

St. Peter's

Church of England Primary School

Writing

How is it taught at St Peter's?



What is our English Curriculum?

Our English curriculum is centred around quality text choices that we use as a stimulus for writing. These texts show diversity in leading roles, cultures and settings, are appropriately challenging and demonstrate a rich vocabulary.

We develop writers through:

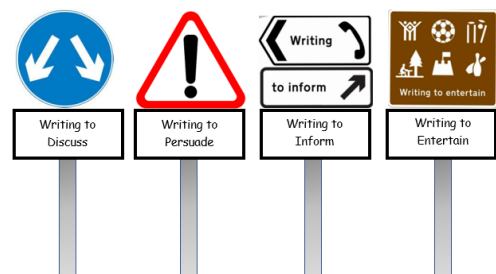
- exploration of carefully selected, high-quality texts and models
- understanding of audience and purpose
- high emphasis on vocabulary
- use of drama and dialogue to develop confidence
- the development of children as writers and editors
- understanding features of text types
- practice and experimentation with grammatical structures
- ensuring their writing reaches its audience

Audience and Purpose

Successful writing starts with a clear understanding of audience and purpose. In order to produce quality writing, children need to know who they are writing it for and why.

In Key Stage 1, the children learn how **to entertain** by writing stories or **to inform** by writing facts. In Lower Key Stage Two they also learn how **to persuade** through

letter writing or leaflets and in Upper Key Stage 2, they will additionally learn **to discuss** through the use of balanced arguments.



The Writing Process – How writing is taught

Our curriculum is designed around vocabulary rich and inspiring texts which are read to the children so that even if they are not able to read it themselves, they are still being exposed to challenging books. We have developed a clear writing structure and it is followed throughout the school with adapted timescales according to the context.

Launch – Explore – Plan – Write – Improve – Present

Each new text or clip will begin with a **launch** to engage the children's interest and give an opportunity to begin reading. The class will discuss the audience and purpose of their writing so that it is clear from the very beginning of the unit. Then we begin to **explore** in more detail where structure, formality and vocabulary are carefully considered. During this part of the process, new relevant skills would be taught (for example use of speech punctuation) and practised. In the **plan** phase, children will begin to gather ideas for their own writing and look at good models and examples to use as inspiration. Next the children will be given a sufficient amount of time to **write** their piece as a first draft. They will be given appropriate and timely feedback in order to **improve** independently and with peers. Lastly, the children will always be given an opportunity to **present** their work though this will look different all the time. They may publish their writing by copying out their edited version or read aloud depending on purpose and audience.

The Writing Process Explained:

Aim	All children are effective communicators		
Rationale	To enable all children to develop a repertoire of knowledge and skills in order to write creatively and academically for a range of audiences and purposes .		
Process	Launch – Explore – Plan – Write – Improve - Present		
	What will this look like:	Teacher will	Children will
Launch	<ul style="list-style-type: none"> Engage interest Read text, develop stimulus Clarify/Question Understand context identify audience/ Purpose: who, what, why Discuss style/formality Exploring words/vocabulary, format, presentation 	<ul style="list-style-type: none"> All teachers to have read the text prior to teaching and have a good understanding of the journey of the unit Hook the children into the text – exciting opener e.g. message in a bottle from a pirate... Build the excitement Set the context Explore front cover/blurb Explore language and meaning Discuss what you are writing and explore the purpose and audience – add this to working wall Begin reading text – look at vocabulary 	<ul style="list-style-type: none"> Question Clarify Record thinking Discuss meaning
Explore	<ul style="list-style-type: none"> Agree style/formality Develop vocabulary Develop grammatical structures/skills Use drama - Role play, Hot seat, conscience alley Dictionary/thesaurus Generate and try out ideas/structures orally and in writing Understand the text – use of story mapping for example 	<ul style="list-style-type: none"> Teach new relevant skill(s) e.g. fronted adverbials, speech punctuation Facilitate discussion Promote precision in word selection – rich vocabulary Model new structures 	<ul style="list-style-type: none"> Work in pairs/groups Try out different sentences/phrases/vocabulary Take different roles within a group Express a point of view (their own or another's) Collect ideas Make notes Summarise Evaluate effects
Plan	<ul style="list-style-type: none"> Select appropriate planning structure Model use of planning- oral and written Vocabulary enrichment Rehearsal of ideas Experiment with organisation 	<ul style="list-style-type: none"> Model planning and organisation of ideas Model planning structures Find or write good examples to use as model texts Focus on vocabulary used, encourage use of thesauruses 	<ul style="list-style-type: none"> Ordering ideas Saying sentences out loud Use modelled planning and given structure to independently plan
Write	<ul style="list-style-type: none"> Teacher writes Children write Effective writing environment Resources to support – Clicker, Ace Dictionaries, word mats etc. 	<ul style="list-style-type: none"> Model thinking process- word choices/vocabulary, sentence construction, punctuation Model editing/improving as you are writing Modelling self-correction Model re-reading to make sure it makes sense Modelling using resources to support Ensure there is an effective environment to concentrate and write Have all writing resources available Give feedback on success and improvement points – whole class feedback to be used in KS2 	<ul style="list-style-type: none"> Have sufficient time for independent writing Be improving as they go Revising and editing applied throughout Use resources to support
Improve	<ul style="list-style-type: none"> Reread - improve sense, meaning, impact Edit – accuracy 	<ul style="list-style-type: none"> Model reading and responding to whole class feedback form or other feedback given 	<ul style="list-style-type: none"> Read in different ways Use peers/audience Sense and accuracy review

		<ul style="list-style-type: none"> • Model editing process and thinking – why I am reordering or changing a word/phrase etc • Model rereading and spotting mistakes or questioning if something makes sense • Model selecting different, more interesting vocabulary 	
Present	<ul style="list-style-type: none"> • Deliver to audience • Record and share • Orally, in writing, digitally • Perform • Review effectiveness 	<ul style="list-style-type: none"> • Model re-reading – is it fit for purpose? • Revision of who, what, why? • Publish their work – refer back to why was it written? 	<ul style="list-style-type: none"> • Perform/publish • Evaluate (own and others) • Respond and review (own and others)

Planning Tools

- **Pathways to Write by The Literacy Company** – The new EY and KS1 scheme. All resources will be shared and saved onto TEAMs.
- **Colourful Semantics** – An approach used to help children learn sentence structure and improve speech.
- **The Literacy Shed Plus** – This has a considerable amount of comprehension questions and some planning for the texts we teach. It is not to be used explicitly however could influence and inform your planning.
- **Vocabulary Ninja** – Each week, VN publishes words of the week which will be used on your working walls and to enrich the teaching of vocabulary.
- **National Literacy Trust** – Many free resources, particularly around certain calendar events such as World Book Day, Black History month and Pride month.
- **Natural Curriculum** - The site provides great grammar lessons and resources for KS2 based on captivating clips from the BBC's natural history archives.
- **Spelling Shed** – Year 2 and KS2 weekly spelling lists are to be used from here. Activities and some planning are also available plus the use of online games and assignments that you can set for homework practise.
- **Little Wandle** – Anyone in school needing access to phonics should be using Little Wandle. Everyone has a login and should have completed the training. All planning is online and any additional resources can be found in the top hall.
- **Lexipedia** – A visual thesaurus - type in any word and Lexipedia instantly displays the target word along with other words to help enrich vocabulary. It also colour-codes the words by word class and you can hover over a word to see the definition.
- **Grammarsaurus** – Lots of writing and grammar resources, planning and activities available alongside detailed model texts which could be used as examples for the children during the 'Plan' phase.
- **Oak Academy** – Lots of planning available for different texts and text types. Would be difficult to use explicitly but may help to inform planning and generate ideas.

Planning Documents

An overview document needs to be completed at the start of each unit of writing. This ensures that the writing process, purpose and audience has been carefully considered BEFORE the unit begins and that all members of your team, regardless of who is planning it, are fully aware of what is being covered. The main planning will be made through slides or a more extensive planning document therefore this one gives a very basic overview of each specific unit.

Blank Example:

Overview of writing unit -

Purpose:

Audience:

Lesson Number	Learning Objective	Writing Process LEPWIP
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Completed Example:

Overview of writing unit -

Purpose: To inform the reader of April's story with Bear and their journey from Bear Island to Svalbard.

Audience: The readers of the newspaper

Lesson Number	Learning Objective	Writing Process LEPWIP
1	To make inferences about a character.	Launch
2	To write from another character's point of view.	Launch
3	To build answers to questions using evidence from the text.	Explore
4	To explore the features of a newspaper report.	Explore
5	To distinguish between fact and opinion.	Explore
6	To understand and use direct speech in a newspaper report.	Explore
7	To understand and use reported speech in a newspaper report.	Explore
8	To plan a newspaper report.	Plan
9	To write a newspaper report.	Write
10	To write a newspaper report.	Write
11	To edit a newspaper report.	Improve
12	To publish a newspaper report. Type up newspaper reports and make into a newspaper to be displayed. Read aloud reports like a news broadcast.	Publish

Working Walls

All English displays should be working walls and should be built upon throughout a unit of writing. An ever-evolving working wall is a fantastic way to model, share and celebrate children's ideas and samples of their writing. Working walls are a display of the writing process and they should change daily but this can be added to during a lesson as you are teaching so that the children can see the journey, rather than an added job after the school day. It is not intended to be a perfect display of finished work but more of a 'work in progress' that grows as the unit of writing unfolds.

It must include:

- A clear English Working Wall heading
- A clear place where the front cover and title of the key text you are using is displayed
- 4 clear elements:
 1. The **purpose and audience** of your writing – to entertain, to inform, to persuade (KS2 only) and to discuss (Yr5/6 only) including features of this text type and a reason why you are writing. For example, 'We are writing a letter to Santa **to inform** him of what we would like for Christmas.' Or ' We are creating a leaflet **to persuade** tourists to come to Greece.' (see 'Writing for Purpose' Guidance for more information) Print (enlarged to A3) and laminate the Writing for Purpose Signposts to add.
 2. It should show a **journey of the writing** process which can be built upon during the lessons. For example, if you are learning about speech punctuation because it needs to be included in your finished writing piece, add it to the working wall so that the children understand why they are learning this now and how it is relevant
 3. A space for a collection of rich **vocabulary** relating to the text type. Additionally, to build on our use of vocabulary and to aid the ever-growing number of EAL children we have at St Peter's, you need a **word of the week** with a challenge to try and include that word in their writing. Vocabulary Ninja post 5 words each week for you to choose from ([Word of The Day | Vocabulary Ninja](#)) which includes posters about each word, word slips for display and worksheets if needed.
 4. **Models** of what a good example looks like. These could be examples you have created, extracts from the text you are using or even examples of children's work.

Phonics:

In all classes where children are being taught or have previously been taught using Little Wandle, the 'Phase 2 and 3 Grapheme Chart' and/or 'Grow the Code Graphemes Chart' needs to be displayed. These will be printed in A3 and provided for you.

Grow the code grapheme chart Phase 2, 3 and 5

s	t	p	n	m	d	g	c	r	h	b	f	l	j	w
ss	tt	pp	nn	mm	dd	gg	cc	rr	hh	bb	ff	ll	jj	ww
c			kn	mb			ck	ck			ph	le	dge	ve
ce			gn				cc	wr			al		ge	
st							ch							
sc														
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
wh	x	y	zz	qu	ch	sh	th	ng	nk	a	e	i	o	u
			se	ze	tch	ture					ea	y	a	ou
					ss	si	ci							
ai	ee	igh	oa	oo	yoo	oo	ar	or	ur	ow	oi	ear	air	zh
aj	ea	ie	o	ue	uo	ou	ar	or	ur	ow	oi	ear	air	su
e	e	i	o-e	u	u	ou	at	at	er	ou	ag	ee	are	si
a-e	e-e	i-e	ou	ew	u-e	ou	at	at	er	ou	ag	ee	are	si
eight	y	y	ou	ew	u-e	ou	at	at	er	ou	ag	ee	are	si
igh	eg	y	ow	ul	ew				ar	al	a	ear	ere	
eg									ar	al	a	ear	ere	
ed									ar	al	a	ear	ere	