

SUBJECT OVERVIEW

Writing

At West Ashton, we are determined to help our children develop into articulate and imaginative communicators of the written and spoken form.



Intent: We aim to...



Use high quality texts and models to enable pupils to accurately choose grammar, vocabulary and punctuation which is effective for both audience and purpose.

Make the planning, drafting, writing and editing stages of writing explicit so that children experience 'live' the choices a writer makes.

Provide children with the ideas, tools and techniques for writing so that they are able to communicate their own ideas.

Link our reading, history, geography or science themes with our writing curriculum so that pupils are able to write knowledgeably and effectively across all subject areas.

Ensure that pupils are taught a range of genres across the school which means they can communicate their learning appropriately.

Develop a consistent approach to teaching writing in order to close gaps and ensure that all children leave in year 6 being able to write effectively.



Implementation: How do we achieve our aims?

We believe that having ideas, understanding how to use grammatical constructs to turn these ideas into meaning, and bringing this meaning to life through authorial language choice are essential in enabling children to communicate effectively. We ensure children are immersed in a flourishing environment that values speaking, listening and the development of language as a vital part of the writing process.

Learning to Write



Teaching sequences will be tailored to the needs of the class, taking into account what the children need support with. Ideas and structures are changed when needed. Teachers prepare children for writing by discussing and modelling the ideas, grammar or techniques of writing.

The Ideas of Writing

Feeling
Asking
Noticing
Touching
Action
Smelling
Tasting
Imagining
Checking

The Grammar of Writing

Adverbials and adverbial forms
Basics (word classes)
Complex sentences
Dialogue and contracted forms
Structure and style
Purpose
Paragraphs
Passive or Active voice
Past and present tense
Punctuation

The Techniques of Writing

*KS1, KS2 all
Simile*
Alliteration*
Rhyme*
Onomatopoeia*
Repetition*
Personification
Pun
Symbolism
Pathetic Fallacy
Metaphor

Explicit teaching:

- Experience lessons or book hooks stimulate ideas, and are used thoughtfully to further generate ideas and vocabulary for writing.
- PAG lessons will help children identify and apply different grammatical features within their writing.
- Children will use book talk to look at the choices an author makes and how these could be applied within their own writing.
- EYFS children look at basic punctuation during adult led activities, which they can then apply in the child initiated writing.

Lesson structure:

Read (as a writer) – High quality examples of the genre are shared and explored.
Features – Identify features of the particular genre of writing (style, tone, tense, person, vocabulary etc).
Speaking and listening – Teachers plan for a variety of talking opportunities. Giving children the chance to share ideas.
Model & Shared Writing – Teachers provide high quality modelled, shared and paired writing.
Drafting – Pupils begin to draft their own pieces of writing.
Edit & Improve – Teacher feedback given at this stage. Peer critique and self-assessment used. Pupils use purple pens to amend and improve their work.
Final draft – Pupils produce their final draft.

Writing Independently



Independent Writing

Pupils apply their learning from the build-up and learning lessons to a new task based around the text and genre that is being studied. They plan based on the purpose and audience of the genre they are writing. They will use the vocabulary they have gathered, and examples of sentences structures and generic features they have learnt. Pupils are given the opportunity to practice writing in a range of styles and genres.

Spelling, Punctuation and Grammar

Spelling:

Year groups from Year 2 to Year 6 follow a systematic spelling scheme that ensures coverage of the year group spelling objectives. This helps pupils to learn the spelling rules and ultimately apply these within their writing.

Punctuation and Grammar:

In KS2 new PAG knowledge is taught in discrete lessons. Within writing lessons, PAG knowledge is revised and consolidated in context. In KS1 PAG is taught within writing lessons, linked to the genre or writing style, and applied within their writing.

Handwriting

From EYFS pupils are taught how to hold a pencil and to use the Little Wandle letter formation to be able to print words. Pupils throughout the school are encouraged to take pride in their presentation and from Year 1 are encouraged to follow the schools cursive handwriting.

Links to reading



Choice of text:

The fiction books used as stimulus for writing are chosen as it relates to a unit of work being studied in history, geography or science. For non-fiction pieces, the stimulus is also used as a model.

Cross curricular opportunities

By the end of KS2, most genres of writing are familiar to pupils and teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills when writing in other areas of the curriculum.

Support and Challenge:

The use of a resources to support children's spelling, phonics and grammatical choices. Writing working walls are updated throughout a teaching sequence to aid pupils while writing. Structured plans are used to help children with independent writing. More able writers are encouraged to extend detail or make independent choices, using their knowledge of the PAG that has been taught throughout the year. They are encouraged to use different features to maintain flow within their writing and use a range of features.

Editing:

During independent writing it is crucial that the children are taught to notice errors or amendments are highlighted directly but in a way that expects the children to use their knowledge and understanding to address. The final part of the writing process looks at revision and editing of what has been crafted. The children are taught to use different resources to help with editing their work. In KS1 children use phonics mats, word mats, dictionaries and thesaurus' and checklists. In KS2 they will also use these resources alongside editing stations where appropriate. Pupils have to check their work and make decisions about what needs to be revised, rewritten or reimagined. This is then done using purple pen so the teacher can see where the children have made these choices. Pupils have opportunities to work with their peers to discuss their authorial choices and ensure their editing is effective.

✓ **Impact:** how will we know we have achieved our intent?



Pupils can write effectively to engage with the reader and apply their learning from exposure to a range of high quality texts.



Pupils are accurate and creative writers who have increasing stamina for writing.



Children can draw on a range of ideas, tools and techniques for writing so that they are able to communicate their own ideas AND apply these in reading.



Pupils can effectively articulate their knowledge in other subject areas through the accurate use of writing skills.



Pupils can confidently write using the features, vocabulary and structure of each genre.



Pupils achieve the age-related expectations for writing, and those that find writing challenging are given focused support to help them catch up.