



Park Junior School

Writing Strategy

“Together we make a difference.”



“If you want to change the world, pick up your pen and write.” Martin Luther

“You may not write well every day, but you can always edit a bad page. You can’t edit a blank page” Jodi Picoult

“The scariest moment is always just before you start” Stephen King

We teach children to read as writers.

Our Vision

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neatly.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

Implementation

We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear, and which engages the interest of the audience / reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation, and spelling. Our approach at Park Junior School, when teaching writing, covers the transcription and composition requirements of the National Curriculum.

Throughout the school, our writing follows the Book-Led curriculum. Writing opportunities are sourced and developed based on the class text within each year group. Our curriculum allows children to have the opportunity to explore high-quality texts in depth, enhancing reading comprehension and providing meaningful contexts and purposes for writing. The teaching of this programme is flexible and class teachers are then, in turn, able to apply their own creativity to cover the objectives across the school.

Teachers clearly model writing skills and document the learning journey through consistent working walls; guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length, in extended, independent writing sessions at the end of a unit of work – applying their taught skills to an unsupported piece of writing.

National curriculum

Teachers will follow the programmes of study for writing at key stage 2:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

In addition, pupils should be taught how to plan, revise, and evaluate their writing.

Effective composition involves **forming, articulating, and communicating ideas, and then organising them coherently for a reader**. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Handwriting

It is vital that teacher modelling is good, teaching language is appropriate and teachers have a clear understanding of how to structure a handwriting lesson and have effective strategies to use. These are of greater importance than the actual handwriting style itself. Handwriting will be revisited in the Autumn term of each new year. Covering each of the letter formations and joins. Year 3 will need to focus more deeply on this to ensure skills develop well.

The handwriting style used at Park Junior School is **Kinetic letters**. Beginning with correct pencil grip and body position, then ensuring this is used for any sessions where pupils are writing. This leads into efficient letter formation and finally joining.

Children use pens from the start of year 3, unless there is a need for a different writing implement. We also use a range of grips as necessary for those with fine motor difficulties.

Genres

Over the course of Key Stage Two, children will continue to develop the genres covered in KS1, deepening their understanding of narrative structure, including dialogue and a wider range of story structures (for example, myths, legends, adventure, mystery and suspense, and stories including historical characters and events). They will also learn to write biographies, playscripts, persuasion, explanation, arguments, poetry and writing formally and be able to manage shifts in formality. They will be given opportunities to write in a journalistic style. Throughout the year, the children will have opportunities to revisit genres that they have already covered that year and apply these skills to a range of contexts.

Planning, continuity, and progression

National Curriculum Programmes of Study provide the statutory content for each year group. Short term plans identify learning objectives and skills to be taught in each lesson. Teachers plan inclusive and adaptive lessons to ensure that all children can access the curriculum. We believe writing is linked to reading and we honour the importance of creativity in writing.

- There should be independent pieces of writing planned for each term, as well as a written piece demonstrating the use of skills within science or humanities.
- Using the grammar progression document, spelling progression document, Reading journey document and the National Curriculum, key priorities should be identified for writing each term. These will be linked to and taught through an appropriate genre.
- Reading opportunities will be planned to link to the writing. Core texts and linked texts will be identified.
- Drama for learning strategies will be identified where appropriate.
- Other opportunities for writing across the curriculum will be planned for.

Weekly planning

- Short planning will be organised into daily lesson plans that will include: a clear focus, expected outcomes including adaptation, identified vocabulary to be explicitly taught, key questions, any drama for learning strategies as appropriate and instructions for teaching assistants.
- Children should be provided with writing scaffolds or resources to support with their writing e.g., word banks, sentence starters, question prompts for writing unless it is independent.
- It will be clear where teacher modelling and scaffolding has been included within the lesson. This will include modelling of expectations, how to plan, how to move from a plan to a first draft and editing.
- Writing will follow the EEF's seven stages of writing: planning, drafting, sharing, evaluating, revising, editing, and publishing.
- Independent work will be identified.

-To plan and edit their writing (as part of the structure of planning the lessons)

- Children should have an extended amount of time to write when good quality extended writing is expected.
- Extended writing will be marked in line with the marking policy (see separate document). Children will then have at least a 30-minute editing session.

See Appendix one for ideas of structure.

Vocabulary – Direct Instruction

We aim to develop word curious children. In order to develop our children's vocabulary, at the beginning of the literacy sequence, children will be introduced to key vocabulary. This should be 3-6 words a week. It is essential that these words are **revisited regularly**, referred to and used within teaching. This can be done in a range of ways, including; the Frayer model, fastest finger first, word detectives and star stamps for use. This will be delivered in the following way:

1. Identify specific Tier 2 words from a text/curriculum area when planning.
2. Read the word to the children.
3. Children repeat the word.
4. Give a pre-prepared 'child friendly' definition of the word (you may use a picture or object in addition, if appropriate).
5. Share the word in a pre-prepared sentence.
6. Place word on display/working wall with its definition.
7. Share three examples of linked words, or ask children to think of three. E.g. if the word is 'explain', you could share explained, explaining, explanation. Investigate prefixes and suffixes.
8. Investigate the etymology and morphology.
9. Use – Orally
10. Use – in written form

Spelling

At Park Junior School, spelling is taught regularly in focused sessions within each class. Year 3 are assessed on RWI pure sounds on entry to the school, they will be using their knowledge, working on the Oxford Owl RWI spelling programme. This programme is also covered by year 4, allowing children to use their recall and understanding to progress further. Children regularly revisit spelling patterns and conventions, investigating patterns and exceptions. Year 5 and 6 work through a planned order of spelling patterns appropriate to their age phase. These also incorporate revisiting of prior knowledge and skills whilst using it as a basis for future learning. Spellings can be sent home at the discretion of the teacher; however, we are aware that there is no evidence of this impacting children's learning of spelling patterns long term. Spelling is also targeted through the lessons and English Practice Patches. All staff continue to use RWI sounds and practices to enable consistency and progression through spelling knowledge and use.

Grammar

As stipulated in the National Curriculum, the grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language.

Grammar and punctuation are taught as an implicit element of our English lessons. They are based upon the genres of writing being focused upon as well as linking to the text stimulus provided. Opportunities are then provided for our pupils to apply their grammar and punctuation understanding across a range of writing tasks, both in English lessons and the wider curriculum.

Teaching sequence

- Teachers will identify the grammar and punctuation necessary/desirable for the genre/genres of writing they are aiming to produce.
- These will be the focus of each lesson, combined with rehearsal of sentence formation including elements previously covered.
- Features of the genre will be investigated as appropriate for each year group.
- Teachers will model how to include the elements of teaching in the formation of sections of writing.
- Children will be taught how to plan their writing, including adventurous vocabulary and literary features to include. This will be modelled and scaffolded for each area. (Good practice: Modelling, Pair practice, Personal Practice, Write)
- A first draft will be modelled and then produced, following the planning stage. (Good practice: Modelling, Pair practice, Personal Practice, Write)
- Children will be taught how to proofread and edit their work effectively through modelling initially, then practice. Identify elements to change, correct, improve, or move.
- Where appropriate a final piece (published work) can be produced, although this is not always necessary. Final pieces of writing will be written in the purple Celebration of Writing books.

Assessment

NPAT interim assessment frameworks will be used as both formative and summative assessments in the autumn and spring terms and for making a final judgement in the summer term. These judgements will be moderated through the NPAT moderation process.

Teachers will provide opportunities for children to write **extended independent writing pieces in English and one in a curriculum area per half term** and are expected to use the NPAT interim assessment framework to **assess writing once a term**.

Comparative judgement will also be completed once per year as an additional tool of assessment.

Teacher assessments for end of Key Stage Two will be reported to the Local Authority. This may be subject to internal and external moderation, by subject leaders, members of the senior leadership team (SLT) or Local Authority moderators.

Information gained from assessment is used for consultation with parents and in the annual report to parents on the learning outcomes for that year. Reporting will identify whether a child is working towards the expected standard, working at the expected standard, or working at greater depth within the expected standard.

Monitoring and Evaluation

The outcomes for writing will be monitored in a variety of ways:

- SLT and the writing leader will ensure that writing is being taught in line with the school policy. This will include ensuring that planning is in sufficient depth and detail.
- Subject leaders and SLT will analyse summative assessments to ensure that writing results are in line with school expectations.
- Topic books, Science books and English books will be monitored by subject leaders, phase leaders and SLT. The writing leader will include this as part of their subject leader report.
- SLT and the writing leader will carry out learning walks, drop ins and lesson observations. The writing leader will also undertake a further learning walk with the Teaching Learning and Pupils Outcomes Committee, to ensure that there is an opportunity for governor involvement and challenge.
- The writing leader will ensure that staff and children are given the opportunity to feedback on writing.

Please refer to the following documents:

National Curriculum Programmes of Study 2014

PJS Reading Strategy

RWI programme

Park Junior Literacy Journey

PJS English Policy

Impact

We strive to ensure that our children's attainment is in line with or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the age-related expectations for each year group. Children will make at least good progress in Reading, Writing and Oracy

Ujuy from their last point of statutory assessment or from their starting point in Year 3. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey and life ahead. We are creating lifelong learners.

Appendix One:

Example stages of teaching writing:

1. Provide a hook or stimulus which engages the children and grasps their attention for the work
2. Share the purpose/audience of the piece to be created
3. Direct instruction of some key vocabulary for the context
4. Investigate an example text for both features and grammar use
5. In small steps, model the formation of 'chunks' of text. For each, model and then children practice
6. Model the formation of a plan then children create their plan
7. Carry out a shared writing session – demonstrating how to move from a plan to a draft
8. From the shared write, children can work on a paired write to allow ideas to be discussed and support provided
9. Using the work done, children then independently complete their own written piece
10. Children read aloud their work to the class and constructive feedback is given

This is an example to support staff planning, it is fluid and elements may move dependent on the cohort and the text being use.