Subject Handbook

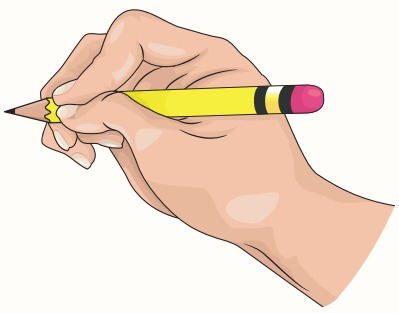
Writing



Writing Handbook

Vision for Writing

Core concepts in writing are sequenced to ensure regular repetition within and across year groups and themes and key stages, thus enabling pupils to 'know more and remember more' and develop a deeper understanding of each subject in the context of the world around them.



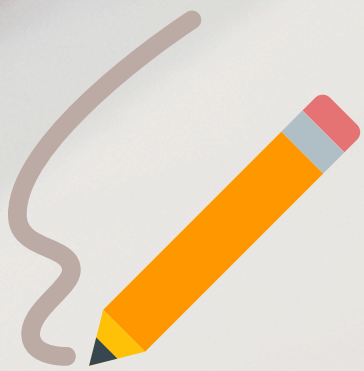


Writing Priciples

1. Understand the role reading plays in developing writers and the value of being immersed in high quality literature
2. Ensure children have experience of a breadth of texts including those that are visual and digital
3. Provide a range of meaningful opportunities to write for real purposes and audiences and to respond to writing as a reader
4. Develop an understanding of the craft of writing by engaging meaningfully with professional authors and their processes
5. Understand and model the craft and process of writing authentically
6. Support children to identify as writers and to develop their own authentic voice
7. Give children time and space to develop their own ideas in writing
8. Use creative teaching approaches that build imagination and give time for oral rehearsal
9. Ensure the teaching of phonics, grammar and spelling is embedded in context
10. Celebrate writing through authentic publication and presentation across platforms

Implementation

In KS1, children imitate the key language they need for a particular topic orally. Children use fun, engaging activities to help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their genre. We build our writing on Five stages-Showing, doing, providing, extending, creating. We immerse children in rich texts linked to their wider curriculum learning where we explore their genre and purpose and then move onto planning their writing. Children are expected to identify linguistic and structural features and can apply their knowledge from reading, to their writing. The process of proofreading and editing is also built upon through KS2. This may be done independently, with a partner, or modelled by the class teacher so that expectations are made clear. We also seek this opportunity to highlight age related expectations, so that children understand what is new and what is different in their year group.



Impact

Children are able to see themselves as authors and view their books with great pride. Every half-term, teachers will assess a piece of writing against the age-related expectations.
This will then be moderated to ensure parity and plan for next steps in writing. When children move through year groups, feedback is provided to their new class teachers on the class' writing skills, as well as their strengths and weaknesses. This ensures clear communication and planned next-steps so that progression is ensured.

Progression in Writing

The National Curriculum aims and objectives are used to inform planning, teaching and assessment. Transcription and Composition are taught across each year group through clear sequence and progression. Each year group a range of genres of text are covered to offer a broad curriculum to all learners. Where necessary, writing units are matched to current topics using a read to write model. Through immersion in a text, children are able to identify features of a text and 'magpie' vocabulary and grammatical effects for their own writing.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Story Writing						
As topics change yearly, types of narrative will be chosen appropriately. - Verbally order events and characters discussing beginning, middle and end - Verbally describe a familiar character / setting - Add simple labels to a character to describe key features. - Begin to write sentences showing awareness of basic punctuation such as full stops and capital letters. - Begin to use simple adjectives to describe a character or a setting.	**Examples could include: Animal stories, familiar stories, author study** - Order events and write sentences clearly linked to beginning middle and end - Simple written description of characters and setting using a range of carefully chosen adjectives. - Use different sentence openers and story language e.g once upon a time, later that day etc - Use time adverbials to sequence and order sentences. -Be aware of which tense they're writing in. SPAG opportunities for this genre: capital letters for proper nouns, pronouns I/ he/ she etc.	**Examples could include: Stories from cultures, fairy tales, author study** - Discuss the plot line and begin to show cohesion between the beginning, middle and end - Begin to start paragraphing to section the story - Written description of character including describing their personality using expanded noun phrases. - Describe the setting using a range of adjectives and adverbs. - Show an awareness of the reader by writing in a specific style. - Write in a consistent tense. SPAG opportunities for this genre: commas in lists to describe a character or setting, explore exclamatory sentences, begin to look at punctuation speech with inverted commas, apostrophes for possession.	**Stories with familiar settings.** - Discuss and agree setting as a class using a model - Lengthy description of the setting using techniques such as noun phrases **Traditional stories (fables and fairy tales)** - Stories looked at/rewritten are likely to be familiar. - Features of a traditional tale are evident e.g. magic, creatures, moral **Adventure and Mystery Stories** - Discuss and agree setting / story line as a class. - Focus on action. - Introduce short sentences to build tension.	**Stories in Imaginary Worlds** - Discuss and agree setting as a class using a model - Children to have some freedom in dilemma section. - Lengthy description of the setting using a range of techniques - Begin to use dialogue to show character **Stories from other cultures** - Stories looked at/rewritten are likely to be unfamiliar, but should include similar features to traditional tales. - Language should be appropriate to the culture chosen. **Myths and Legends** - Discuss and agree setting / story line as a class. - Freedom in the dilemma - Balance of action and description - Language, creatures, names and places are fitting to the time period	**Stories with a twist ending** - Agree basic plot—children have freedom to make changes - Develop devices to create tension - Begin to leave clues to the reader (hinting at the twist ending) - Begin to show cohesion - Use dialogue for effect (to show character/begin to advance action) **Write in the style of an author** - Using model purposefully to mimic style rather than copy ide - Apply a range of descriptive techniques - Begin to justifying choices e.g. word choice, structure **Thriller/Ghost Stories** - Explore and use a range of techniques to build suspense. - Lengthy description throughout - Show not tell - Apply techniques figurative language	**Fantasy Stories** - Agree basic plot: children have freedom to make changes - Use a range of devices to create tension - Leave clues to the reader whilst showing cohesion - Use dialogue for effect to show character and advance action **Film Narrative** - Using the film as a stimulus, children have freedom to mimic or change details - Apply a range of descriptive techniques - Justifying choices explaining likeness to the film **Stories with a flashback** - Clear paragraph for the change - Range of cohesive devices - Potential change in person - Clear change in setting and mood described with a range of techniques - Use dialogue to advance action and show character
Poetry						
Rhymes / repetitive language - Notice a rhyming string and begin to create own rhymes - Sing a range of nursery rhymes -Read and perform simple poems - Begin to use alliteration	**Examples could include: Choral, Acrostic** - Begin to explore literary techniques such as repetition, alliteration, rhythm, rhyme - Introduce visual effects e.g. simile (like/ as), repeated patterns and repetition	**Examples could include: Calligrams, poet studies—compare 2 or more** - Aim to use a range of literary techniques and introduce onomatopoeia - Use similes and introduce visual effects e.g. personification and metaphor - Carefully select verbs and adjectives for impact.	**Shape and Vocab** - Use a range of literary techniques - Explore the effective these techniques will have on the reader	**Form and Imagery** - Develop similes, metaphors and personification so they are different (not always the clichés) - Begin to use literary techniques to structure the stanza e.g. pattern of 3	**Narrative Poetry** - Use literary techniques to tell a story - Stanzas flow and show similar structure - Children are guided on structure	**The Power of Imagery** - Use a range of literary techniques creatively - Stanzas flow and show similar structure - Children have freedom on structuring

EYFS, KS1 and KS2 Genre Progression

The Genre Progression notates features bespoke to the genre to support planning / smartboards
The Writing / Grammar progressions list the skills that are taught explicitly within the study of the genre (Tree of Triumph)

Non-Fiction: Non-Chronological, Instructions, Explanation, Persuasion

EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
Persuasion				
Posters, Adverts - Verbally explain choices - Make suggestions for someone else - Explain why someone should to do something	**Posters for products, Adverts, Invitations** - Use stimulus that is familiar e.g. birthday party invite - Understand that the aim is to convince others (the reader) - Verbally Discuss reasons to persuade - Use simple conjunctions to support an opinion e.g "We should do this because" - Write simple sentences using "I think... because..." SPAG opportunities for this genre: Discuss a wide range of conjunctions e.g because, so, but	**Posters for products, Adverts, Invitations. Introduce Persuasive Letter** - Have a personal view and reasons for this to help convince the reader - Begin to support opinions with facts - Use a range of conjunctions to support their opinions e.g "We should do this because" - Begin to sequence writing so reasons flow - Use persuasive and emotive language e.g "In my opinion" "I strongly believe that..." SPAG opportunities for this genre: Begin to explore a wide range of formal conjunctions such as however, therefore	**Letters and Adverts** **Create Presentations e.g. iPad, power point** - Have a personal view and reasons, but also adopt the views of a fictional / historical character if writing in role - Sustain the viewpoint throughout - Support opinions with facts - Sequence writing so reasons flow with an orientation and a reorientation - Discuss formality and aim to be consistent	**Letters, Adverts, Presentations** - Sustain the viewpoint throughout whether personal or befitting of character role - Support opinions with facts and other side of argument is mentioned and used with effect - Sentence and overall structure is appropriate to the time period / formality and intended audience - Formality is consistent - Possible use of mixed genre
Non-Chronological				
- Create a shared fact file about a theme as a class - Talk about facts relating to one subject - Begin to write lists and labels -Begin to use topic vocabulary - Label pictures/photos - Use time adverbials to organise sentences e.g first, then, next	- Create a fact file about a theme using key features of a non-chronological report e.g title, sub-heading - Begin to use sub-headings to organise writing - Discuss and then write down facts in sentences - Begin to use conjunctions to elaborate facts - Use topic vocabulary - Label and caption pictures / photos SPAG opportunities for this genre: Question marks for sub-headings	- Begin to organise fact file in an appropriate layout with key features of a non-chronological report e.g title, sub-headings etc - Begin to organise information in a logical way with paragraphs of writing that relate clearly to the sub-headings. - Use questions for sub-headings - Use a wide range of conjunctions to add further detail to facts. - Write in paragraphs - Use topic vocabulary - Discuss the purpose of the report SPAG opportunities for this genre: possessive apostrophes, commas to list facts, explore the progressive form of verbs in past and present	- Create a subject specific information text with research - Organise logically with the correct features - Use concise, accurate language - Know the purpose of the report	- Create an information text with research include mixed genre to add challenge e.g. inform and persuade - Organised logically with the audience in mind - Use concise, well chosen language, correct for the purpose and audience
Instructions				
-Verbalise instructions in order -Sequence and order pictures correctly. -Discuss and label pictures - Begin to use language of time e.g. then, next, now	- Write each instruction on a different line - Sequence instructions in the correct order, beginning to use numbers - Use time adverbials to sequence and order instructions - Begin to add precise language to improve instruction - Use imperative (bossy) verbs SPAG opportunities for this genre: Discuss commands, discuss the terminology verb, noun, adjective, singular and plural	- Write instructions continuing to use numbers correctly - Create and use an introduction - Use captions, pictures, diagrams and labels - Use precise language to improve instruction as well as subject specific vocabulary - Use commands with imperative verbs -Use adverbs to add detail SPAG opportunities for this genre: commas in a list, discuss different sentence types, plural spelling rules e.g ies	- Emphasis on the sequencing of events (numbers, bullet points, adverbials) - Instructions include all features of the text type - Know the purpose and language is chosen carefully - Different audiences are explored	- Instructions are well introduced and sequenced - Language is chosen to give appropriate detail - Audience and purpose is clear and considered

Inclusion

To enable all children, classrooms are dyslexia friendly and language rich. Kagan strategies are used within each lesson to develop metacognition and aid long term memory of skills and knowledge. Those who are identified as needing additional support in writing, to keep up, provision is quickly put in place to support in class before wave 2 interventions are introduced including spelling cued,

Children requiring additional support, including SEND, have access to a range of supporting aids such as reading scanner pens, immersive reader texts and access to computer programmes to write up longer pieces of writing, to remove barriers to their learning.

Assessment

Every half-term, teachers will assess a piece of writing against the age-related expectations. This will then be moderated to ensure parity and plan for next steps in writing. When children move through year groups, feedback is provided to their new class teachers on the class' writing skills, as well as their strengths and weaknesses. This ensures clear communication and planned next-steps so that progression is ensured. All data is monitored closely by the English subject lead and data lead and discussed with all of the Senior Management Team.

At Guardian Angels, we believe in continually reviewing our professional practice to ensure our children are provided with the knowledge and skills to become enthused authors. Our children are empowered through purposeful writing so that they understand just how they make stir change or evoke emotions from their reader.

