



Writing

Intent

At Standens Barn, we teach our children how to use written English language effectively for a variety of purposes. We want children to form letters clearly and neatly while developing their own style of handwriting. Pupils will learn the basics on sentence construction to accurately and coherently express themselves and soon develop understanding of many more complex grammatical devices, which develops their skills of explanation, persuasion, description, instruction and narration. Through phonics (Read Write Inc) and spelling sessions, children will write accurately and know when they need support. We want children to write ambitiously by including ideas, features and vocabulary that transports the reader to new worlds. In summary, we want children to be able to use writing as a tool for enjoyment, self-expression, career development, friendship and as a vehicle to demonstrate their ability and knowledge across many areas of learning.

Implementation

The teaching of writing is based on the 'The Write Stuff' system as set out by Jane Considine. This is used to support the analysis of texts and to also help structure, control and direct writing. Objectives are taken from the National Curriculum and these are broken down into sentence objectives for each year group. All grammar, punctuation and vocabulary learning is taught through the context of the topic writing.

Lessons build on each other and lead to a longer piece of independent writing. This process involves analysing a high quality text to see effective use of the lenses (FANTASTICs, GRAMMARISTICs or BOOMTASTICs) and breaking down the writing genre into its different skills so that they can be modelled and practised before being combined at the end of the unit. A typical 2 week unit will have these elements:

<p>1- Experience</p> <p>This lesson focuses on developing the vocabulary and context/topic knowledge needed for the writing. Activities will include watching video clips, researching, making notes, drama, studying pictures, listening to music/sounds etc.</p>	<p>2- Text analysis</p> <p>This lesson involves the children analysing a text to see how the text is organised, what features it includes and what lenses the authors has shown off. Children will match parts of the text to the correct text feature or lens to show their understanding.</p>	<p>3, 4 and 5- Developing the lenses</p> <p>These lessons break down the whole text into separate parts to allow children to develop their writing skills. In each section of text, children will be asked to include the lenses that they analysed previously. Children will edit this text as they write it.</p>
<p>6- Planning</p> <p>In this lesson, children will plan their writing using a text map. For more complex text types, this will include the text features that give it structure. For pieces of narrative, this will include the intent of the writer in the form of emotions. The text map will also help children plan the vocabulary they will use.</p>	<p>7- Sentence improvement</p> <p>This involves taking simple sentences that outline the text and improving them to include the required lenses.</p> <p>or</p> <p>Experience day</p> <p>An additional experience day may be required if the children are not fully comfortable the context for writing.</p>	<p>8, 9 and 10- Independent writing</p> <p>These lessons allow children the time to carefully write the whole text using the text map. They will use the text map to ensure that they are including detail, showing off the lenses, keeping to the text structure and maintaining the [purpose of the writing. Children will edit their work throughout the 3 days.</p>

A writing lesson has 3 chunks (initiate, model and engage). 'Initiating' is a time to inspire pupils and give them the knowledge/experience to write. This needs to be short but effective. 'Modelling' is the bridge between gathering ideas and writing independently. Through modelling,

children will be taught how to manage the writing process and select vocabulary and sentence structures purposefully to create an effect on the reader. The adult will use a mixture of their own and children's ideas to include the lenses that are required. 'Engaging' is the opportunity for pupils to showcase what they can do within particular writing parameters. Children must follow the sentence construction rules laid down by the teacher but are still be able to make their own choices. Lower attainers will have less choices to make and will be 'guided' in their thinking. This could involve writing frames, sentence starters, word lists, talk a sentence/write a sentence support or group writing sessions. Pupils who complete this quickly should be encouraged to 'deepen the moment'. 'Deepening the moment' doesn't mean children write more. Instead, they intensify the effect on the reader by making even more meaningful choices.

In lessons building up to the final piece of writing, the learning objective will be based on the lens/lenses that is/are the main focus of the lesson. Success criteria will focus on the separate skills that are needed to effectively use the lens/lenses in writing. In longer writing sessions, the learning objective will be the writing genre purpose as a whole. The success criteria will be made up of the lenses that are required to effectively write the whole text. Writing checklists are used at the start of longer pieces of writing so that children can self-assess their work and see how they have combined the lenses to create effective writing. Children will extend the length of their writing as they progress within this aspect and as they progress through the school. In longer pieces, writing may go over multiple days. The writing will be split up into different sections/paragraphs so that different lenses (up to 3) can be focused on in each lesson.

In Reception and Year 1, spellings follow the RWI phonics programme. In years 2 to 6, spellings are set weekly using Headstart. These follow the spelling rule objectives in the national curriculum. Common exception words are also included in these spellings.

Children are taught letter formation using the Kinetic Letters scheme. In reception and Y1, handwriting is taught within RWI phonics/guided reading lessons. In year 2 and key stage 2, handwriting is taught together with spelling practice.

High attaining KS1 and all KS2 children use checklists that allows them to monitor their progress in relation to success criteria. As children write, they tick off skills/concepts/lenses that they have used. When teachers mark, they also use these criteria to assess writing and give feedback.

Children complete one assessed piece of writing a term. In each class, 5 children of differing abilities are assessed using writing grids so that teachers get an understanding of each grade. Using this understanding, teachers can assess all other children. Grades are entered on iTrack after every 2 assessments (end of term 2, 4 and 6).

Impact

The impact of the writing curriculum is demonstrated in many ways. These include:

- progression of attainment grades
- enjoyment of writing
- a widened vocabulary
- evidence of use of the 'Write Stuff' components in written work from literacy lessons
- development of their own writing style
- use of effective writing in other areas of the curriculum
- knowledge of books and authors