

HOW WE TEACH WRITING 2020-21

At St Peter's we believe that the best writing happens when the children understand, and are excited about, the purpose of why they are writing. We look for engaging contexts such as writing to the Prime Minister, producing posters for our own museum or finishing an amazing story that has had us gripped.

There are a few fundamental principles we stick by:

- Quality writing should be developed through 'The Writing Process' in a carefully planned 'Writing Unit'.
- Engaging, quality texts must be at the heart of every Writing Unit. We use the texts as our inspiration and to model language devices / techniques for the children.
- Our 'Writing Units' are roughly structured around the 'I-model', see below:

Immersion - drama, role play, video clips, text analysis

Identify - what grammar and language features does the 'Purpose' require? What skills do the children need? Who is the audience? What is the purpose?

Impart - teach the grammar and language features that the pupils need.

Imitate - children practice the grammar skills and writing 'tricks' taught using central texts as inspiration and as a model.

Ideas - talking through plots helps pupils sustain their writing quality.

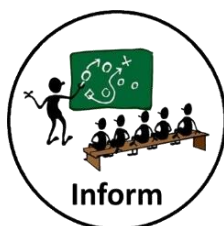
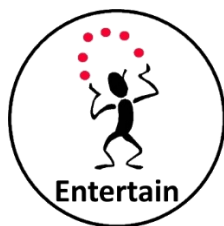
Into Rough - first draft of main piece.

Improve - editing and proof reading.

Independence - raise the level of independence as the piece progresses.

Into best - final piece (or part of it) may be published for display.

- Grammar, punctuation and language devices should be taught with a purpose in mind i.e. as a rehearsal of language to be used in the main piece of writing that a unit is focussing on.
- We will identify projects and purposes for writing within the categories below:



- We focus on one of the above purposes for about half a term.
- In Key Stage 2 each piece of writing (UNIT) should take two to three weeks to allow for quality over quantity (including editing; but not necessarily into best).
- This may be shorter in EYFS/KS1 due to children's attention span.

1. Where it All Begins - Objectives Progression Overview.

Teachers use this overview to know the National Curriculum objectives that they need to teach over the year. When they plan each 'UNIT' they pick the ones that best suit the purpose of the 'UNIT' that they are teaching, making sure that by the end of the year all the objectives are covered to the necessary depth.

Teachers cover the objectives their children need. The beauty of starting with this progression grid is that they can think about where each child is on the continuum.

- For writers with gaps – we plan times to teach the objectives from the years below that they need.
- For able writers – we choose objectives from higher years that fit the purpose pupils are doing too.

⚠ This grid is designed to be used cumulatively; i.e. a pupil will be aiming to all of the objectives corresponding to their current year group, plus all of those in that strand that precede it in the progression.

GRAMMAR					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use common conjunctions to join clauses accurately	Use coordinating and subordinating conjunctions	Use a range of subordinating conjunctions	Use subordinating conjunctions to open sentences with subordinate clauses	Use relative clauses to provide additional detail	Write a range of single & multi-clause sentences adapted for purpose & effect
Write full sentences with capital letters and full stops.	Use sentences with different forms (<i>statement, command, question, exclamation</i>)	Use adverbs of time and manner	Use adverbials and prepositions, including at the start of sentences followed by a comma	Use cohesive devices (adverbials of time & place / conjunctions / connectives) to link within and between paragraphs	Use a range of cohesive devices, including causal and discursive adverbials, pronouns and synonyms
Use adjectives to describe nouns	Use adjectives/ determiners to build noun phrases	Use more than one adjective to expand a noun phrase		Expand noun phrases using preposition phrases	
Construct past tense, including common irregular verbs	Make correct use of past and present tense		Consistent tense throughout / subject & verb agreement		Select appropriate tense form, including changing within a text

PUNCTUATION					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuate simple sentences using capital letters and full stops	Punctuate sentences making some use of question marks & exclamation marks	Mark direct speech with inverted commas	Punctuate direct speech correctly	Use punctuation for parenthesis (-- () ,,)	
Leave spaces between words	Use apostrophes for contraction in common	Use apostrophes to mark possession	Mostly accurate use of apostrophes.	Accurate use of apostrophes.	Use advanced sentence punctuation
Integrate dialogue and description to advance the action / build sense of characters					

Saved in: STAFF SHARE - TEACHERS & TAs - 2020+ English - ALL FOR WRITING UNITS

2. Making Sure the Right Coverage of Different Types of Writing Happens – we use these 'Purposes' over a school year:

Canterbury and Chichester	Entertain	Inform	Entertain	Inform	Entertain	Inform
Exeter	Inform	Entertain	Inform	Entertain	Persuade	Entertain
York	Inform	Entertain	Inform	Entertain	Persuade	Discuss
St Paul's	Inform	Entertain	Persuade	Entertain	Inform	Discuss

3. Our 'PURPOSE UNIT' Overview Sheets

Structured Stories Y4

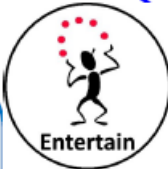
Teaching Ideas for Structured Stories

The best outcomes are achieved when children have a clear structure on which to model their stories. There are examples of story structures frameworks in Alan Peat's Improving Story Writing (page 56). These are:

- Heroic Adventure
- Good over Evil
- Rags to Riches and Back Again
- Ugly to Beautiful
- Shipwreck

Teachers can also create their own structures for their classes using myths, legends, traditional tales and other short stories.

Children could also use film narratives to base a story on, or a series of pictures.



Whole Text Teaching Points

- Use the past tense accurately
- Use paragraphs to organise times

Sentence Teaching Points

Use subordinating conjunctions at the beginning of sentences (e.g. *Although Theseus was scared, he prepared himself to enter the maze.*)

Use adverbials of time and manner (e.g. *Quietly and carefully, Theseus entered the maze.*)

Punctuation Teaching Points

- Consolidate the use of commas after fronted adverbials
- Consolidate the use of commas to mark fronted subordinate clauses
- Use a full range of speech punctuation

Saved in: STAFF SHARE - TEACHERS & TAs - 2020+ English - ALL FOR WRITING UNITS - Purpose Unit Overview Sheets

Teachers pick the grammar and text level objectives that best suit the purpose of the 'UNIT' that they are teaching. They think ahead about what topics they will be doing and what purposes best fit those topics.

Then they make sure they have the right balance of Fiction and Non to generate the right mix of 'Purposes' that will enable them to cover all the objectives for the year.

- ❖ For more detail about what each objective actually means for each year teachers refer to the Year by Year pages of the:

St Peter's Writing Objectives Progression Overview (see section 1)

Saved in: STAFF SHARE - TEACHERS & TAs - 2020+ English - ALL FOR WRITING UNITS

4. 'Session By Session' Planning.

The final stage for teachers is to plan out the 'Unit' in a detailed session by session approach following the '1 - Model' (plan- rehearsal of skills, imitation of a model text, drafting etc). Teachers are encouraged not to 'crow-bar' objectives in - use the ones that suit the purpose / genre and plan a well thought out 'JOURNEY'. Of course, plans need adapting in light of how the children learn. Formative assessments feed into the planning process and the session by session planning is changed according to the pupils needs

Phonics & Spelling:

Key Stage 1 and EYFS:

Phonics sessions are carried out each day and these are be fun and interactive. The teaching of phonics follows the National Curriculum progression of phonics statutory guidelines. St Peter's uses the Primary National Strategy 2007 – Letters and Sounds Framework to underpin the progression of teaching and tracks children's progress through the 'Phonics Phases' that Letters and Sounds lays out. All children are sent home with spellings to practise which are based on the differentiated spelling phases.

There are half-termly summative assessments in phonics to determine which children need spelling intervention groups or extension activities. We aim to ensure ALL children are challenged and have an embedded understanding of phonics before they reach Key Stage 2.

Key stage 2:

Teachers carry out a termly diagnostic spelling test based on the Letters and Sounds guidance. Children in phase six and under join intervention sessions and children beyond phase 16 are challenged with more complex or technical spellings.

Teachers also follow the National Curriculum guidelines for spelling patterns/rules progression suggested for each year group. These spelling patterns/rules are taught through spelling and handwriting lessons throughout the week and may be tackled during our intervention sessions. These involve small group teaching of new spelling strategies/rules, games and activities to practise and apply differentiated spellings.

Each child is provided with spellings linked to their ability, following a diagnostic test each term, on a weekly basis to practise at home. Children and Parents in KS2 are also provided with the homework to support children in embedding their spellings.

Handwriting:

The curriculum states that:

Pupils in Key Stage 1 are taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

To enable this St Peter's Key Stage 1 and EYFS children are taught how to form manuscript letters, taking care to model and support children in the correct directional formation to support their joined-up writing in Key Stage 2. We begin teach lead-ins in Year 1, but teach 'ball & stick' style letters with a 'lead-out' based on the Nelson Handwriting Scheme prior to this. Parents receive a summary of letter formation in their 'Welcome Pack' when their child starts Reception. Handwriting lessons are sometimes combined with phonics and spelling lessons.

Key Stage Two:

Pupils in lower Key Stage 2 are taught to:

- use the lead-ins and lead-outs that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Pupils in upper Key Stage 2 are taught to:

- write legibly, fluently and with increasing speed by:
- choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choose the writing implement that is best suited for a task.

Key Stage 2 teachers will model and teach handwriting, at least once a week, along with spelling lessons. The Nelson handwriting scheme will be followed except we WILL join the descenders.

All children will write with pencils initially. When children move into Year 4 they begin to write using a BLUE pen in their written work.

The Writing Process

Training the children up to undertake the process of drafting and re-drafting is a core aim for us at St Peter's. We talk to the children about how 'Authors' try out ideas and then make revisions and alterations to make their writing sound better and better.

We talk about the impact writing should have on the reader / listener.

We talk about 'Growth Mindsets' and growing the ability to improve our work.

Feedback is therefore the key and we believe in doing the following:

- Teachers & TAs will mark in **GREEN**. Pupils will mark in **RED**. **Books will show the impact of feedback because pupils have gone back and made corrections / modifications in RED.**
- It may be necessary to use TAs and/or focus marking groups to achieve the level of 'On The Spot' feedback teachers want to achieve. Some distance marking will still occur if adults can't reach every child in a lesson.
- Self and peer marking will be used when appropriate. It is a powerful way of involving children in their own self-assessment and can inform them to make judgements about their level of success such as R.A.G. (red, amber, green).
- When giving written or verbal feedback the language of STARS (strengths) & WISHES (things to improve or do next time) will be used. There does not have to be a written STAR and WISH for every piece of work.




Guidance to Teachers - Other Important Principles on the Writing Process

Teachers should give feedback (as close to the point of teaching as possible).

1. Have a rota for verbal feedback with children acting on your advice. Make use of TAs!
2. Consider giving whole class feedback.
3. Read the books lots and adapt your teaching and planning based on what you are seeing.
4. Written comments are useful but only if they are able to be read and understood by the children.
5. Think about ways you can reduce your written marking.

Children need to know how they can be successful. If you don't use the success criteria, neither will they.

1. They can be as chillis or a list – as long as they are impacting on the learning.
2. They do not need to be used every lesson.
3. They may be used as a steps to success (e.g. speech punctuation)
4. They may be used as a memory aid for a final piece of writing.
5. They must be used by the children, otherwise what is the point?

		
Punctuate quotes from the public accurately.	Remove the who/which/where when adding a relative clause into a sentence.	Experiment with different ways to punctuate quotes.
Punctuate relative clauses with brackets, commas, and dashes.	e.g. Adolf Hitler, the German Chancellor, planned to attack Great Britain by sea.	e.g. Anna Jones, a housewife from Putney, said, "It was a scary time but we tried to keep our spirits up."
Use adverbials of cohesion to link your writing together.		
Use subordinating conjunctions to link your writing together.		
YEAR 6 WRITING OBJECTIVES		
My letter is written with the correct tone for the piece		
I have used adverbials and conjunctions to link my writing		
I have written in the correct tense all the way through		
I have used a range of punctuation in my writing:		
Semi colon		
Colon		
Bracket		
Dashes		
I have spelt any Year 5/6 words correctly		
I have checked my work carefully with a dictionary		