



Writing Rational

How we teach writing at Green Lane

Updated September 2023

At Green Lane, writing is at the heart of our curriculum. We aim to provide children with the necessary skills, knowledge and attributes to challenge and inspire them in producing high-quality writing that they are proud of. We recognise the importance of nurturing a culture where children write clearly and accurately whilst selecting and adapting their language and style to suit a range of contexts, purposes and audiences. Through our ambitious writing curriculum, immersive, purposeful and real-life opportunities for writing are carefully planned; developing children's acquisition of a rich and varied vocabulary and ensuring a clear progression of skills across school.

English Long-Term Plan

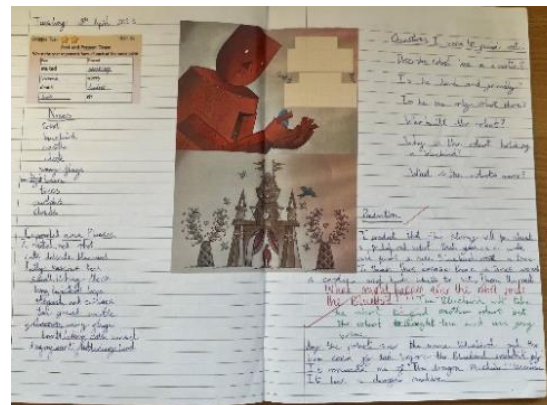
Our English LTP covers a wide range of different fiction, non-fiction and poetry genres and is progressive and sequenced to ensure children are building upon their prior learning and skills. Learning sequences are based around high-quality, engaging texts and follow a 'Journey through a Book approach'. This approach intrinsically integrates the teaching of reading and writing skills and encourages our children to read as writers and write as readers, noting authorial intent and the skill of writing used to engage readers. Linked to the vocabulary rich texts, teachers carefully plan engaging, progressive and purposeful writing opportunities which will lead to high-quality written outcomes. Whole school progression maps for writing are used during the planning process to ensure progression in the different aspects of writing skills across school. See *Progression in Transcriptional and Progression in Composition documents*.

Planning

There is an expectation that year groups meet together to create the 'Journey through a Book' long term overview where writing opportunities are identified alongside grammar and vocabulary work. This long-term overview should then be translated into a weekly overview which gives enough detail to ensure all teachers are delivering the same lesson to their children each week across each class with the same outcomes and coverage. There is no expectation as to what your planning should look like and in what format, however, it should be written in such a way that all teachers know the outcomes and the journey children will take to reach them. It is recognised that planning may need to be adapted to suit your class. It is recommended that teachers take it in turns to take the lead on creating the planning and resources but the team to create the overview of each week together to ensure planning responds to the needs of all the children. PowerPoint/Lynx should be created to guide the lessons and ensure that all teachers are following the same structure.

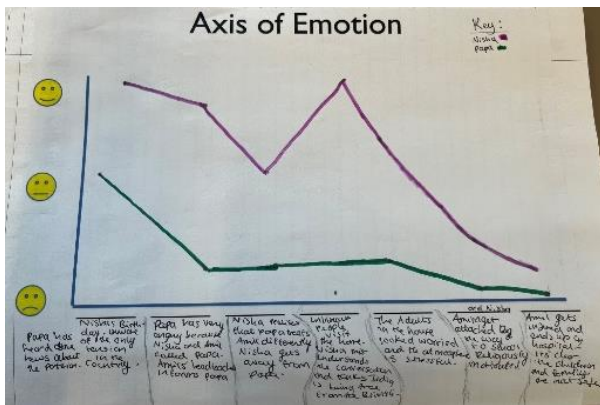
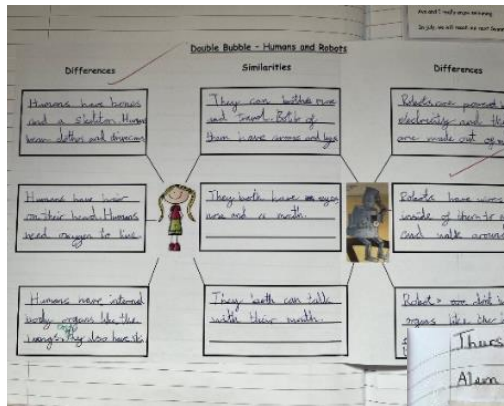
Teaching Sequence in Writing

Writing is carefully planned to teach, revise, apply and embed children's writing skills and children can follow the process through incorporating modelling, scaffolding, independence, re-drafting and producing a final draft. Through the stimuli of core texts, children are exposed to a wide variety of progressive non-fiction, poetry and fiction genres which include opportunities for both regular short-burst and extended pieces of writing. Teacher plan regular writing opportunities- a mixture of incidental and extended. Incidental will be writing outcomes where the teachers do not need to explicitly teach the genre as it is a genre they are familiar with (character descriptions, letters, diaries, etc). When a genre is being taught for the first time, this should be modelled through a WAGOLL and explicit teaching of the key features. The children will plan, write, edit and improve these pieces. An additional document has been created to highlight what genres MUST be taught in each year group in addition to the incidental pieces.



Intertwined into learning sequences, teachers appropriately embed a range of ‘Phillip Webb activities’ to enhance the development of children’s vocabulary and writing skills, such as:

- Role on the Wall
- Prediction
- Tell Me Grids
- Axis of Emotions
- Conscience Alley
- Zone of Relevance
- Story Mapping
- Double Bubble
- Writing in Role



Thursday 15th June 2023
 Alam

Being buried by a brick when he is staying.

Worried - nervous

Joyful - He went to see Big Ben Buckingham Palace before it was left.

excited - to spend holiday in London with his father back when he was up his age.

Optimistic - He had his favorite food.

Substandard Inadequate

Strange - he saw someone write 'mean'.

He doesn't like where he's staying.

He would get happy when he saw people from where he was, (Ethiopian and ...)

He's going to a new school.

Alam is alone in a strange country he doesn't know where to go.

Confused.

Pity - by the Airport staff.

Amazed - His new friend went to the bad and bad toilets.

Dave and Marium take good care of him.

Well taken care of.

Editing and re-drafting

Through shared writing, teachers model the editing and re-drafting process. Children are encouraged to read as writers and write as readers and up-level the text to further improve the writing and engage the reader. Children are encouraged to make changes that will improve vocabulary choices, sentence construction and grammar to make their writing more interesting.

Green pen is used for the editing and re-drafting of independent pieces of writing. Children practice their editing and re-drafting skills through ‘polishing’ short pieces of writing.

Polishing

3. gently place the seed in the middle of the pot.

4. Pushed the seed into the compost and cover with a fine layer of soil. Do not pushed too far or it will rot.

3. Gently place the seed in the middle of the pot.

4. Push the seed into the compost and cover it with a fine layer of soil. Do not push too far or it will rot.

Dear Diary,

Monday 10th June 2023

In the morning, I woke up and went downstairs, and when I found on my kitchen table was a little white card with my name on the front. I opened it up and I couldn't believe my eyes. It said they were going to take me to a special school. I was so happy and I told my parents. They were really happy for me. I had made a plan and started to pack my things. I had made a plan and started to pack my things. I had made a plan and started to pack my things. I had made a plan and started to pack my things.

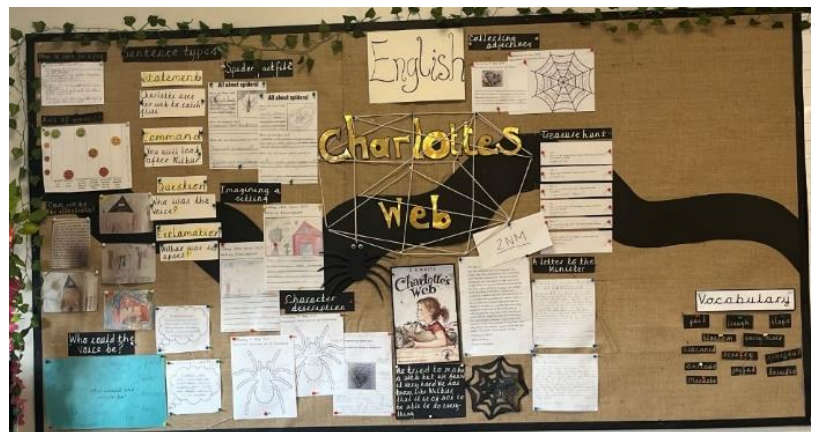
Be me - Sentence Structure!

In the morning I went to school. We all went to the playground and took out our family photos and my classmate was so excited. But when we arrived home I wanted to see my friend immediately with me. So I turned up and put it in a photo book then I asked my friend. Suddenly my teacher came and she was very surprised. She said I was very good. She was very happy and I had a big smile. The next day I felt the same. I was happy and I had a big smile on my face and I was happy.

Working Walls

Working walls are used across school to reflect the learning journey in English units and exemplify both key reading and writing skills. Children independently access working walls to support their writing. A non-negotiable checklist is used to ensure consistency with key expectations including:

- Clear learning sequence
- Key vocabulary
- Year group expectations
- Evidence of Phillip Webb activities
- Writing prompts
- Reading and writing links
- Examples of shared writing and children's writing



Spelling

Children in Years 2-6 are taught spelling discretely through the 'Read, Write, Inc' spelling scheme. Spelling is taught twice a week. The fast, robust scheme develops children's knowledge of word families, prefixes, suffixes and provides useful mnemonics to teach the trickiest spellings. The teaching revolves around instruction (with the help of online alien characters), partner and group practice, and competitive group challenges that help children commit new words to memory.

Non-negotiable prompts

In KS1, phonic prompts and common exception word mats are displayed on tables, and within the learning environment, for children to independently access during the writing process.

Handwriting

Children are taught handwriting following the 'Letter Join' scheme and these whole-class sessions are taught twice weekly across school. In Early Years, there is a strong emphasis on the development of fine and gross motor skills. Children learn to join towards the end of Year 2. Through demonstrating consistent fluent, legible and joined handwriting, children are able to earn a pen license in KS2. There is an expectation that years 1-6 should do a handwriting lesson for 15 minutes, twice a week. There is no need to print of resources each time, handwriting can be completed in the back of their writing books. By the time the children reach Year 5 and 6, handwriting may be reduced to small group interventions rather than whole class.

Cross-curricular writing

Teachers create and plan meaningful opportunities for cross-curricular writing where high-quality written outcomes can be achieved. Curriculum lessons are not writing lessons, they are an opportunity for the children to apply their writing skills within a different context.

Assessment of writing

In our writing lessons, a wide range of formative assessment strategies are used to monitor and track children's progress including: immediate teacher feedback, live marking, self and peer assessment and written feedback. This formative assessment feeds into the planning and teaching cycle; ensuring learning is matched to pupil's needs.

Alison Phillipson writing checklists are used (one per pupil) to support teacher assessment and are held centrally in a class assessment file. One piece of independent writing per child is assessed each half term. Teachers moderate their judgements in writing through termly moderation within school and additional opportunities for moderation are also created across the Trust.

Writing assessment grids should be added to across the year, as the grid is designed. It is recommended that these are not stuck in books as the children will have a number of books across the year. Keeping them in separate folder is ideal.

Any questions or support, please see a member of the English Team:

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Stefanie Bedford – English Lead

Kara Clarkson – Phonics Lead

Jo Baxendale

Your notes...