

Writing at Birklands Primary School



At Birklands Primary school we want our children to:

- See themselves as a writer and celebrate their success
- Enjoy all aspects of the writing process
- Be able to reflect, edit and publish their own work
- Be able to select appropriate word choice, sentence structure and text form for effect
- Understand the relevance of writing to themselves and their lives
- Understand the purpose, audience and forms of writing
- Develop resilience as independent writers

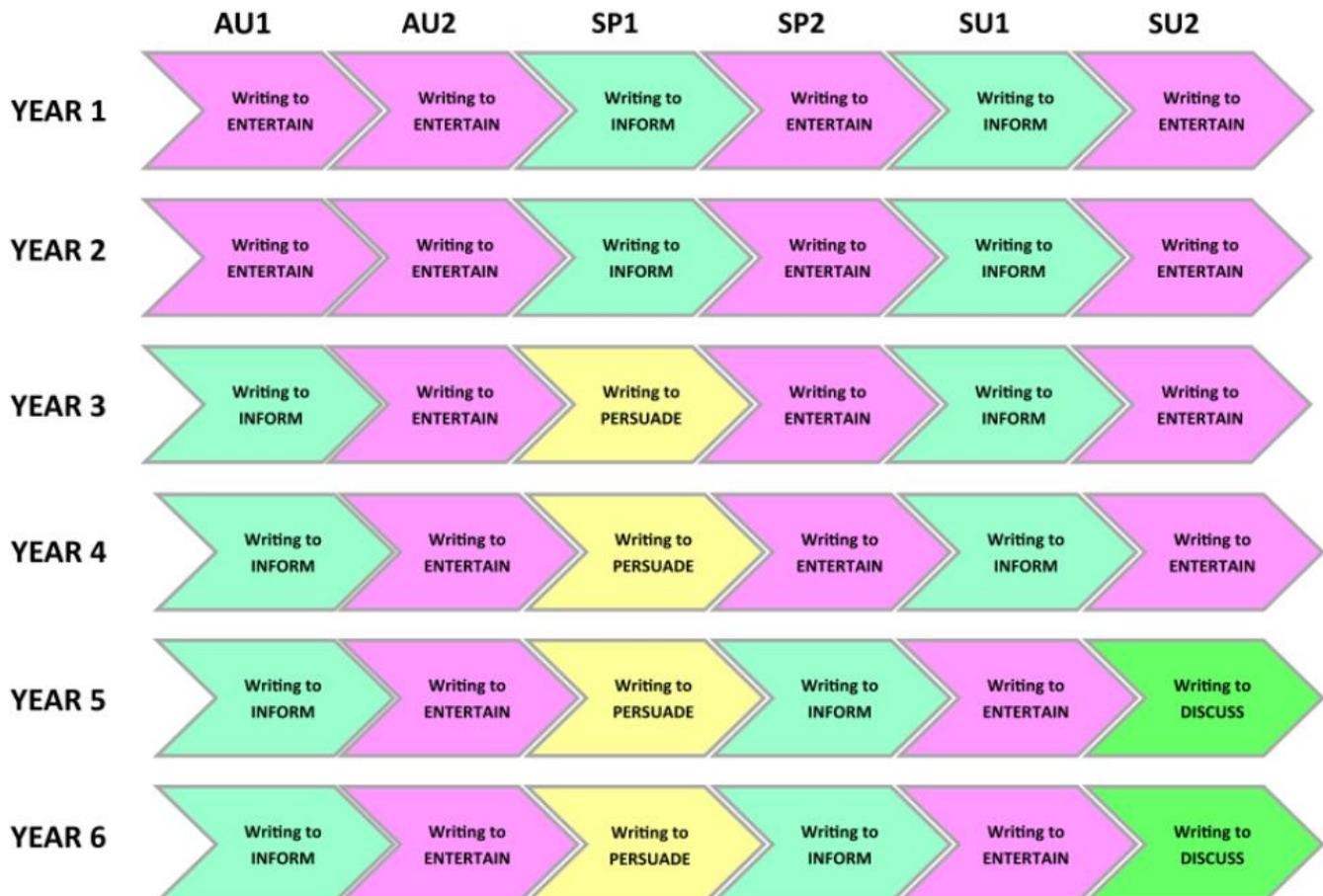
Writing Purposes

We feel that it is vital for our pupils to have a 'real reason for writing', which has a clear purpose and target audience. Rather than trying to teach children lots of different genres or text types, our approach focuses on what those different text types have in common: the purpose for writing.

The four purposes to write being taught across KS1 and KS2 are:

- to entertain
- to inform
- to persuade
- to discuss

Below is our Long-Term Plan for writing across the school:

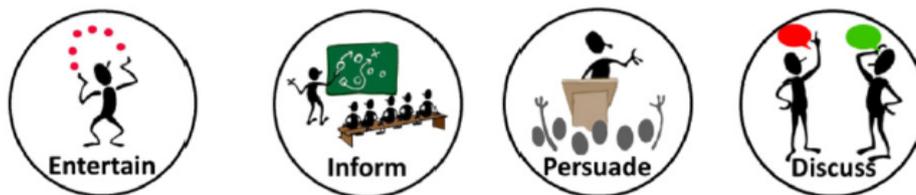


KS1 focus on the purposes to Entertain and Inform. Year 3 and 4 focus on the purposes to Inform, Entertain and Persuade. Year 5 and 6 cover all four purposes. Staff are welcome to move the order of purposes around as long as the weightings remain the same. They are also able to choose which text types they wish to cover within the purpose. However, they must focus on the same purpose for writing within a half-term in order for the children to master the skills which are being taught.

When planning the units of work, we think carefully about which grammar and punctuation objectives from the National Curriculum will work well with each purpose. We then identify the key objectives to embed within the unit. We focus on one main extended written outcome each half-term. This means that in lessons leading up to writing a final piece, we are able to fully embed the relevant grammar and punctuation skills; spend time investigating vocabulary appropriate to the piece; unpick high quality examples; create plans and write collaboratively with peers. When creating writing success criteria, we ensure that we give children opportunities to embed their skills by using the grammar and punctuation in a different context.

Text Types

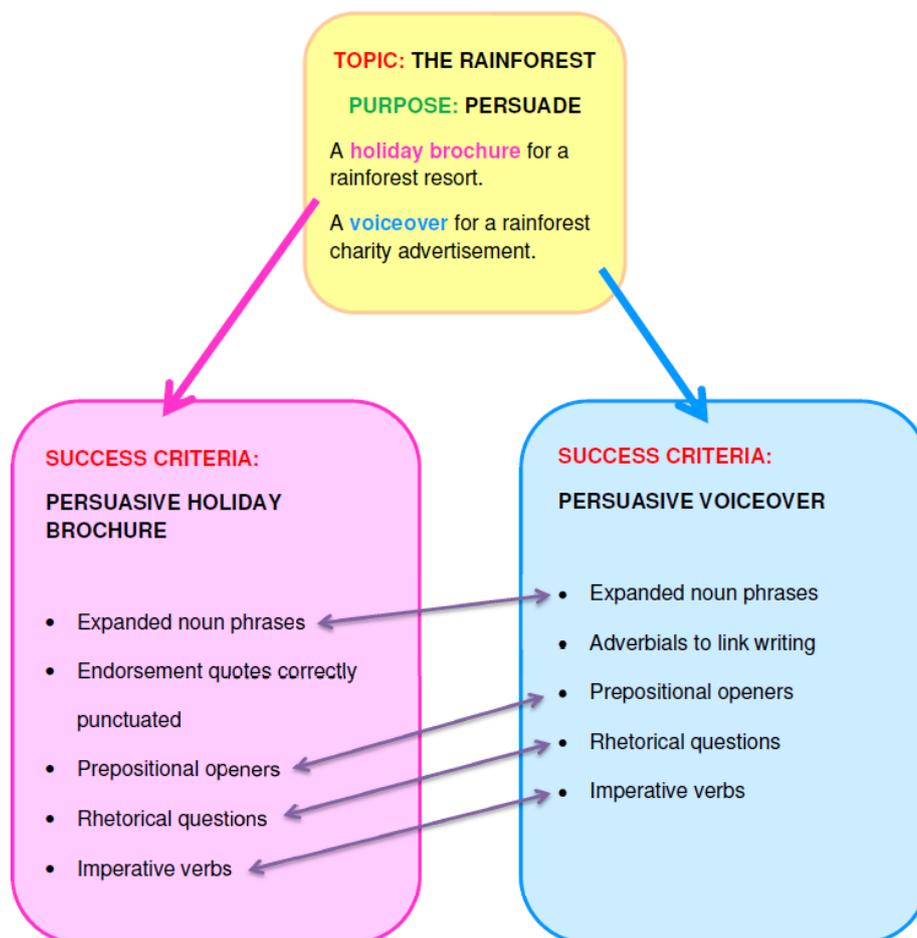
Below is an overview of the different text types that may be taught within each purpose. It is set out in phases to show progression throughout the school. Children are expected to produce at least one piece of extended writing each half-term. This will focus on one of the four writing purposes. If more than one written piece is produced within a half-term, this must relate to the same writing purpose to give pupils the opportunity to practise, apply and refine their understanding of the language and organisational features of that purpose.



Year 1 & 2 (KS1)	Story (including retellings) Description Poetry In-character/role	Recount Letter Instruction NCR		
Year 3 & 4 (LKS2)	Narrative Description Poetry Characters/Settings	Explanation Recount Letter Biography Newspaper NCR	Advertising Letter Speech Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry Characters/Settings	Report Recount Biography Newspaper Essay NCR	Advertising Letter Speech Campaign	Balanced Argument Newspaper Review

This approach to writing better prepares pupils to recognise different genres and which purpose they are linked to: they are not a distinct type in themselves to be taught in a vacuum. So instead of seeing newspapers as newspapers and biographies as biographies, children will begin to recognise both these text types as texts to inform. With

this in place, pupils are more likely to notice specific text features and structures, grammar and sentence structures, word level and choice and punctuation that relate to the writing purpose being taught. When children produce two different pieces of writing from the same writing purpose, they are able to use their recently taught knowledge to help build on different text types and therefore retain the different aspects of the purpose for writing. This can be valuably seen in success criteria for different text types:



Success Criteria

When creating writing success criteria, pupils are given opportunities to embed their skills by using the grammar and punctuation in a different context. The success criteria outline above demonstrates that the success criteria for two different persuasive outcomes is very similar. With this approach, pupils will begin to develop a deeper understanding of a particular purpose for writing. Taking time to secure key objectives in this way will help to improve outcomes in pupils' work as well as help them to retain knowledge and their new learning.

Writing Progression

To ensure that our writing curriculum is both progressive and covers the requirements outlined in the Programmes of Study, we have mapped out how each writing genre builds across school.

For example:

Progression by year group	Grammatical Features to include in explanation texts
2	Consistent use of present tense Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. so...because
3	Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation
4	Use fronted adverbials Use of paragraphs to organise ideas Create cohesion through the use of nouns and pronouns
5	Indicate degrees of possibility using adverbs and modal verbs Use layout devices to provide additional information and guide the reader Create cohesion within paragraphs using adverbials Relative clauses can be used to add further information Parenthesis can be used to add clarification of technical words
6	Adapt degrees of formality and informality to suit the form of the explanation Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials The passive voice can be used

The Writing Process

Deconstruct it:

Before our pupils begin to plan their writing, they are given lots of opportunities to explore age-related texts to better understand the language and organisational features of that particular text type. During this stage, they are exposed to exemplar texts (WAGOLLS), which are crucial to the teaching of writing. The level of language is pitched so it is slightly ahead of what the highest achievers can currently write and is, therefore, challenging but within reach. Therefore, we do not put ceilings on language acquisition by simplifying WAGOLLS. Instead, we use scaffolding as a means of access to the rich language of the WAGOLL.

Plan It:

Once our pupils have been immersed with the language and knowledge of the topic and structures of the text type, they will then plan their own piece of writing. By the end of the 'Plan it' stage, children are expected to have organised their ideas gained from the writing process so far into a cohesive and structured plan ready for writing. This does not have to be a boxed-up plan, but must show that the pupil understands the structure, flow and language of their planned piece of writing. The reason pupils plan is to use their plan for writing.

Construct It:

During this section of the learning process, we focus on the teaching of new knowledge needed to write the final piece. This will include precision teaching, modelling, relating to the purpose and function of the text as well as focused grammar activities. Our children will then produce some writing or ideas using the skills taught that they could use in their final piece.

Write It:

At this stage the pupils should be ready to write. They will have their plan, WAGOLL, language ideas as well as newly taught skills to help them write. This is not a free write - this can still be structured if appropriate. The length of this process will vary depending on the year group and cohort.

Edit It:

Once the pupils have written their first draft, editing should firstly be taught and practised before pupils begin to edit their own work. This takes the form of self-editing or peer editing. Writing should be edited to ARE (the objectives taught and met so far). The use of 'Editing Stations' are also used at this stage.

Celebrate It:

When the unit has come to an end, our pupils celebrate the success of their end product in the form of a published piece. This final piece is copied up, displayed around school and shared with the intended audience. We expect this published piece to reflect our presentation standards.

Teaching Strategies**Modelled Writing**

Modelled writing is a specific strategy which allows teachers to explicitly demonstrate the process of writing by 'thinking aloud'. The children listen and observe.

Shared Writing

Shared writing is a specific strategy which allows children to participate in the writing process by contributing ideas and knowledge without the pressure of having to write on their own. This can be either done as whole class or small group with an adult scribing.

Paired Writing

When composing and redrafting, paired writing is a specific strategy, which is embedded in the writing process, allowing children to 'talk the text' and consider the impact on the reader and where necessary redraft and edit their work.

Independent writing

Independent writing is a specific strategy, which allows children to write independently and experiment with mark making. As they do this, they experiment with the skills and knowledge that they have acquired through modelled and shared experiences.

Guided writing

Guided writing lessons are targeted, small-group sessions teaching specific strategies to a group of students with immediate guidance from the teacher.

Grammar

It is important that children understand the effect their grammar choices have on their writing. Explicit teaching of the grammatical features linked to the given writing purpose should be an integral aspect of the writing process. Teachers are expected to plan opportunities to identify, manipulate, practise and refine grammatical understanding through quality sentence level work. This may also take the form of paragraph

composition (text level) that feeds into the final written outcome. All grammar teaching MUST be contextualised (link to the stimulus/core text/topic).

Grammar Blast (daily): this is the retrieval aspect of what has already been taught. It should be speedy as the name suggests and is an opportunity for pupils to recall the grammatical features that they have covered. This should take the familiar four quadrant format (last week, last month, last term and last year).

Please refer to the Grammar Progression documents for pitch and expectation.

Vocabulary enrichment

We recognise that our children need daily exposure to the rich and varied vocabulary that they require in order to reach their full potential in all aspects of learning. Providing an enriched vocabulary environment is vital, so that by the end of the year ambitious vocabulary is being used by pupils at an appropriate level. This will be achieved through:

- Word of the day activities
- Teachers modelling word choices
- Exploring synonyms and antonyms
- Vocabulary Walls/Working Walls
- Word mats/banks including topical and technical vocabulary
- Regular use of dictionaries and thesauruses