

# Writing

## Our Writing Vision

- Our writing curriculum aims to enhance topical learning through the use of core texts
- Teaching draws upon the EEF Improving Literacy Recommendations and Talk for Writing principles
- The writing process is constantly adapted to meet the needs of the pupils in our schools
- There is a culture of writing for a range of purposes to best prepare our pupils for the world beyond primary school
- Parents are engaged with the teaching of writing agenda and know how to enhance writing learning at home
- Children are taught to formulate and articulate increasingly sophisticated sentences as well as having regular opportunities to develop quality vocabulary and language choices.
- Children are given regular opportunities to apply their writing skills in extended, quality pieces of writing

Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They are taught the correct use of grammar. Pupils will write for a range of purposes that include different narrative texts as well as a range of non-fiction such as: explanations, descriptions, comparisons, summaries and evaluations. Such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

## Nursery, Reception and Year 1

In Nursery, Reception and Year 1, we follow the Talk for Writing approach. This approach enables children to imitate the language they need for a topic orally before reading and analysing it and then writing their own versions.

## Years 2 – 6

In Years 2 to 6, the teaching process draws on aspects of the Talk for Writing provision using the resources and techniques that are appropriate for pupils to make progress. This is combined with other strategies for teaching writing to ensure that our pupils write purposefully and often.

## The Writing Teaching Process is as follows:

### Stage 1 – Baseline Assessment and Planning

Cold tasks are used for teachers to make assessments of pupils writing. These should only be used when pupils are writing for a new purpose or for teachers to gain a clearer understanding of the needs of the children in their class at the start of a new term or year. Teachers should plan their sequence of teaching based around the topical text. They should write a model text that is written to the greater depth expectation for that year group and incorporate GPS skills expected for the year group. The model text should also be adapted to include teaching around misconceptions or whole class areas of need.

### Stage 2 - Imitation internalising, mapping

This phase starts with a hook into the learning that engages pupils in the writing process. The teaching of sophisticated vocabulary should be a feature of this stage for all children. The writing outcome should be shared in order for pupils to understand the purpose of their writing throughout the sequence of teaching. All year groups will use model texts to learn features of quality writing. This can include the teacher model as well as other models. In years N-1, children will orally learn the text using text mapping and actions. In years 2 upwards, this will be adapted and children will only learn to recall sections of text. They will analyse its features and aim to draw upon them in their own writing. Short burst writing is a regular feature of this stage and should be incorporated into nearly all lessons. This can follow a drama or other engaging English teaching input. All year groups should have the opportunity to learn skills and apply them in short bursts of writing. These could take the form of setting or character descriptions, poetry, a diary entry, postcard etc.

### **Stage 3 - Innovation**

This stage can be taught as a class in Years N-1. In other year groups, it may be used in short burst writing where pupils learn to innovate ideas. This stage is not used in every teaching sequence in Years 2-6.

### **Stage 4 - Independent Application and Invention**

Extended writing occurs at least once every two weeks from Years 2-6. During this time, pupils are taught to plan, draft, edit and where appropriate, publish their writing. They should be guided to do so independently. Teachers should model writing and ensure pupil conferencing takes place as a common feature of these lessons to ensure pupils have rich conversations about how to improve their writing.

### **Additional Guidance:**

It is of paramount importance that the following are modelled and taught throughout the writing process:

- Grammar, punctuation and spelling
- High expectations in handwriting
- Structural features of text types
- Language features of text types
- Sophisticated vocabulary should be taught and captured frequently

Lessons may also be taught addressing significant gaps identified for a whole class. If it is found that the majority of the class are misusing apostrophes for possession then a standalone lesson may be used to address this gap.

Teachers must understand the expectation for the end of their year group, ensuring that the spelling and GPS elements are mastered in a range of writing opportunities rather than moving children on to more advanced punctuation. In this way the writing curriculum should include mastery as in maths.

It is important to note that the teaching sequence **must** be adapted to suit the needs of the pupils in each class. It should not be taught rigidly in the same way each time. Other methods of teaching to excite, engage and motivate should be used to ensure that learning is enjoyable and pupils learn to love writing.

### **Proof Reading and Editing**

Editing should be taught and modelled through all primary age groups. Teachers must ensure that pupils are given time and teaching to learn how to proof read their writing and edit it not just to correct grammar, punctuation and spelling errors but also to improve sentence structures and vocabulary choices. Children should be provided with resources to support them in this process. All of this should be modelled and guided by teachers.

### **Where can I get help for planning English?**

Additional guidance and support can be found in the English section of the WAT Resources file on the Google Drive. This will contain model texts, model planning, exemplification materials, suggestions on how to teach each part of the sequence and an overview for how the sequence could be taught in each year group. The Associate Deputy Head (Trust Development Team) can also be contacted if additional support is required.