



# Edward Feild Primary School WRITING in a Nutshell



<b>RESEARCH</b>	'Purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for'. <i>Improving Literacy in KS2: Guidance Report, EEF 201</i>
<b>VISION and CURRICULUM</b>	At Edward Feild, writing begins with a hook, an initial immersion into a high-quality book carefully chosen or a Wider Curriculum theme which might be introduced through a workshop, classroom visitor or a planned trip. Our curriculum centres around four main purposes: writing to entertain, inform, persuade and discuss. We ensure coverage of the national curriculum by using our school progression documents for each unit of work. Throughout the writing process, children are taught to think about why they are writing, who they are writing for, what they write, how to write and organise their piece and what effect we intend our writing to have. At the heart of our writing process, we maintain a strong focus on oracy and vocabulary and plan opportunities to develop these skills further in all Wider Curriculum subjects.
<b>IMPLEMENTATION</b>	<p>The overarching approach is:</p> <p>Exploring: familiarisation with our theme (<i>Reading as a reader</i>)</p> <p>Dissassembling: analysing the text type approached (<i>Reading as a writer</i>)</p> <p>Reassembling: planning, drafting, reviewing, proof reading, editing (<i>Writing as a writer</i>)</p> <p>Presenting: children have the opportunity to perform, publish or evaluate their writing (<i>Reading as a reader</i>).</p> <p>Skilled writing is the fluent execution and coordination of Language Composition - the formation and articulation of ideas, organisation of these ideas, vocabulary choices, construction of sentences, grammatical structures, purpose and audience, revision, evaluation and editing – and Transcriptional Skills: - the application of phonics and spelling knowledge and the use of fluent, joint handwriting.</p> <p>During the writing process, each child takes the roles of</p> <p>Writer: generates ideas, turns thoughts, opinions and feelings into words and sentences, uses grammar for function, makes choices of words and tone, keeps cohesion, thinks of purpose of text, keeps the reader in mind throughout</p> <p>and</p>

Secretary: makes the physical effort of writing, handwriting, spelling, capitalisation, punctuation, paragraphs and thinks about how the writing will look.

### **The process**

#### **1.PLAN**

A well-thought WAGOLL (What a Good One Looks Like) is used to show children a good example of how their writing should look. Using this, children gather examples of good language and layout features for their COLLECT IT! worksheet.

When planning their piece, children have the opportunity to use a planning template. At this point, they are taught and encouraged to use bullet points and notes of knowledge accumulated during the exploration stage (Reading as a reader). They also magpie ideas from their peers, Working Wall (whole class discussions) or other Wider Curriculum opportunities. In line with our school priority, correctly spelled vocabulary should be included in the planning stage.

#### **2.DRAFT**

Before children start their drafting process, teachers clearly model how to draft, using the clear success criteria to guide them in the process. The modelling can be done in three stages, but this is flexible, allowing teachers to decide what suits their class best.

*TEACHER DEMONSTRATION - I DO IT- teachers model a specific focus, thinking aloud, evaluating, reflecting. Teacher makes changes to construction/word choice, re-reading for sense and accuracy and demonstrating use of classroom resources.*

*TEACHER SCRIBING - WE DO IT - pupils make contributions, teacher focuses children, links and selects contributions to refine understanding and skills. Teacher models transcription of contributions.*

*SUPPORTED COMPOSITION - YOU DO IT TOGETHER - children may work in pairs or individually on whiteboards for a limited time with a sharp focus and then children show work. There are opportunities for assessment and identifying and responding to misconceptions and progress is visible.*

#### **3.SHARE**

Share ideas or drafts throughout the writing process gives pupils feedback. Alongside the visual sharing of work, children can work in pairs, or listen and read along as the author reads aloud.

#### **4. EVALUATE**

Check that the writing goals are being achieved throughout the writing process. This is done by pupils as they re-read their writing or through feedback from adults or peers. For example children can self-monitor and evaluate by asking 'Have I considered APE?', 'Have I met my goals?', 'Have I used appropriate vocabulary?', etc.

#### **5. REVISE**

Make changes to the content of writing in the light of feedback and self-evaluation. Children write on alternate lines to ease revisions and additions, add flaps to re-work or add sentences or paragraphs, use the Working Wall word bank, thesaurus or Wider Curriculum to revise vocabulary choices, re-evaluate to consider success of revisions/additions.

#### **6. EDIT and PROOF-READ**

Make changes to ensure the text is accurate and coherent. At this stage, spelling and grammar assume greater importance and pupils will need to recognise that their work will need to be accurate if readers are to engage with it and extract the intended information from it. Some examples of strategies are checking capital letters and full stops and reviewing spellings by using a dictionary.

Children are taught how to proof-read their work as part of the writing process. Proof-reading is modelled by teachers.

Editing for spellings takes place after the writer is satisfied with all the other elements of their writing.

Children use a *wiggle line* under the word they are unsure how to spell so they can come back to it later - If In Doubt, Wiggle It Out!

Teachers model how to edit spelling. Here is an example:

Read through the work as children follow, explain the spelling error you are looking for e.g. -ed endings, think aloud as you identify each error and encourage the children to go through a routine, e.g. underline part of word which looks wrong and explain why it looks wrong, try alternative spelling, ask yourself whether it looks right, check from another source around the room, write in the correct spelling. Repeat the process until all targeted words have been corrected.

	<p>Read from back to front: when using this strategy, children read from back to front, sentence by sentence, getting the reader focused on the grammar, punctuation, capital letters, full stops and ensuring the reader is not distracted by the content and the larger meaning, and is focussed only on editing.</p> <p>Read aloud: by reading aloud, children are taught to focus on the words, their sound and how the sentences work together. Children are taught to recognise some of their mistakes e.g dropped plural, past tenses or punctuation.</p> <p>Multiple passes: children are taught to focus on one different aspect for each read-through e.g punctuation, subject-verb agreement, consistent tenses.</p> <p>Highlighter review: used to target writing techniques, e.g. <i>Yellow-mark the first word of each sentence: 'Is there variety?'</i>, <i>'Does the writer use conjunctions?'</i>, <i>'Are there any sentence fragments or run-ons?'</i>; <i>'Pink-highlight each adjective: 'Is the writing descriptive?'</i>, <i>'Are the adjectives strong and specific?'</i>.</p> <p>Proof-reading glasses: to let children know it is time to edit. This motivates children and encourages them to look closely at their peers' writing.</p> <p>Peer-editing: writer and peer sit side by side, 'book on book'. The writer reads aloud - stop, suggest, discuss at appropriate times; writer has final say as to which changes should be made to their own work.</p> <p><b>7. PUBLISH</b></p> <p>Present the work so that the others can read it. This may not be the outcome for all pieces of writing, but when used appropriately it can provide a strong incentive for pupils to produce high-quality writing and encourage them to revise and edit carefully. Examples of publication are displaying work, presenting it to other classes, sending copies to parents and carers, etc.</p> <ul style="list-style-type: none"> <li>○ If it's a letter, post it!</li> <li>○ If it's a story, share it!</li> <li>○ If it's a play, act it to an audience!</li> <li>○ If it's a film, show it!</li> <li>○ If it's an instruction, follow it!</li> </ul>
<p><b>OPS</b> (One Perfect Sentence)</p>	<p>During the unit of writing, more challenging, suitable sentence structures are chosen by teachers to be evaluated and later used in own writing by all children. During these sessions, higher attainers have an opportunity to choose more effective vocabulary, a range of punctuation and to use their writing skills to make more independent choices for their writing.</p>

<p><b>LEARNING ENVIRONMENT &amp; RESOURCES</b></p>	<p>During their learning journey, teachers ensure children have visual word level, sentence level or text level prompts which can be on the working wall including the purpose for writing and the audience, WAGOLLs with annotated features of layout and language, success criteria, the grammar focus, sentence structures taught during OPS, planning of text, useful vocabulary for drafting and teacher modelled paragraphs.</p>
<p><b>FEEDBACK</b></p>	<p><b>To be read alongside 'Feedback in a Nutshell'.</b>  <b>In the moment feedback</b> is used during all phases of writing. Work is shared so that success is celebrated, next steps are identified and high attainers are appropriately challenged further.</p> <p><b>To teach/model how to give appropriate feedback</b>, teachers initially use Airserver/photocopied writing to share examples with the class. Both compositional and transcriptional aspects of writing feedback are clearly modelled.</p> <p>In the <b>SHARING</b> and <b>EVALUATING</b> stage:</p> <ul style="list-style-type: none"> <li>• review against the success criteria to evaluate impact on the reader</li> <li>• response partners/trios do 'book on book' reviews: <i>children are guided to give feedback as they were initially taught, relating to the success criteria (sentence frames might support this: 'this word choice works well because...', 'I thought the way you __ was successful because...', 'I think you could __ so that...')</i></li> <li>• discuss successes, possible amendments, additions, revisions</li> <li>• the writer has the final say and makes the changes/revisions to their own work</li> <li>• <u>ensure the emphasis is on the IMPACT of the writing and whether it fulfils its intended purpose, rather than on secretarial skills</u></li> </ul> <p>In their English books, children regularly edit and review their drafts independently or collaboratively (through self and peer assessment and formative teacher assessment). The final piece of writing is recorded/photocopied in their yellow assessment books.</p>
<p><b>ASSESSMENT</b></p>	<p>Summative assessment-Y2 and Y6 children are assessed using end of year writing descriptors. Year 1, 3, 4 and 5 use the Essential Writing targets. Children who are exceeding these expectations will be given opportunities to make increasingly independent choices during whole writing process.</p>

	<p>Greater depth-when assessing children working at greater depth within the expected standard, Y2 and Y6 can make reference to the teacher assessment exemplification materials. For all other year groups, across the collection of pieces of GD writing produced by a child, adaptation for purpose and audience has to be enhanced by the writer's distinctive and independent voice. The GD writer has to demonstrate a clear understanding of the difference between the language of speech and writing through the conscious grammatical and vocabulary choices made. Minor edits have to be made during the writing process to enhance description and improve clarity and accuracy. All writing has to be completely independent and, across the collection, has to be evidence of independent choice of subject matter, form and content.</p>
<p><b>IMPACT</b></p>	<p>Our APE writing approach ensures all our pupils leave EF as confident writers and develop a genuine love and appreciation of writing.</p> <p>All our pupil enjoy writing across a range of genres, can write for a range of purposes and audiences, and become effective communicators. They will amass a varied vocabulary that they can use across the curriculum and can apply spelling rules and grammatical concepts in their work.</p> <p>We also aim to ensure that our pupils are proud of their writing and have opportunity to see it on display and shared with others in the school and with their families. Looking forward, we intend that by the end of Year 6 most children are meeting end of key stage 2 expectations in writing and are ready for the secondary curriculum.</p> <p>Monitoring takes place throughout the year by the Subject Leader and the leadership team through monitoring books, learning walks, drop-ins and pupils' voices. Every long-term, during department or staff meeting times, teachers take part in moderation of writing. In addition to this, Year 2 and 6 teachers, meet with other local schools for the moderation process.</p>