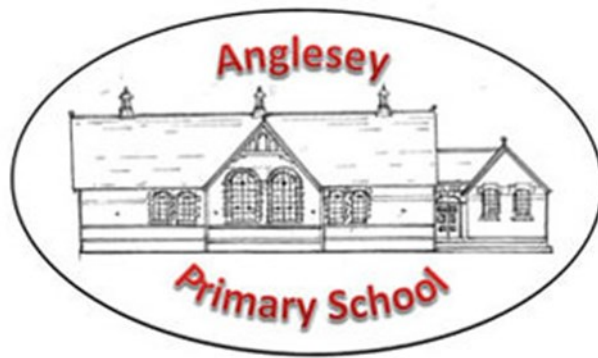


Anglesey Primary School



Writing Policy

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Curriculum Statement

Anglesey Primary School is a vibrant and nurturing school community, where children are given the skills to become inquisitive, resilient and independent learners. Our curriculum provides a range of creative and inspiring experiences for all. This equips our children with the life skills to be happy, to flourish and to be successful...

Today, tomorrow and in the future.

Intent

At Anglesey Primary School our Writing Curriculum is underpinned by the values in our Curriculum Statement. We aim to provide children with the skills they need to independently produce a range of written pieces across both Fiction and Non-Fiction genres. Children will write in four main ways: to inform, entertain, explain and persuade.

Children are supported in the development of writing skills through a number of ways: routine development of vocabulary acquisition and understanding, clear teacher modelling, and scaffolded writing prior to independent writing.

As children progress through school, they will revisit genres, developing further complexity within them. They will develop confidence, writing for different purposes and audiences, and over time, they will develop their own individual writing style.

At Anglesey we aim for all of our children to become confident writers who enjoy expressing their individuality through their own work.

Principles behind our approach

Experience Days

At Anglesey we follow the Write Stuff Approach by Jane Considine. At the heart of this approach is the aim to make writing an enjoyable experience for all children. Evidence suggests that pupils who enjoy writing are higher attainers. For this reason, Experience days are integrated into every unit plan as a way to engage children, enhance enjoyment, raise excitement and preparedness for writing.

Students emotional response to performance can profoundly effect future motivation.”

Paul A. Kirschner and Carl Hendrick

Writing Variety

Children will write fiction and non-fiction pieces in equal number in every year group, alternating between these two throughout the year. Time is taken to develop skills in depth within each unit , with two quality pieces produced each half term. Writing is also linked to the wider learning of the year groups– children consolidating their learning in other areas through the medium of writing.

“Depth in early learning is much more important than covering lots of things in a superficial way.”

Development Matters, DfE

Visual Representations

In our writing approach, children are supported by visual stimuli. The Write Stuff breaks the learning pathway down into a logical sequence from complete whole, shown as a map, then into plot points (narrative) or shape points (non-fiction), that are taught as paragraphs or meaning domains respectively. Over time, these sections join up to make a complete piece that leads into independent writing . Further, within the writing itself, Lenses taken from the Writing Rainbow help children to recognise and plan for specific writing skills.

The Writing Rainbow represents a visual construct which enables children to file knowledge related to ideas (FANTASTICS), grammar (GRAMMARISTICS) and Writing techniques (BOOMTASTICS). This enables pupils to file information and, through worked examples, create a deep understanding of different techniques. Further, there are other schemas, such as The Shade 'O' Meter, that enables pupils to rehearse their 'thesaurus thinking' and understand the intensity of synonyms.

Chunked Learning

Learning is carefully 'chunked' in our writing approach in order to respond to research into learning. Chunking learning into small steps prevents cognitive overload and allows children to absorb learning in a much more manageable way. Our approach works with the child's working memory and in so doing the likelihood of material being retained is enhanced.

"If teachers in the relevant discipline can break these complex activities down into 'fine grained' stages, they'll be more effective in explaining them to their students."

"Rosenshine suggests that more effective teachers recognise the need to deal with the limitations of working memory and succeed in breaking down concepts and procedures into small steps."

-Tom Sherrington

"In presenting material, teachers should pay attention to the 'cognitive load' it presents: limiting the number and complexity of new elements; breaking complex ideas or procedures into smaller steps..." - Great Teacher Toolkit

Expert Modelling

Precise teacher modelling also makes clear for the children the expectations on them, no time is wasted on interpreting expectations and children respond with clarity.

"Providing models is a central feature of giving good explanations. By making the implicit explicit, teachers are supporting students to form their own mental models, gaining confidence with the decisions they make." - Tom Sherrington

"Carefully sequenced and explicit modelling of tasks is more effective than unstructured, naturalistic

Embedded Grammar

Responding again to research into the best ways to teach children grammar, we teach this as an embedded skill within the context of the piece they are writing. Units taught across the age ranges include the National Curriculum requirements for grammar at Key Stage 1 and 2. These are revisited regularly, systematically and through a variety of worked examples in a whole host of different writing circumstances. This enables pupils to understand, for example, what a fronted adverbial would be like in an adventure story and a persuasive letter. Regular revisiting of the grammar elements across the year, rather than in specific weeks, ensures that children have the best chance of retaining knowledge on their usage.

Meaning making

The point of writing is making meaning and meaning is made at sentence level. The focus for The Write Stuff approach is to gather words and vocabulary appropriately to the subsequent sentence that is about to be built. Everything about this writing approach is about timely creation of appropriate language that will support pupils' thinking and for the sentence they are about to build.

Differentiation

Our writing approach is based on whole class direct instruction teaching, however consideration of those pupils who need extra support to complete the writing required is given. The Write Stuff works on the principal of all pupils involved in the learning exchange being tasked to do the same writing but it is the teachers responsibility to provide extra language sentence scaffolds, frames or additional adult interaction to support those pupils to 'get there'.

Higher attainers are also catered for with the inclusion of 'Deepening the Moment'. 'Deepen the Moment' has been designed to deepen pupils thinking and encourage them to showcase what they know and apply 'without a model' into the current writing. 'Deepen the Moment' requires pupils to choose any lens from The Writing Rainbow and be aware of the positive or negative writing intent of the piece, inserting additional sentences that do not plot push (narrative) or shape shift (non-fiction).

Expert teachers are more likely to extend pupil thinking to new domains such as, "extended abstract level: knowledge generalised to new domains." - Biggs and Collins

High expectations

The Write Stuff goes beyond the National Curriculum particularly with the ideas of writing (the FANTASTICs) and the techniques of writing (the BOOMTASTICs) to model a broad repertoire of competencies for pupils to showcase in their own work.

“Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.” -

Early Career Framework

Implementation

The Writing Lesson

The writing lesson is divided into 3 parts, or Learning Chunks. Within each chunk, time is further divided into 3 distinct parts– Initiate, Model and Enable. Each lesson produces one paragraph which forms a plot point or shape point as depicted on the plot Point/ Shape Point Map. Children are held within these ‘points’ in the lesson and not allowed to ‘plot push’. In holding children in this way, they are encouraged to write more deeply, to depict more vividly, and recognise the importance of this in order to produce better quality writing.

Success criteria is also a critical part of The Write Stuff and every single Write Stuff lesson has steps to success to guide teachers and pupils alike. Success criteria also forms the backdrop of pupil thinking when they plan, build and write their own independent work.

“Make the success criteria visible in the learning process and name them.” - John Hattie and Klaus Zierer

Initiate

The purpose of the Initiate element is to gather a bank of vocabulary with the children on which to draw during the subsequent sentence writing. To facilitate this, teachers can use stimuli such as images, videos and role-play. Children are encouraged to talk with peers and share ideas during this Initiate element and record these.– a process called Chotting.

Children then share their word choices with the class while the teacher records these during ‘Kind calling out’. This time provides the class with the opportunity to collect further words shared by others to enhance their own vocabulary banks. Kind Calling Out’ has been designed to involve as many pupils as possible in generating vocabulary for writing meaning that less pupils are allowed to hide, dominate or be overlooked. The no hands up approach means it is more inclusive and it is used routinely, not as a one-off strategy.

Teachers will also introduce and explain new vocabulary during this process to continually expose children to language and develop their vocabularies. The largest proportion of time is given to the Initiate element rather than the later Model and Enable elements as the collection and acquisition of vocabulary is of greatest importance.

Model

During the Model element, teachers demonstrate for children the desired sentence type or skill using Lenses from the Writing Rainbow to identify them clearly. These teacher models are thought through in advance, drawing on teacher expertise. The Write Stuff relies on strong teacher knowledge of writers through the ages and a key understanding of sentence construction. This deep and fluent knowledge of different ideas (the FANTASTICs), grammar (the GRAMMARISTICs) and techniques (the BOOMTASTICs) are modelled in context according to the type of writing that is being constructed.

Teachers then model their construction live in the lesson, taking opportunities to edit and improve to demonstrate how the writer thinks and actively edits. Children therefore recognise that writing is organic and that editing and improving are integral elements in the drafting process. This helps children to become more confident in their own writing as they begin to recognise that adult writers edit naturally.

Enable

Following the teacher modelling, children are then given time to construct their own sentences focussed around the desired skill as given in the model. Children can use the teacher model as an example upon which to base their versions, choosing their own vocabulary choices from the bank of vocabulary collected in the Initiate element. They are also free to step away from the teacher model where they are confident to do so, as long as their work demonstrates the required skill. Children are also encouraged to 'Deepen the Moment' and write further sentences on the related plot point/shape point. The teacher might suggest Lenses from the Writing Rainbow which children could evidence during these additions, or where children are able, they can select their own lenses to evidence.

Independent Writing

Cross-Curricula

Following the scaffolded writing, children will embark on a piece of Independent Writing. They will work to create a piece in the same genre as the scaffolded piece, but with different content to showcase their independent skills.

The piece the children produce will link wherever possible to the wider curriculum being taught within their respective year groups. This has two distinct benefits; they are able to draw on existing subject knowledge allowing them to concentrate instead on writing skills and further, this provides opportunities to demonstrate their understanding of the wider curriculum.

The study of Poetry and Plays are the only exception to this as it is not always possible to link these to the broader curriculum.

Planning

Pupils are actively encouraged to plan their zoomed out view of their writing on narrative and non-fiction maps. Teachers may alternatively produce planning booklets for their children if desired. Children are taught, through modelling of the process, to collect vocabulary that they wish to use for the different 'plot points/shape points'. Further, success criteria sentences are planned onto the map/booklet and children prepare for writing by investing in constructing sentences that will feature strongly in their final piece of writing.

Teachers are free to choose whether to plan the entire piece first prior to writing, or to plan and prepare in smaller chunks as best suits the cohort of children they have. Once the children have prepared their plan, they then write independent of adult support. For some SEN children some level of prompting may be needed and this is recorded on their final piece.

Spelling

The Write Stuff encourages pupils to be 'brave spellers' in context during the Early Years and early part of Key Stage 1. It encourages plausible phonic strategies for their own writing. As they move to Key Stage 2, there is a two pronged approach which consists of not avoiding a word because you can't spell it, alongside taking responsibility to check on their own spelling. Explicit spelling lessons take place outside of the writing lesson to develop skill in this area. Crucially, while accurate spelling is desirable, it is clear to children that mistakes in spelling are ok, and that later editing provides the opportunity to make corrections.

"Spelling should be explicitly taught. Teaching could focus on spellings that are relevant to the topic or genre being studied." - Education Endowment Foundation

Editing

Once children have written their independent piece, the teacher collects in the work and reviews it. From this review, the teacher will identify elements to improve:

- 'REWRITE *' A sentence which lacks clarity for the reader
- 'ADD MORE ^' A sentence to add further detail
- SPAG targets- the teacher will set a target of corrections for the child related to Spelling, Punctuation and Grammar. This is an achievable target for the child.

Crucially, the teacher does not guide the child on how to complete the REWRITE or ADD MORE sentences. For the SPAG targets, they similarly do not tell the child what they need to correct. This then enables the finished work to still be considered as independent.

In addition to these edits, the children are challenged to check the they have met the Success Criteria identified for the piece, usually there will be one Lens (SC) selected by the teacher for each paragraph. The editing session allows for children to add in any missing Success Criteria and Deepen the Moment if they wish to showcase their further skills.

Once the children have had the opportunity to edit the work, it is then collected for final assessment by the teacher.

Impact

During the lesson, teachers will listen to the children's work through encouraging children to 'read out your sentence', enabling them to give live feedback. Alongside this, teachers will also review work produced through circulating the room and once again give feedback as needed. It is recognised that live feedback in addressing errors and misconceptions is the most effective.

After each lesson, the teacher will select work that has met the Success Criteria for each Learning Chunk and this work will be exemplified on the classroom 'Sentence Stack'. This then produces a 'Class' model which can then be referred to during the writing unit.

The teacher will aim to exemplify work from as many children as possible during the writing unit. This recognition of the child as a writer helps to boost the confidence of each and every child further building their enjoyment and engagement in the subject.

Progress is measured regularly by the teacher. Each piece is reviewed against the Success Criteria and the work ranked. Common misconceptions are identified and built into subsequent work to help address these. Teachers will build a knowledge of those children who are Working Towards, At Expected, or Working at Greater Depth through this regular assessment.

Work is retained in each child's individual Profile Folder. Within this folder, work is kept for a continuous 12 month period, and a final narrative piece also retained from the end of all previous year groups. This evidences not only progression during the current academic year, but also progression across the lifetime of the child within school.

In addition, teachers will meet in year groups termly to moderate the work produced and agree on expectations for children working At Expected and those working at Greater Depth.

Year group managers then attend a termly Pupil Progress meeting to share data. These meetings identify pupils who will be placed into intervention groups and identify objectives to cover within these sessions. Priority is given to children who have not made expected progress.

Monitoring

The English Lead, alongside SLT, is responsible for monitoring and evaluating the Writing curriculum. Writing is monitored through a triangulation of observing the teaching and learning in lessons, Profile moderation and Pupil Progress Meetings.