

## Broughton Fields Primary School

### Writing

#### AIMS

At Broughton Fields Primary School, we aim for our children to become enthusiastic, competent writers. Children who gain a love of language, grammar, storytelling and fact telling, through reading, will become the most successful writers. Using reading as the basis for all our writing will provide children with the opportunity to hear, see and read high quality texts and stimulate and engage their imagination. We aim to give children a purpose for their writing in order to excite and enthuse them whilst they develop and enhance their writing skills. As the National Curriculum states, we aim to ensure that all children:

- ✓ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing
- ✓ appreciate our rich and varied literary heritage
- ✓ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ✓ gain a love of writing and become lifelong writers

#### TEACHING AND LEARNING OF WRITING

Throughout Broughton Fields Primary School, writing is taught using the Talk 4 Writing (T4W) process. Each unit of work is based around a model text (fiction or non-fiction), which the children become familiar with. Throughout the unit, the children will pick apart the text through reading, reciting extracts and analysing the grammar structures and language used. Units and model texts have been selected to ensure there are a range of text and story types throughout a year group, as well as across school to ensure children have exposure and opportunities to write for a range of different styles.

The teaching of writing, through Talk 4 Writing, is taught in three parts:

#### Imitation Stage:

Throughout this stage, the children will have the opportunity to analyse the model text both as a reader and a writer. The unit will start with a 'hook', which will engage, excite and enthuse the children about the unit that is going to be taught allowing them to begin to 'step into the text'. The children will get to know the text in great detail through use of a text map as well as having access to the written text alongside a range of different strategies. The model text will be pitched well above the pupils' level and have built into it, the underlying, transferable structures and language patterns that children will need when they are writing. Model texts will be adapted by teachers to ensure that grammatical features to be taught, appear in the text. The grammatical features to be taught will be identified through the use of Teacher Assessment Framework Assessments (TAFs) and the PiXL GPS Assessments. Alongside learning the text, the children will, firstly, analyse the text as a reader. The children will dive into the text to understand the characters, plot and purpose through drama, questioning, speaking and listening and creating links. The children will then analyse the text as a writer. The children will look more specifically at the language, sentence structure and grammatical features that the author has used in order to make the writing successful. This will form the writing expectations checklist when completing their own individual writing, which will be displayed in the classroom. Throughout this stage, children will develop their grammatical skills and complete 'Short Burst Writing' in order to apply, practise and master these skills independently. Short Burst Writing will be marked against the year group's TAFs. Children will be given the opportunity to respond to any feedback given.

#### *Example of 'Boxing Up The Text' Defeating the Monster*

<b>Underlying Structure</b>	<b>Model Text</b>	<b>Writing Features</b>
MC is introduced to the reader	- Early one morning, - Little Red Riding Hood - Takes cakes to old, sweet granny - lives in deep, dark forest - terrifying, mischievous wolf	Story openers Expanded noun phrases
MC travels towards the monster and meets hero	- LRRH packed her things - skipped through woods - meets woodcutter who describes the wolf	Adverbs of manner Expanded noun phrases Powerful verbs Power of 3
MC faces the monster	- wolf goes to cottage and puts on granny's clothes and creeps into bed - grandma falls silent, hides under the bed and stays still - LRRH arrives - big eyes, big ears, big teeth	Expanded noun phrases Powerful verbs Power of 3 (create suspense) Exclamation marks
Monster is defeated	- LRRH is scared - woodcutter comes into cottage - swung axe and killed the wolf	Create suspense Adverbs Power of 3
MC returns home	- LRRH, grandma and woodcutter sit down for tea - LRRH make promise - lived happily ever after	Happy ending Lesson learnt Story ending

Throughout this stage, children will develop their grammatical skills and complete 'Short Burst Writing' in order to apply, practise and master these skills independently. Short Burst Writing will be marked against the year group's TAFs. Children will be given the opportunity to respond to any feedback given.

### **Innovation Stage:**

Once the text has been analysed and the children are familiar with the model text, the teacher will lead the children to write their own version using the underlying structure of the model text. When planning the unit, teachers will identify which innovation style the children will work on.

<b>Stages of Innovation</b>								
Substitution	Addition	Alteration	Genre Switching	Change time/person	Reorder	Different Author	Sequels and Prequels	Blend

In order to initiate ideas, teachers will provide a stimulus such as a film clip, interesting object, drama, wordless picture book, work of art, music, visitor or visit as a starting point but the children decide what and how to write, which will provide a rich starting point for the children ideas and imagination and gives a purpose to their writing. As a class, ideas will be generated, the teacher will then plan a class innovation whilst the children each plan, text map and orally rehearse their own. Shared and guided writing is then used to stage writing over a number of days so that students are writing texts bit by bit, concentrating on bringing all the elements together, writing effectively and accurately. Each day, the teacher will teach a specific skill and assess the children's writing against this following the marking policy. Feedback is given during the lessons, as well as daily, so that children can be taught how to improve their writing until they can increasingly edit in pairs or on their own. Children will be given 10 minutes, at the beginning of each lesson, in order for the children to respond to the teacher feedback given.

It is important that, at the innovation stage, the writing becomes increasingly independent of the original model. From Year 2 onwards, almost all children will be using the text structure and writing tools to write, drawing on the model, their wider reading and experience so that they are writing independently at a high level. This has to be modelled in shared writing. The aim of Talk for Writing is to develop imaginative, creative and effective writers. Children are not really writers until they decide what they want to write and have opportunities to create their own writing tasks and write about their interests and lives creating stories, poems and informative writing for themselves.

### **Publishing:**

During the final stage of the writing process, the children are to publish their innovated piece of writing. This process allows children to experience what it is like to be a writer starting with the planning stage, working through the drafting and editing stage to ending with publishing their final piece. The published piece should have a purpose, which is agreed at the beginning of the unit so that children know why they are writing and who they are writing for. This is the stage where the children are to 'show off' everything they have learnt and demonstrate their ability to use the writing skills they have learnt throughout the unit. Before this happens, the teacher may decide to give further input based on the assessments made of the children's writing during the innovation stage. This stage can either take place during a whole 'writing day' or over a number of sessions throughout the week. Year 1 will start the 'publishing stage, later on in the year when they are deemed ready to do so. This final piece will be marked against the year group TAFs only.

### **Teaching of Writing in the Early Years and Year 1:**

Like the rest of school, EYFS and Year 1 are taught writing using an adapted version of the T4W process. Each unit is themed around a model text, which forms the basis of their curriculum. The children will learn to orally retell the model text and then be taught cross-curricular activities during the 'imitation stage'. The children will then innovate the text by changing the characters, setting and basic plot of the story by adding Post-it notes to the text map or creating their own text maps. Throughout the unit, there will be a range of writing opportunities, which the children will be encouraged to complete either through an adult focus group or as part of the Rainbow Challenges. In the early years, children will have opportunities to making up stories daily and acting stories out, through their play. Year 1 will gradually move towards a more structured T4W process as their writing skills develop throughout the year.

### **SPELLINGS**

Across Early Years and Key Stage One, phonics is taught as the main spelling strategy. Children are taught specific spelling patterns and the sounds they make based on half termly assessments on the children's ability to read the sounds in isolation and within words. As their phonic knowledge increases, children are taught about how different spelling patterns (graphemes) can make individual sounds (phonemes) and will explore the relevant spelling rules. Children will have access to age appropriate sound charts, which identify different phonemes and the corresponding graphemes.

Throughout KS1 and KS2, children will also explore spelling rules, which have been identified in the National Curriculum. Children will undergo PiXL spelling assessments each term and the data collected will identify the spelling patterns that need to be taught. Children will focus on a particular pattern each week and complete a range of activities in order to explore and investigate the individual spelling patterns and any exceptions to the rules.

Each year group (EYFS – Year 6) has specific statutory spellings, which have been identified in the National Curriculum. The children will be given opportunities to explore these individual words and any relevant spelling rules and patterns associated with them.

Children's spelling ability will be assessed through their writing, across the curriculum as well as the termly PiXL Spelling Assessments (Year 1 – Year 6). Teachers will identify age and ability appropriate spellings spelt incorrectly and children will be expected to respond to this feedback given.

### **HANDWRITING**

Accurate letter formation is first taught in EYFS during phonics lessons where children are taught 'phrases' to help them form the individual letters correctly. Children are taught how to write on the line and use correct terminology (ascenders and descenders) for each of the individual letters. Once a child is forming their letters accurately, they will begin to learn how to join the letters using the horizontal and diagonal joins. Adults will model joined up writing at all times and children will be expected to join their writing by the end of Year 2. In KS2, a child can receive a 'pen license' when they are showing consistent, joined handwriting in their work across the curriculum.