



How do we teaching writing at Cledford?

Quality texts

Quality texts lead all writing units. The opportunities provided by reading rich, engaging texts are considered when planning written tasks. Combining reading and writing instruction can support children's development in both. Each year group/phase has a 'text overview' document which highlights the key texts that will be used to inspire learning across the curriculum, including inspiring opportunities to write.

Writing for different purposes

In EYFS and KS1 the focus is on children writing coherent narratives, including real events.

In KS2 the focus is on writing for different purposes across the curriculum. In years 3-6 children write for the following purposes:

- To compare
- To narrate
- To summarise
- To describe
- To explain
- To evaluate

Children write for these different purposes through a range of exciting writing opportunities. These exciting opportunities may include (but are not limited to):

- Letters
- Diaries
- Instructions
- Explanations
- Non-chronological reports
- Narratives
- Arguments

When producing different text types, children are taught to use features in line with the 'Progression in writing by text type' document.

Oracy and vocabulary

We use purposeful speaking and listening activities to support pupils' language development including:

- Collaborative learning activities where children can share their thought processes
- Reading texts and discussing them
- Pupils articulating their ideas verbally before writing
- Promoting high quality dialogue to support pupils to develop their thinking and use of language
- Extending pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words and providing opportunities for pupils to use new words

Writing units

Gradual release of responsibility

Over the whole unit of teaching, and within each part, teachers gradually give more responsibility for the writing to the children:

Modelling - modelled identification of the purpose/techniques/features and modelling of SPAG skills and modelling of pulling the writing together, modelling of editing

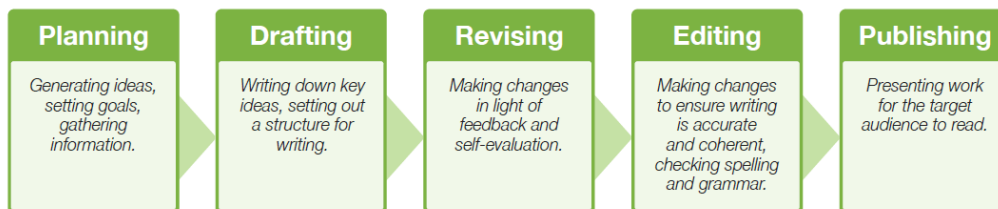
Guided practice – scaffolds in place; shared writing; editing together e.g. on visualiser; writing conferences

Independent – independent analysis of texts (including analysis of their own final piece of writing in relation to its intended purpose); short bursts of independent writing; independent 'golden' writing; independent editing

The elements of a unit of work

Each unit of work lasts around 2-3 weeks and includes the following elements:

- 1) Establishing a clear purpose and audience (including identify the form/genre of writing needed to meet this goal) for writing and ensuring the children are an 'expert' in the subject area including explicit vocabulary teaching
- 2) Ignite (Getting to know the text) – reading/analysis of model texts (using the expanding box method in KS2 to ensure the purpose is the starting point)/sequencing/summarising/drama
- 3) Internalisation of language structures through oral rehearsal of whole texts or parts of texts using visual prompts e.g. story map
- 4) Daily SPAG re-caps (through test-style questions or dictation activities)
- 5) Explicit SPAG teaching at the point of writing so that children understand its links to the writing purpose
- 6) Explicit modelling of writing strategies and opportunities for children to engage in structured guided writing activities using an 'initiate, model, enable' approach:
 - initiate - children collect ideas
 - model - teacher explicitly models the writing skill and the thinking processes
 - enable - children apply the taught skill in their own writing
- 7) Golden writing (years 4-6) – an opportunity for children to produce an extended piece of writing utilising everything they have been taught following these stages:



Spelling and handwriting

We recognise that extensive practice, supported by effective feedback, is required to develop fluent transcriptional skills. Fluency in these skills allows cognitive resources to be directed towards composition.

Handwriting is explicitly taught in all year groups. Teachers monitor both the *product* and the *process* of children handwriting. When areas of difficulty are identified, teachers provide high quality feedback and explicit instruction. Regular handwriting practice supports pupils to increase the speed at which they can handwrite and the automaticity of the process.

Spelling is explicitly taught in all year groups. Alongside Little Wandle (EYFS/KS1) and Spelling Shed (Y2-Y6) teaching, children are also taught spellings that are relevant to the topic or genre being studied.

Feedback

Wherever possible, children should receive immediate, verbal feedback on their writing. Where this is not possible, children should receive specific written feedback (see feedback policy).

Working walls

Working walls are used to support the children's learning. Effective working walls include:

Vocabulary – Children need to be completely immersed in vocabulary relevant to their topic.

Examples of what good writing looks like – Displaying examples from teacher modelling, quality texts and children's own writing is a great way of showing what you are looking for. Children love it if their work is added but don't forget to label *why* it's a good piece of writing – add a couple of post-it notes highlighting the best features. It's a real confidence-builder and helps others to understand what makes it good writing.

Purpose and Audience – Children need to understand what and who their writing is for. It needs to be purposeful and meaningful with clear goals (both short term goals and end of unit goals). Here you might also include success criteria generated by the children (closely linked to the purpose of the text).

Useful resources and scaffolding – Providing useful resources on the working wall encourages greater independence. It could be word banks, synonyms, or sentence starters that they can take away from the wall to help them.