas for writing are included: to entertain; to inform; to persuade; and to discuss. These are planned for progression with more complex genres

written in UKS2 but with important fiction and non-fiction genres re-visited in each key phase. All writing units are linked to reading lessons and the school literacy spine which includes a half termly class novel which has been chosen with both reading and writing progress in mind. These novels have been chosen to include both modern and classic literature as well as a range of diversity and style. In addition, where possible, genres and ignition days are linked to history, geography or science units throughout the year but only if appropriate.

Writing (medium term):

Each writing unit lasts for three weeks with each block following the following format:



The 3 week cycle starts with an ignition, these can be all day, all morning or a lesson in length. We believe that children produce great writing when they are inspired and when their interest is ignited by learning that is in context. This also ensures that all children have a great starting point for writing and these lessons are used to develop vocabulary and understanding needed for the unit. As part of the ignition the children will understand the purpose for their writing and know who the audience will be of their writing once they have completed it.

Following the ignition children will be taught the key SPAG and composition knowledge and skills needed to progress their writing. This is taken from the school teaching sequences for each year group which are taken from the National Curriculum (2014).

During the second week, the children will have a small ignition activity to re-ignite their learning and then practise writing key elements needed for a final piece in week 3. This may be to practise a character description or setting description. At the end of the week the children will practise their editing skills and then having the opportunity to edit their work from that week.

In week 3, the children will plan out their final piece, followed by 3 days of writing to complete it, time to edit and proofread and then publish or perform their final piece to their identified audience from week 1.

Writing (short term):

Ignition lessons

These lessons involve no formal writing in books and are used as an inspiration for writing.

Our staff work hard to create inspirational starter activities to inspire writing, such as:

- Carrying out an archaeological dig on the field to inspire recounts
- Creating a crime scene within the school to inspire writing a newspaper report
- Setting up real-world scenarios in school, such as an ICT helpdesk to inspire writing of explanatory texts
- Themed dressing up and drama lessons to inspire historical writing
- Having 'props' such as a mystery box full of artefacts, or a box with a pretend animal inside to inspire stories
- Letters from real or imaginary famous people to inspire letter writing
- Special visitors to inspire biography writing

Knowledge/Skills lessons

Following the ignition, children are taught a key SPAG or composition focus which they will include in their writing the following week. These are taken from the year group teaching sequences and help the child to make progress with their writing. These objectives are then included in the children's success criteria for their writing the following week.

Planning lessons

We believe that planning is an important skill and a key component in creating high-quality writing. We also think that planning is a skill that has to be taught discreetly. At Handforth Grange Primary School, planning lessons focus on two distinct areas: 'planning for vocabulary' and 'planning for structure'.

Planning for vocabulary

- Pupils work individually; in pairs; in small groups; as a whole class; independently and in adult-led groups to build up banks of vocabulary to use in writing that week. This can also be done during ignition days
- Vocabulary will be displayed for the week on a working wall and be visible and legible for all pupils to use.
- The vocabulary working wall in each classroom will also include key vocabulary for the topic
- These working walls will change every three weeks (as the genre changes), be kept up-to-date and attractive.

Planning for structure

- Pupils work individually to build up a plan for their narrative
- Pupils use a planning structure throughout the school to plan each paragraph or section of writing
- These may include picture prompts for key chronological events if needed. This can be altered for age-appropriate reasons ie. Introduction of flashback.
- Planning is either done in books or on a worksheet so they are easy to access during subsequent writing lessons.

Writing practice lessons

At Handforth Grange Primary School, we believe that pupils' writing benefits from high-pitch, inspiring teaching with the opportunity for extended writing opportunities to practice deeply.

Writing lessons across the school follow a standard structure (with age appropriate parameters) so that pupils benefit during transition periods and to ensure that best practice is consistently shared across classes, year groups and key stages.

Each writing lesson includes:

- Children overlearning key spelling, punctuation and grammar skills which are taken the previous week's focus and past learning. The overlearning will be based on gaps identified by the teacher. Pupils may work on mini whiteboards (independently or in pairs) to practice grammar / skills / sentence level work.
- An "IGNITION POINT" to ignite interest and inspire pupils at the start of the lesson. This *short* starter should directly relate to the writing that the pupils are doing and should provide more ideas and vocabulary. This may take the form of a
 - Short video clip
 - Sound file on entry to the room
 - Hot seating activity
 - Talk partners activity

- The learning objective and success criteria will be shared with pupils so that pupils know what they are learning and to help with self-assessment.
- Success Criteria will be stuck in books at least weekly so that pupils can self-assess and know what is expected of them. Success criteria will be adapted based on the needs of the children. Some individual pupil's (SEND) may have personalised work or success criteria.
- The teacher will model the day's writing activity against the success criteria. The teacher will do this in real time, so that pupils can see the way that the teacher overcomes difficulties and so that they can contribute ideas. The model is to be written at a very high pitch, with stretching vocabulary, so that it is inspirational to pupils.
- Pupils will start their writing task by writing the date and title (this may be pre-prepared on stickers for younger children or those that would spend too long writing them). The children will then respond to the previous day's marking in accordance with the marking policy.
- The pupils will then be given the opportunity to write at length for an age-appropriate amount of time.
- The teacher may regularly stop different groups of learners for a mini-plenary.
- All lessons to include Assessment for Learning techniques to ensure pace & ensure that misconceptions are dealt with and in particular, opportunities are taken to extend all groups into unknown learning.
- The aim of the mini-plenaries is:
 - to provide an extra level of adaptive teaching – in particular as a method of stretching the highest ability pupils
 - to magpie ideas for pupils to use in their own writing
 - to share examples of sentences to provide a peer model for writing
 - as an opportunity for self and peer assessment against the success criteria
 - as an opportunity for pupils to refer to their individual targets

Editing lessons

We believe that editing of writing is an important skill that must be taught discreetly and that improves not just the piece of writing that is being edited, but also future writing by embedding good practice and providing strong self-feedback. We also understand the difference between editing and proof-reading and believe our children need to be taught both skills.

In an editing lesson:

- Pupils will practise editing and proof-reading class examples of work
- Pupils will edit directly against the success criteria
- Pupils will highlight / underline areas in their work where they have met the success criteria
- Pupils will improve their work (vocabulary choices / grammar / spelling & add in passages to improve their content)
- Pupils will share their work and improve it as a result

Publishing/ performing lessons

At Handforth Grange Primary School, we believe that publishing is the best way of:

- Ensuring pupils' work is in context
- Practising important presentation / handwriting skills
- Practising further editing and proof-reading skills
- Providing a reason to produce exceptional work
- Sharing work amongst pupils and with visitors

Acceptable methods of publishing/ performing agreed by staff may include:

- Creating published books
- Creating class anthologies for the library
- Creating floor books
- Word Processing
- Publishing on iPads
- Creating a PowerPoint presentation of work (non-fiction)
- Creating a video / role play / drama
- Reading their story to another class
- Taking home work to share with parents
- Posting their work to their audience

During publishing lessons, our children will focus on how to make their work the best it can be by ensuring beautiful handwriting, proof-reading for spelling or grammatical errors and editing sentences and vocabulary for effect. If performing their piece, they will practise presenting and read aloud skills and take feedback from their audience.

Impact

The use of ignition and cross-curricular links where appropriate allows the children to experience things to ignite their writing. Then giving the children a purpose and audience for their writing enables them to understand the need for writing in the wider world. This along with specific skill

lessons to teach the transcription and composition needed will ensure that our children become confident writers throughout their school career and beyond as adults.

Our children's progress in writing is monitored through both regular formative and summative assessments. Summative assessments are recorded termly using the Year group teaching assessment frameworks and regular moderation and CPD as a staff ensures a consistent approach. Data from these is analysed to ascertain areas for whole-class improvement and feeds into teaching and learning, as well as identifying learners who require targeted intervention.