



LEARNING TO LEARN SKILLS EXPLAINED	
1 Reflective	Planning, writing, reviewing
2 Teamwork	Collaboration, empathy, listening
3 Resilient	Managing distractions, 'stick ability'
4 Resourceful	Observing, comparing, making links
5 Risk Taking	Have a go, not scared of being wrong

# Barham Primary School

*Safe, Happy, Learning*

*Embedding Excellence*



## Writing at Barham: Intent, Implementation and Impact Statement

### Intent: What we want our pupils to learn?

At Barham, we are dedicated to deliver an exciting, innovative English curriculum, which enables and empowers all children to acquire the skills and knowledge they need to become articulate speakers, inspired writers and avid readers for life.

We have an English curriculum that is coherently and logically sequenced which is designed to challenge all of our pupils. It helps our children develop their linguistic skills, but also acquire the cultural capital they need to thrive in Britain and the world. Our school uses the United Nations Sustainable Development Goals (SDGs) as curriculum drivers.

The progression of skills in EYFS are based on the new EYFS Framework in September 2020, guided by the new Development Matters guidance and assessed against the Early Learning Goals in the Summer Term of the Reception Year. Key Stage 1 and 2 is based upon the National Curriculum 2014.

Barham's writing curriculum is rich, broad and balanced and recognises the individual developmental needs of our children. Furthermore, the individual experiences and cultures that the children bring to school are celebrated and key in engaging and inspiring them to become curious learners. The environments that we provide are 'language rich', ensuring that a plethora of vocabulary is taught across all subjects.

We aspire for children to write with purpose, use imaginative description, organise writing appropriately, spell correctly and punctuate accurately.

Our aim is to ensure that every child, regardless of their background or ability, leaves our school as a confident and capable writer with an understanding of different literacy techniques and how to use them effectively, thus being able to 'Write like a Writer'.

### We want our children to:

- communicate their ideas and learning effectively, both orally and in writing.
- acquire knowledge, develop a rich vocabulary that is applied to speech and writing.
- have a vivid imagination which makes readers engage with and enjoy their writing.
- engage with high quantity texts which stimulates their interest in writing both fiction and non-fiction.
- immerse themselves in a range of genres.
- build on a range of skills and on prior knowledge as they work through each journey of writing to be successful writers.
- develop well organised and structured writing, which includes a variety of sentence structures.
- excellent transcription skills that ensure writing is well presented and punctuated, spelled correctly and neat.
- be able to have a clear understanding of and write for a range of purposes and audiences
- secure understanding of the purpose of a text type.
- excellent knowledge of writing techniques to extend details or description.
- understand intended impact of writing skills/tools have the ability to carefully select vocabulary with careful attention to the desired effect on the readers' thoughts and feelings
- have ability to write fluently and with interesting detail on several topics throughout the curriculum.

- become independent writers.
- have a love of writing and an appreciation of its educational, cultural and entertainment values.

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually (National Curriculum, 2014).

Secure English skills are essential for progress across the curriculum and to prepare pupils effectively for adult life. We have a responsibility to develop pupils' competence in English to ensure that pupils become competent users of language and can access the curriculum effectively and achieve their potential.

### **How learning to be writers gives our children cultural capital:**

- We argue that, by teaching children to become life-long independent motivated writers, we are providing them with the most powerful cultural capital you can have – an ability to turn their writer's voice into powerful writing.
- By writing within a community of writers, children find that they can learn from others' cultural capital.
- We teach children how writing can be a powerful tool for understanding new knowledge and how you can reorganise it and have a personal response to it.

### **Research underpinning our practices:**

At Barham, we have looked at a variety of research that shows effective teaching in writing. We have designed our curriculum to ensure we have followed the summary of recommendations outlined in the Education Endowment Foundation in guidance reports, Improving Literacy in KS1 and Improving Literacy in KS2.

Effective teaching ensures that pupils retain knowledge they have learned in the long term. This is supported by opportunities to revisit and practise with prior knowledge. Pupils are more likely to retain knowledge when they have engaged analytically with the content they study. Teachers can support learning through clear exposition, which considers what pupils already know and understand.

### **Using the EEF's recommendations on improving literacy in KS1 and KS2, we ensure our lessons:**

- **Develop pupils' language capability to support their writing** – purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Pupils are to regularly articulate their ideas verbally before they start writing.

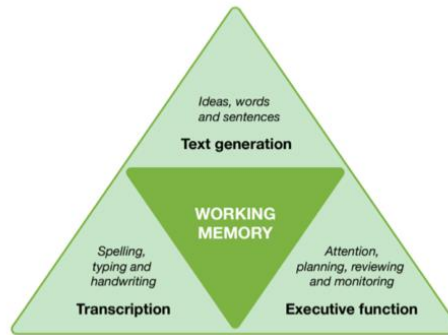
- **Teach writing composition strategies through modelling and supported practice** - Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer. These include pre-writing activities; structuring text; sentence combination; summarising; drafting, editing and revising; and sharing.

- Purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for. Writing can be thought of as a process made up of seven components: planning; drafting; sharing; evaluating; revising; editing; and publishing – Our writing process.

- **Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling** – transcription refers to the physical processes of handwriting or typing, and spelling. Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. A large amount of practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing. Spellings are explicitly taught. Teaching focuses on specific spellings that are relevant to the topic or genre being studied also.

The following theory, further underpins our teaching practice and principles, has been taken from the OFSTED Research Review Series: English (2022).

Figure 1:



## WORKING MEMORY AND WRITING

A child's capacity to plan and monitoring their writing depends on whether they have enough cognitive resources available. The Simple View of Writing (Berninger et al, 2002) (Figure 1) highlights the key groups of skills that work together as children write:

- **text generation**—which involves thinking of ideas and using oral language skills to put those thoughts into words and sentences;
- **transcription skills**—which enable the writer to move oral language into written language;
- **executive functions**—such as working memory, self-regulation, planning, problem-solving, and monitoring their writing.

### Implementation: How we plan and teach writing?

Our children are exposed to a range of creative extended writing opportunities during English lessons and across the curriculum. Throughout the school, teachers offer quality first teaching, which allows for a structured week of learning. Due to the love of reading which we foster in the school, it allows for the children's' imagination to be developed through writing and applying their awareness of vocabulary when putting pen to paper. The expectation and importance of continuous cursive handwriting is vital across the key stages as it enables the students to write with conscious control and at speed.

As children progress through the school, they revisit key writing skills in multiple different contexts and teachers help children to make connections and build their understanding by making explicit references to these skills.

To support this our teaching of writing overview and sequence has been developed which form an integral part of all writing lessons. We encourage parents and carers to use this as a toolkit when supporting pupils with writing activities at home.

Our writing curriculum is based around high quality texts, real life and hands on experiences. The focus of teaching is on developing skills, which are progressive throughout the school, with children focusing on one skill at a time, then applying this to independent writing. We have carefully planned and sequenced in units to build on prior learning and expose children to a breadth of genres, based on quality texts linked to our global goals, which will equip them to succeed in written outcomes. Our selection of texts incorporates our school values during lessons. We believe that for children to succeed, lessons must be exciting and engaging for both boys and girls and purposeful.

English lessons are taught in units of writing which take place over roughly a 2-3 week learning journey and are taught through a minimum of 45–60-minute lessons from Monday to Friday. We have created a pedagogical process for each lesson within the learning journey, which can be viewed below; this structured approach to sequences of lessons ensures that the build-up of knowledge and skills is progressive and clear. Teachers clearly establish the purposes and audiences for writing at the start of the process of each 'learning journey' or unit of work and will plan for the whole unit of writing at a time to ensure the learning journey can be made clear and purposeful.

Although the pedagogical process is detailed for each lesson, teachers have the professional scope to adjust where they think they are needed. For example, if more than one lesson is needed to embed a skill then this can be done or if an extra lesson is needed for drama/speaking and listening then teachers have the freedom to do so. There is an expectation that each stage of the learning process takes place and is evident through books, learning environment and planning.

The learning journey is made clear to the children from the first lesson, and this ensures they are fully involved in the process and clear about the outcome they are working towards. In Key Stage Two, pupils experience writing in different forms for a variety of audiences. They write for different purposes (to entertain, to inform, to discuss and to persuade) and are taught to plan, draft, proofread, improve and present their writing on paper and on screen, and to discuss and evaluate their own writing and that of others. The links between reading and writing in fiction and non-fiction continue to be made explicit. Pupils use their knowledge of texts they have studied to construct their own writing and have greater control over organisation, language features, vocabulary and spelling.

Our writing approach supports writing progression across each phase by immersing children in texts and enabling further development of their understanding, whilst creating enthusiasm and motivation. This is underpinned by a progressive knowledge of spelling and grammar and an understanding of the importance of proofreading and editing writing. Learning to write with confidence for a range of purposes and audiences ensures that children leave Barham prepared for their secondary education, ready to achieve their aspirations and thrive in their adult life. Our learners are challenged and encouraged to take risks and view mistakes as part of the learning process as part of our learning to learn skills the 5Rs.

Throughout writing units and particularly when the children come to plan a piece of extended writing, we focus in on four key focuses of writing: **Purpose, Audience, Text and Tone**. Children plan their writing with these four elements in mind that are then broken down further into our teaching sequence of writing.













## Our Key Focuses of Writing

Our Key Focuses of Writing			
<u>P</u>	<u>A</u>	<u>T</u>	<u>T</u>
<p><b><u>Purpose:</u></b> <i>Why has the text been written?</i></p> <p><b>Four Main Purposes for Writing &amp; Related Text Types</b></p> <ul style="list-style-type: none"> <li>• To entertain (narratives, poetry, descriptive writing)</li> <li>• To inform (instructions; explanation; recount, science experiment; recipe; newspaper report; letter/postcard non-chronological report)</li> <li>• To persuade (brochure; leaflet; speech; public service announcement)</li> <li>• To discuss (balanced argument, discussion)</li> </ul> <p><b><u>Progression in Purposes</u></b></p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid #00a0e3; padding: 5px; width: 30%; background-color: #e6f2ff;"> <ul style="list-style-type: none"> <li>• To entertain</li> <li>• To inform</li> </ul> <p style="text-align: center; background-color: #00a0e3; color: white; padding: 2px; margin-top: 5px;">EYFS-KS1</p> </div> <div style="border: 1px solid #00a0e3; padding: 5px; width: 30%; background-color: #e6f2ff;"> <ul style="list-style-type: none"> <li>• To entertain</li> <li>• To inform</li> <li>• To persuade</li> </ul> <p style="text-align: center; background-color: #00a0e3; color: white; padding: 2px; margin-top: 5px;">Year 3-4</p> </div> <div style="border: 1px solid #00a0e3; padding: 5px; width: 30%; background-color: #e6f2ff;"> <ul style="list-style-type: none"> <li>• To entertain</li> <li>• To inform</li> <li>• To persuade</li> <li>• To discuss</li> </ul> <p style="text-align: center; background-color: #00a0e3; color: white; padding: 2px; margin-top: 5px;">Year 5-6</p> </div> </div>	<p><b><u>Audience:</u></b> <i>Who is the text aimed at?</i></p> <p>The audience can be anyone. But must be clear to children to ensure that the right tone, language, and register is being used.</p> <p>Must be planned for before children start planning.</p> <ul style="list-style-type: none"> <li>• Adults</li> <li>• Children- Ks1 or KS2?</li> <li>• Teenagers</li> <li>• Pensioners</li> <li>• Men</li> <li>• Women</li> <li>• People with a specific interest (e.g. film fans)</li> <li>• Parents</li> <li>• Peers</li> <li>• Professionals</li> </ul>	<p><b><u>Text Types:</u></b> <i>What kind of writing is it?</i></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Biography</li> <li>• Obituary</li> <li>• Evaluation</li> <li>• Explanation (non-chronological)</li> <li>• Review</li> <li>• Diary</li> <li>• Letter</li> <li>• Description</li> <li>• Poem (only statutory to write a poem in year 2!)</li> <li>• Speech</li> <li>• Advice- agony aunt column</li> <li>• Advertisement</li> <li>• Argument</li> <li>• Instructions</li> <li>• Leaflet / information</li> <li>• Poster- (non-chronological)</li> </ul>	<p><b><u>Tone:</u></b> <i>Is the tone of the text <b>formal</b> (polite) or more <b>informal</b> (familiar or chatty)?</i></p> <p><b>Formal</b> writing is used when the text is aimed at a wide audience, or if the writer does not know the reader and wants to impress him / her.</p> <p><b>Informal</b> writing is quite easy to create but should only be used for specific audiences. It can feature:</p> <ul style="list-style-type: none"> <li>- Conversational tone (where the writer writes as they might talk to you).</li> </ul>

## What does a week at Barham look like?

A sequence of lessons are planned over a week or a fortnight, which link closely to a core text taken from Barham's Recommended Reads directory. The book gives a scaffold to pupils being introduced to a range of genres across the term, both fiction and non-fiction. Pupils are given the chance to imitate, innovate and have an independent application of their newly taught skills. At the beginning of the week, pupils are introduced to PATT, then are immersed in high quality examples of the genre to develop their understanding through comprehension and speaking and listening activities. Following this pupils will learn the features of the genre, plan, draft, up level and publish a piece of work, with each stage being explicitly modelled by the class teacher first. Integrated during the week will be focused grammar progressions and technical language taught explicitly. We celebrate our final pieces of work within the classroom or on display around the school.

## Our Teaching Writing Sequence:

1. <b>(P.A.T.T)</b> Identify the purpose and audience for the writing.	
2. <b>Shared Reading:</b> read a range of example texts from the text type/genre.	
3. <b>Develop understanding of texts:</b> read through comprehension, speaking, listening and drama activities	
4. <b>Identify the key features of the text type/genre:</b> Use to create a "toolkit" for writing (success criteria)	
5. <b>Supported composition</b> : Teach and practise key skills identified from the toolkit ( <i>i.e. the grammar, vocabulary and spelling that fit the genre</i> )	
6. <b>Shared writing: model planning</b> a piece of writing based on the toolkit.	
7. Children create their own plan using the toolkit.	
8. <b>Shared Writing: model drafting</b> a piece of writing a section at a time, referring to the toolkit (success criteria).	
9. Children write their own piece of writing, a section at a time.	
10. <b>Shared Writing: model reviewing and editing</b> writing, a section at a time, referring to toolkit (success criteria).	
11. Children review and edit their writing a section at a time (using the toolkit and responding to marking and feedback).	
12. <b>CELEBRATE!</b> Finished writing is shared with the intended audience and feedback received. Success is celebrated and next steps/targets are identified.	

*Guided writing with specific groups of pupils is used to address next steps/gaps in understanding based on day-to-day assessment. This step should be reoccurring throughout the writing process.*

## Stage 1: Purpose, Audience, Text and Tone –

We believe that children must be given a clear understanding of the Purpose (persuade, inform, entertain), Audience, Text and Tone when they are asked to write. Writing is a form of communication and therefore we believe that children should be provided with a real audience for their writing whenever possible. This is an important factor in providing pupils with motivation to write.

At the start of a new focus of writing, we share and discuss the genre of the writing; the purpose of the writing, the audience and how these elements affect the writing choices that author makes to achieve the end-writing outcome.

# The Writing Sequence

## 1. (P.A.T.T) Identify the purpose and audience for the writing.



### Key points:

- Needs to cover a range of audiences and purposes- different genres
- Core texts- outcome should lend itself to text
- Outcomes should be aimed at closing gaps of children
- Topic based
- Relevant to society right now
- Box it up grid- but later in process for children to understand

- To entertain
- To inform

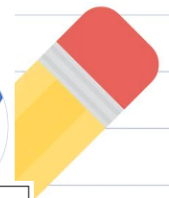
EYFS-KS1

- To entertain
- To inform
- To persuade

Year 3-4

- To entertain
- To inform
- To persuade
- To discuss

Year 5-6



P- What is your purpose?

A-Who is the audience?

T- What type of text are you writing?

T- What will the tone be?

The initial stage of the writing process is to provide an engaging stimulus or memorable experience for writing. Writing activities are then planned with a 'real' audience in mind and a real purpose to increase children's motivation to write.

2. **Shared Reading:** read a range of example texts from the text type/genre.



3. **Develop understanding of texts:** read through comprehension, speaking, listening and drama activities

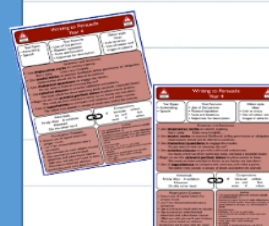


4. **Identify the key features of the text type/genre:**  
Use to create a "toolkit" for writing (success criteria)

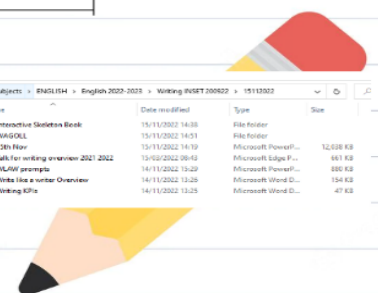


### Key points:

- Success criteria/toolkit
  - Create as class
  - Provide children with
  - Differentiate- mild/spicy or spicy/hot
- Drama activities
- Drawing
- Story maps
- Visual clips



Name	Date modified	Type	Size
Interactive Skeleton Book	15/11/2022 14:35	File folder	
WAGLL	15/11/2022 14:51	File folder	
15th Floor	13/11/2022 14:19	Microsoft PowerPoint	12,628 KB
Self-ref writing overview 2021-2022	10/10/2022 09:43	Microsoft Edge F...	161 KB
WLAW prompts	14/11/2022 13:29	Microsoft PowerPoint	890 KB
Write like a writer Overview	14/11/2022 13:26	Microsoft Word D...	134 KB
Writing KPIs	14/11/2022 13:25	Microsoft Word D...	47 KB



The next stage is to begin to lay the 'seeds' with the class and share the idea or context through which the children will be communicating. Teachers spark imagination through a variety of stimuli such as; pictures, films, music, letters arriving, a school trip, a message in a bottle, a visitor... the list goes on. We recognise that reading and writing skills are intrinsically linked and believe that children learn best in both areas when lessons are designed around high quality and engaging whole class texts.

### Stage 2: Shared Reading -

Spend as many sessions as needed to immerse the children in the text/texts. Use the texts as a vehicle to build on reading skills of predicting, questioning, visualising, empathising, summarising, inferring, making links and monitoring their own understanding.

Pupils will be given opportunities to explore age-related texts to better understand the layout and features of the genre they are writing about. Use of exemplar texts (WAGOLLS – What a Good One Looks Like) are crucial to the teaching of writing. The level of language should be ambitious, challenging but within reach. WAGOLLS are an excellent way of lifting the ceiling so often put on EAL (English as an Additional Language) or SEND (Special Educational Needs/Disabilities) children's language acquisition. Our role is to scaffold as a means of access to the rich language of the WAGOLL. It is through pulling apart (deconstructing), reflecting upon and emulating these models that children learn to produce high quality pieces of writing themselves.

### Stage 3: Developing understanding of texts -

Children produce short written responses based on comprehension and text analysis: look at structural and language features of writing, including grammar. Keep the written outcome in mind in terms of which aspects to focus on for the reading. For example, discuss characters' thoughts, speech, and action in preparation for writing a diary entry from the perspective of a character. This stage provides children to rehearse the vocabulary and sentence structures which they will need to use in their writing.

### Stage 4: Identifying the key features of the text-type/genre –

The cognitive load placed on pupils when writing can be overwhelming. Therefore, we believe that children need clear success criteria, which have been co-created as a class.

Teachers will enable pupils to analyse an example (or several examples) of the text-type that children will produce with different contexts: language, grammar and structural features. All children should analyse the same high-quality examples to continue developing their language acquisition for oracy, reading and writing. For children that require support in accessing the text, scaffolding should be provided through additional tasks and resources such as pre-reading and vocabulary mats. The vocabulary and features identified will become the toolkit for the children's independent write. Explore and expand vocabulary for the purposes of this specific outcome further for the working wall.

## 5. **Supported composition** : Teach and practise key skills identified from the toolkit (i.e. the grammar, vocabulary and spelling that fit the genre)



#### Key points:

- Toolkit- differentiated
- Vocabulary- make time to create a class list of vocab that is linked to genre/topic/period of time
- Year 3/4 and 5/6 spelling lists

**Writing to Persuade**  
Year 4

<p><b>Text Types</b></p> <ul style="list-style-type: none"> <li>Advertising</li> <li>Speech</li> </ul>	<p><b>Text Features</b></p> <ul style="list-style-type: none"> <li>Use of 2nd person</li> <li>Planned repetition</li> <li>Facts and Statistics</li> <li>Adjectives for description</li> </ul>	<p><b>Other style</b></p> <ul style="list-style-type: none"> <li>Link to oracy.</li> <li>Use of colour and images in adverts</li> </ul>
<p><b>Grammar and Sentences</b></p> <ul style="list-style-type: none"> <li>Use <b>imperative verbs</b> to convey urgency. Buy it today. Listen very carefully.</li> <li>Use <b>modal verbs</b> to express likelihood, ability, permission or obligation. Deforestation should not be allowed to continue.</li> <li>Use <b>rhetorical questions</b> to engage the reader. Do you want to have an amazing day out?</li> <li>Use <b>relative clauses</b> to provide additional enticement. Our hotel, which has three swimming pools, overlooks a beautiful beach.</li> <li>Begin to use the <b>present perfect tense</b> to place events in time. This week, we have watched in horror as our homes are torn down.</li> <li>Use of <b>superlatives</b> to compare and contrast, and make a point. The tallest trees provide a canopy of shade and shelter the animals.</li> </ul>		
<p><b>Adverbials</b> Firstly Also In addition However On the other hand</p>	<p><b>Conjunctions</b> if because unless so and but even if when</p>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Ensure use of capital letters for proper nouns.</li> <li>Use ! for rhetorical/exclamatory sentences.</li> <li>Use commas to mark relative clauses.</li> <li>Use commas to make fronted adverbials and subordinate clauses.</li> <li>After your visit, you won't want to leave. Once you've tasted our delicious sandwiches, you'll come back for more!</li> </ul>
<p><b>Spelling</b></p> <p>The grammatical difference between plural and possessive is:</p> <p>Standard English forms for verbs inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done)</p> <ul style="list-style-type: none"> <li>Plurals: -s, -es, -ies, -ies, -ies</li> <li>Plurals: -s, -es, -ies, -ies, -ies</li> <li>Plurals: -s, -es, -ies, -ies, -ies</li> <li>Possessive apostrophe with plurals -s, -es, -ies, -ies, -ies</li> <li>Our suffix</li> <li>ly suffix to words ending in y, le and ic.</li> </ul>		

Shared Read - Stone story	Key
<p><b>Specific features for this text type</b></p> <ul style="list-style-type: none"> <li>Salutation</li> <li>Date</li> <li>Metaphorical opening</li> <li>Chronological order</li> <li>Details, sensory feelings/emotions and opinions and facts</li> <li>Full name</li> <li>Development progressive verbs</li> <li>First person informal language</li> <li>Sign off</li> <li>Colloquial phrases / vocabulary for personal / informal - I'd love to</li> </ul>	
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Modal verbs - can, may, might, could, should, would, will, shall</li> <li>Co-ordinating conjunctions - and, or, but</li> <li>Subordinating conjunctions - when, because, although, since, as, while, before</li> <li>Expanded noun phrases</li> <li>Adverbial phrases of place - prepositional phrases: say where the events took place</li> <li>Adverbial phrases of time - say when events took place</li> <li>Adverbial phrases of manner - say how events took place</li> <li>Relative clauses - embedded central information</li> <li>Personality - brackets, dashes and commas</li> </ul>	
<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Appositives for emphasis - won't (would not), shouldn't (should not), it'd (it would) if</li> <li>Appositives for emphasis - it's (it is), who's (who is)</li> <li>Appositives for plural possession - children's (child feedback)</li> <li>Commas to make fronted adverbials</li> <li>Commas for lists</li> <li>Commas, brackets and dashes for parentheticals</li> <li>Semi colons and colons</li> </ul>	
<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Year 3/4 spelling words</li> <li>Year 5/6 spelling words</li> <li>Hyphenated words: breath-taking, well-travelled, slow-releasing</li> </ul>	



## Stage 5: Supported composition -

We recognise that providing pupils with an opportunity to 'talk for writing' will positively impact on their ability to produce high quality work. This includes providing opportunities to generate ideas, rehearse and reflect upon their writing. Drama and role-play may also form part of the planning process as children generate ideas about what they are going to write.

Children must be explicitly taught the grammar, spelling and punctuation objectives as contained in the National Curriculum. However, we believe that GPAS activities are likely to have the greatest impact on learning when they are fully embedded in the context of the writing task itself where meaningful links can be made.

Shared writing is integral to our approach to teaching writing at Barham as we believe children need to see us as writers (and as readers) modelling 'writing behaviours' explicitly to them. Therefore, teachers use shared writing on a regular basis to help children to understand how to write a particular kind of text and to provide them with a modelled piece of writing to emulate. It involves the teacher producing a piece of writing with input from the children; teachers should elicit ideas from the children and together they all compose a collaborative passage using the key vocabulary, grammar, spelling and punctuation skills being focussed upon.

6. **Shared writing: model planning** a piece of writing based on the toolkit.



7. Children create their own plan using the toolkit.



### Key points:

- Box it up grid- be specific about audience!
- Plan in opportunities to use the Year 3,4 and 5,6 spellings



## Stage 6: Shared writing: model planning –

During this time, children watch the expert writer at work. This is a useful tool to use when new skills have been introduced in discrete grammar lessons. The children get to see how they are applied and the effect that using it has on their reader – always keeping their intended audience and purpose in mind. Teachers and Learning Assistants will often be heard verbalising the thought and decisions processes that lie behind writing. There is always an emphasis on high quality, ambitious and aspirational writing. Similarly, teachers use plans to model how a phrase or word becomes a well-structured sentence. The children, together with the teacher, will then complete a planning sheet together with the teacher where vocabulary will be extended either through discussion, looking through books or via drama. This is then followed by shared writing of the planning, where pupils will then start to gather their ideas to write.

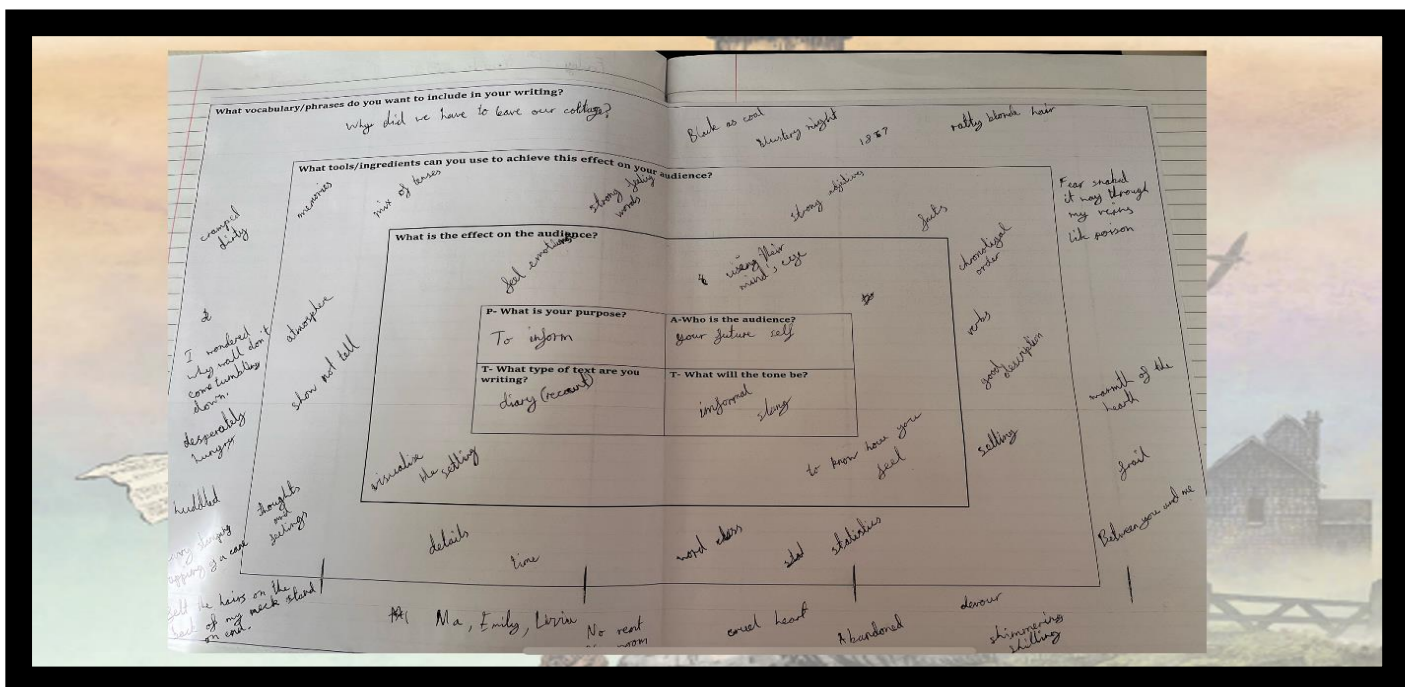
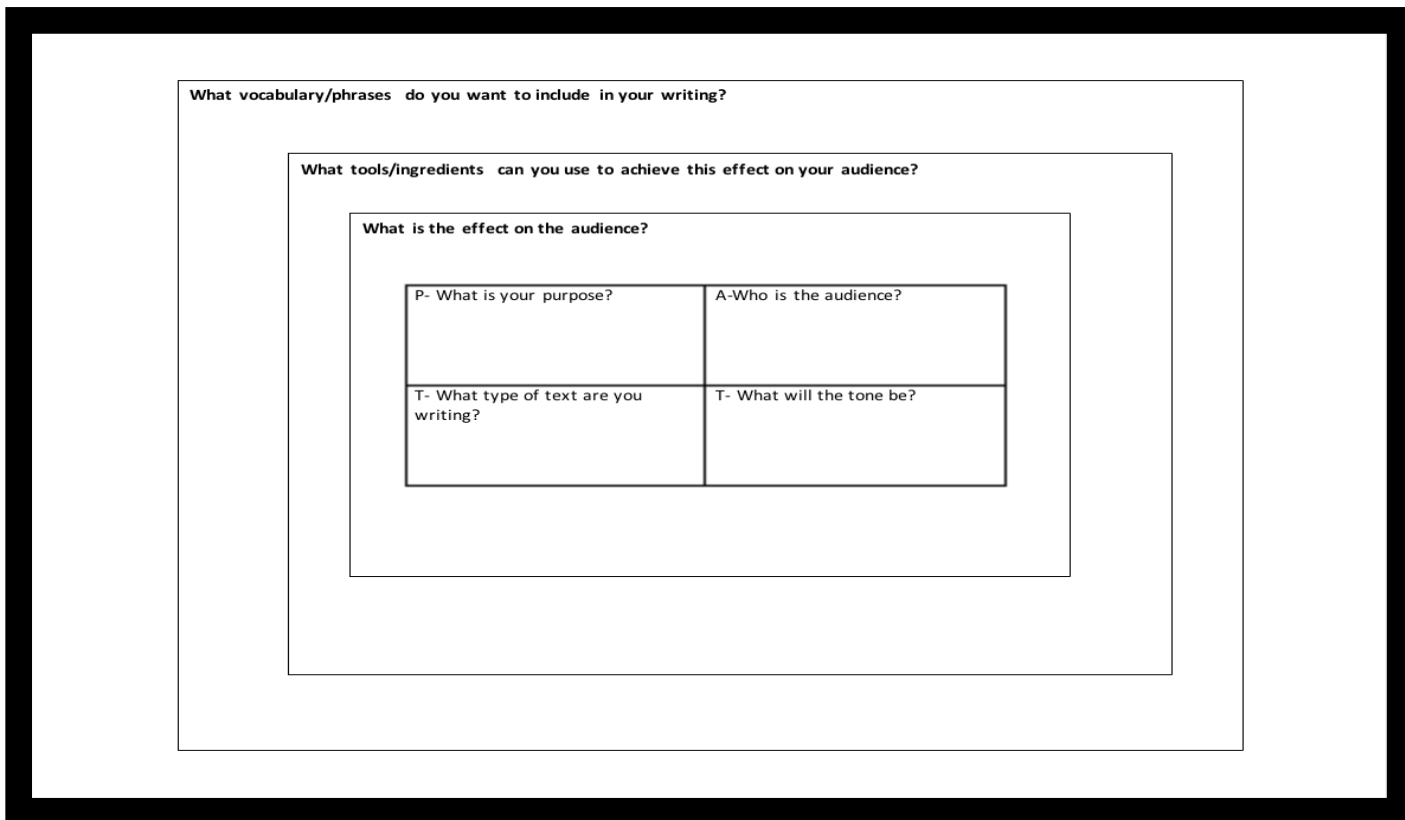
## Stage 7: Children create their own plan using the toolkit -

The purpose of this stage is for the children to be equipped with the best possible language and grammar skills to apply in their writing. This is done through; providing rich experience to developing ideas and vocabulary e.g. film, books, pictures, drama, and poetry. All children have access to quality visuals such as toolkits, dictionaries and thesaurus. Individual visuals are provided for



identified children with EAL and SEND needs that are language focused. This stage will demonstrate differentiated outcomes linked with spelling and grammar.

Using the box it up grid planning template children outline the content of each paragraph and decide on sentence openers, vocabulary and other language features identified in the previous steps. This allows children to focus solely on writing cohesively in sentences, paragraphs and whole text when they come to the drafting stage.



**Stage 8: Shared writing: model drafting –**

Create an exemplar of the outcome. Use the modelled plan and the toolkit from the working wall and incorporate vocabulary generated with the class from all the previous steps. Show how to use the plan to form cohesive sentences and paragraphs. Use “think aloud” to model the process. This process could also include some ‘slow writing’, shared writing and collaborative writing. Any

exemplars displayed on the working wall should be corrected to show effective use of grammatical elements that have been taught and should be teacher-corrected to accordingly.

Note: It may be appropriate for more proficient writers to skip the modelling process and move on to the independent writing stage – they use the toolkit created in step 3, 4 & 5. This will allow them to develop their own writer's voice.

8. **Shared Writing: model drafting** a piece of writing a section at a time, referring to the toolkit (success criteria).



9. Children write their own piece of writing, a section at a time.



**Key points:**

- Combination of teacher modelling to class using their own plan and the moving onto shared where children can contribute
- Once modelled- remove to ensure that writing is independent and not similar to teacher's modelled structured write



**Stage 9: Children write their own piece of writing, a section at a time -**

**The cognitive load involved in writing can be overwhelming for children as they have to consider many different elements at the same time. Therefore, children complete writing activities in 'chunks' over the course of multiple lessons.**

Children must also be allowed time to develop a piece of writing over a sequence of lessons with regular opportunities for self/peer assessment and to reflect on feedback provided by teacher or learning assistant. This includes opportunities to plan, write and edit and improve their work.

By using and manipulating the vocabulary collected on the planning sheets, children can craft many different types of sentences, whilst also connecting their grammar and spelling knowledge.

9. Children write their own piece of writing, a section at a time.



**Key points:**

**Ensure children are explicitly using:**

- Word banks
- Box it up grids
- Planning
- Spelling lists



## Stage 10: Shared writing: model reviewing and editing -

Pupils are encouraged to think about all aspects of their writing they can improve, not just skills within a single learning journey. This is so that children focus on what can be improved holistically. The editing process is regularly modelled to children by teachers with explicit reference to feedback given by teachers, next steps and how to implement them. We want children to recognise the importance of making and learning from mistakes and view this very much as part of the learning process. Feedback is a gift!

10. **Shared Writing: model reviewing and editing** writing, a section at a time, referring to toolkit (success criteria).



11. Children review and edit their writing a section at a time (using the toolkit and responding to marking and feedback).



12. **CELEBRATE!** Finished writing is shared with the intended audience and feedback received. Success is celebrated and next steps/targets are identified.



### Key points:

- Teacher should model the editing process using the toolkit – use visualiser
- Then children apply
- Does edited work need to be rewritten?
- Once child has edited and proof-read, teacher should mark against toolkit created. Next step should be given to move child on in their understanding of that outcome (toolkit outline)

Where possible to model handwriting



## What is the difference between editing and proof reading?

**Proofreading** is the correcting of surface errors such as grammar, spelling and punctuation.

VS

**Editing** seeks to improve the overall quality of writing by enhancing flow, readability and structure.

One of the final stages of each writing journey, is given to editing and improving writing. Children independently and/or collaboratively read back through their own writing. Whilst doing this, they look for errors in punctuation, spelling and grammar and text mark this in purple pen. Once they have done this, they then use a footnote system to improve/add sentences or sections to their work for their final draft.

## Stage 11: Children review and edit their writing a section at time -

This process may take up to 3 sessions, depending on the year group, cohort and outcome. This is not a 'free write'. Oral and/or written feedback is given throughout the process. Children use opportunities for editing and revising and the teaching staff share successes from children's work

throughout. Editing at all stages includes correcting spelling and punctuation errors, modifying and elevating the use of language or sentence structures and continuously checking features from the toolkit.

Children build on the skill of producing a fully coherent text.

Here are some strategies that will be used:

- teacher feedback (both oral and written).
- children have their work read out to them by a peer or a teacher to identify errors themselves.
- editing at different tables/stations focusing on different areas of improvement (Vocab/GPAS).
- paragraphs may be re-ordered, and sentences moved around if required.

These sessions should not be used to redraft pages and pages of work but rather to edit focused points within the writing that need improvement. However, sentences and paragraphs could be rewritten to clarify changes made if a lot of editing has taken place and be placed over existing work as a “flap”.

**Proofreading** is the correcting of surface errors such as grammar, spelling and punctuation.

Now, read through focusing on:

Lastly, read your work out loud to your partner. Are you happy?

### **Step 12 – Celebrate, Share and Publish:**

This part of the process is vital. This is where the children see all their hard work come together and they prepare their writing for their chosen audience or purpose. At all stages, the children must recognise the fact that they will have an opportunity to share their work with a wider audience. This, creates real purpose for their efforts.

The final steps are for the teacher and child to discuss a next step or area of development in their next piece of writing This is always communicated as an exciting opportunity to have an even greater impact in line with our intended audiences and purpose.

One writing outcome per term should be written up in “best” to publish and display. Handwriting and presentation is the main focus in this process. This work will also be used for monitoring and moderating purposes and should showcase a range of text types completed.

Final stage is to share with intended audience that was identified in stage 1 PATT, come full circle, thus fulfilling the purpose and giving it a ‘real life’ context.

There are a number of forums available for sharing work. Alongside writing books, the children will be exposed to a combination of: writing showcases to parents, visitors and other children; having their work displayed in the classroom and around school; entering competitions both within school and nationally; sending their work to significant people in the local areas such as our MP, the head teacher or councillor and more.

**\*Please follow the links below to view our English Curriculum Overviews for each year group**

### **Coverage of Genres:**

Genres of writing are covered with an equal spread which we set out on individual year groups genre overviews. This is done so that children have the opportunity to apply skills equally to a range of writing as well being able develop technical, structural and vocabulary understanding. The genre overviews ensure there is a clear progression through the school and that children write for a range of purposes which include: to discuss (Year 4 +), to explain (Year 3+), to instruct, to persuade, to report, to recount and to entertain. All of these non-fiction types are to be covered at least every two years and there should be an emphasis on writing to entertain. The genre overviews suggest two key tools/ skills to be taught within each unit of writing. The third skill identified to be taught should reflect next steps identified for the class and is chosen by the class teacher.

**\*Please refer to our genre overview and purpose of writing posters for further information**

### **Vocabulary:**

The teaching of vocabulary at Barham is extremely important and we fully recognise a broad range of vocabulary has for later life. Therefore, for each writing journey, children will be introduced to new words which are relevant to the work being produced within the English unit. Children will spend time exploring these words within the first week of the writing learning journey and the expectation is that they should be able to verbally use them in sentences and within their written work.

### **Grammar:**

Grammar is taught throughout our daily English lessons, and this is made clear through grammar specific learning objectives where appropriate. As well as this, children are explicitly taught grammar in a discrete manner based on the text type. Teachers use Test Base and SPAG.com, as a tool, to create tasks for discrete grammar lessons or grammar topics used in starters/plenaries.

The teaching of grammar is embedded in the writing process as outlined in our approach to teaching writing above daily and taught in context across writing in across all subjects. Teachers plan sessions based on the whole school grammar progression which is taken from National Curriculum expectations for each year group. Children are then expected to apply their grammar knowledge throughout each piece of writing.

### **Phonics and Spelling:**

At Barham, spelling is a strong focus across the school with daily phonic sessions in Foundation Stage, KS1 and lower KS2 along with high frequency word and common exception words given as part of the weekly spelling home-learning.

Spelling and Phonics for Early Years are reflected in the new Early Year curriculum and Year 1 and 2 are clearly separated in the curriculum and should be taught from the Programme of Study and move through the phases where appropriate. Reception also teach phonics aligned to Lesley Clarke's letters and sounds programme.

Phonics teaching and learning is currently planned from Lesley Clarke's validated DfE Letters and Sounds programme. Resources: flashcards, mnemonics, sound mats etc. and assessments tracking grids are provided through the program and are used to formatively track children's progress and close gaps. An end of phrase assessment and colour book band for each child is captured on the reading and phonics data grid. This ensures the children are taking home reading matched to their phonetical ability.

Children will be assessed nationally at the end of Year 1 (Phonics Screen Check) and those not passing will be given provisions to continue accessing Lesley Clarke's phonics programme and then resit the phonics screening check at the end of Year 2.

In KS2, there are weekly spelling tests in every class. A new spelling rule is taught each week and spellingframe is used as a tool to support the planning. The spellings being learnt by the children are taken from the National curriculum and cover all the spelling conventions, statutory spellings and common exception words that are required to be learnt throughout key stage 1 and 2. These spelling lists are also sent home for homework and then tested the following week. Any spelling that a KS2 child spells incorrectly during the test is noted and the child is provided with targeted interventions to provide them with the opportunity to learn the words.

### **Handwriting:**

Barham follows the Letter Join scheme. Cursive joined handwriting must be used throughout the school displays (where possible), shared writing, etc... Refer to our Letter-join handwriting guidelines Pen licence can be given to children from Year 2 upwards when they have a fluent, joined up style Multisensory approaches are used i.e. sand, water, chalk, writing in the air etc. See Early Years for ideas SENDCo also has resources available to support children struggling with letter formation

### **EFFECTIVE FEEDBACK FOR PUPILS:**

A meta-analysis of studies investigating the impact of formative assessments of writing directly tied to classroom teaching and learning found that adult feedback and self-assessment had the greatest impact on writing quality. Older pupils' retention of new content can improve from marking and correcting their own work. Teachers may need to help pupils with self-assessment, including understanding scoring rubrics and knowing how to assess their work against the aims of that work.

Research suggests that feedback should be immediate and precise when pupils are learning new knowledge and skills in order to prevent them from making errors and developing misconceptions. For example, when pupils are learning how to embed examples in text through practice activities, teachers should give them instant verbal feedback that focuses on accuracy.

### **Supporting pupils in writing, including pupils with special educational need and/or disabilities (SEND):**

We recognise that in all classes' children have a wide range of ability in writing, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Research shows that pupils with SEND do not generally benefit from differentiated teaching, activities or resources to achieve a curriculum goal. Differentiation is not the same as targeted teaching to break down or reinforce aspects of the curriculum, for example repetition of important phonic knowledge.

### **Children with SEND are supported in the following ways:**

- They start with a simplified writing process of planning, drafting and publishing. Publishing is undertaken by an adult helper on the child's behalf if requested.
- They are encouraged to plan using storytelling, drawing, talk and picture book making.
- They are encouraged to make picture books which try to match the quality of the commercial picture books found in the classroom and school libraries.
- Over time, they are moved towards conventional planning, dabbling, revising and basic editing.
- They regularly write alongside an adult who is also writing.
- They receive a greater frequency of pupil-conferencing.
- They have personal project books, and they are encouraged to take these to and from school.
- They set themselves regular personal writing targets. These are then added to their 'can do' list.

### **Impact: What we achieve by delivering reading in this way and how we know?**

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them, and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

As a result of high-quality teaching and immersion in high quality vocabulary, children achieve well and leave Barham with an extensively improved vocabulary, a passion for writing and high aspirations to continue to grow and develop throughout their education.

### **MONITORING AND REVIEW:**

It is the responsibility of the writing subject leaders to:

- supports colleagues in their teaching, by keeping informed about current developments in writing and by providing a strategic lead and direction for this subject;
- develop, implement and review an action plan for writing;
- monitor writing throughout the school;
- encourage staff to provide effective learning opportunities for all pupils;

- develop valid activities, appropriate for children at different stages of development, which enable pupils to progress in the subject.

Monitoring of the standards of children's work and of the quality of teaching in writing is the responsibility of the writing subject leaders. The work of the subject leaders also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

### **ASSESSMENT:**

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

The primary reason for assessment at Barham is to provide the pupil and the teacher with vital information which can then be used to improve future teaching and learning. Teachers will use a range of strategies to gain information about how well a child has understood an objective during the lesson including the use of effective questioning and collecting evidence from written work completed. Appropriate oral and written feedback and peer or self-assessment tasks are then used to provide children with the information they need to continue to make rapid progress. Different summative assessment tools are used to track pupils' progress in writing carefully throughout the school.

These include:

- Assessment of writing in books against our bespoke Key Performance Indicators that are for the year groups
- Weekly spelling tests
- Termly GPAS assessments

Teachers use their assessments to set children personalised writing targets including GPS (Grammar, Punctuation and Spelling) targets each term. These targets are discussed and agreed with the child during their pupil progress meetings and this report is then shared with parents/carers. Parents are welcome to discuss the progress their child is making in writing informally at any point and are also invited to Parent Open Evenings once every term. In EYFS, there is ongoing capturing of WOW moments and writing is assessed through the early learning goals based on literacy development.

### **Children at the expected level of development will:**

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

From Year 1 to Year 6, assessment for learning is used daily, assessing understanding and addressing any misconceptions as and when they arise. Assessments can take various forms including: talking to pupils and asking questions, discussing pupils' work with them, marking work against the learning objectives and pupils' self-evaluation of their work and their peers' work. All other written feedback will be as outlined in our school marking guidelines as well in our book expectation guidelines which can be seen in our classrooms and books.

In term of summative assessments, extended pieces of writing are assessed using our "Write like a Writer method; Detailed Written Feedback will, at least, once every term

### **WRITE LIKE A WRITER (must be planned for explicitly)**

- The day after independent writing should be dedicated to editing where children have the opportunity to respond to oral feedback, teacher's marking and can edit their own work and also then rewrite part/whole piece where appropriate using purple pen
- The **weekly formative planning template** should ensure writing topics should be cross curricular and there should be evidence of extended writing for purpose across books in foundation subjects
- Teachers to facilitate minimum of 3 to 4 pieces of writing throughout the academic year, where pupils are provided the opportunity to write for pleasure.

Detailed written feedback should be provided in accordance with the agreed key performance indicators for writing for each year group

This information should support teacher assessment to monitor progress throughout the year and form individual targets for each child to work on. The result of any end-of-year assessments will be passed to the relevant members of staff, such as pupils' future teachers, to demonstrate where pupils are at a given point. Regular opportunities for internal and external moderation will ensure that these judgments are accurate.

Pupils attainment and progress in writing is measured against the objectives set in the national curriculum and recorded by teachers using Target Tracker to inform parents and future teaching and learning activities.