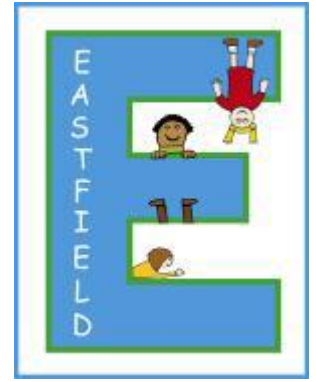


# Writing at Eastfield Primary School



In **English** our aim is to develop a strong command of the spoken and written word, and to develop a love of books through widespread reading for enjoyment. We do this through units of work built around high quality texts, books and stories that build children's skills through a range of activities. Children will be taught fiction, non-fiction and poetry and the structure and language features of particular text types through shared, group or independent activities and whole class sessions. A range of teaching strategies will be used for these activities including: Talk for Writing, Big Write, weekly spelling tests, phonics (Rocket Phonics), handwriting (Kinetic letters, edit and improve and SPaG sessions).

All classes learn how to write using quality texts as a starting point linked to their termly theme and/or the unit of work being studied.

Strategies used at Eastfield:

## Modelled Writing (writing for children)

'Modelled Writing' is a specific strategy which allows the teacher to explicitly demonstrate the process of writing by 'thinking aloud' as they record their thoughts. Teachers will plan or talk aloud whilst planning what they intend to write, talking about directionality, choice of words, how to spell, locate words, punctuation and grammatical features using prompts from around the room. Children participate by listening and observing the expert at work, rather than by contributing ideas and pursuing points through discussion. The teacher talks through the process step-by-step to show the learner how things are done, the result of this is a WAGOLL (What A Good One Looks Like) which is a high expectation for the end piece of writing.

## Shared Writing (writing with children)

The teacher shows how to write a particular sort of text or in a particular style, giving a running commentary on what he or she is doing, and why. The teacher:

- \* rehearses each sentence orally before writing, discussing choices about vocabulary, word order, and so on - demonstrating that composition requires reflection
- \* writes the sentence, drawing attention to features such as punctuation and how they contribute to the effect
- \* reads back what he or she has written to check how it sounds - and perhaps amends the piece as it progresses.

The teacher involves the pupils in word choices and composition. The children rehearse-write-reread, their own independent sentences. The teacher scribes their suggestions, and shares the running commentary with them. The teacher can then decide how much more shared work is necessary. Once pupils have been given a thorough grounding in how to write through the shared writing lesson, they are ready to move on to independent writing.

## Independent Writing (writing by children)

Through independent writing, the children use the knowledge and skills they have developed about text types and the writing process to write for different purposes and audiences. They practice their writing skills and apply what they have learnt to new concepts.

## Editing to Improve

Editing is an important step in the writing process. We teach children to edit their own independent writing in order to; fix mistakes, clarify the message, change the writers tone and hone language for an intended audience. By teaching children how to be a good editor makes them a better writer overall.

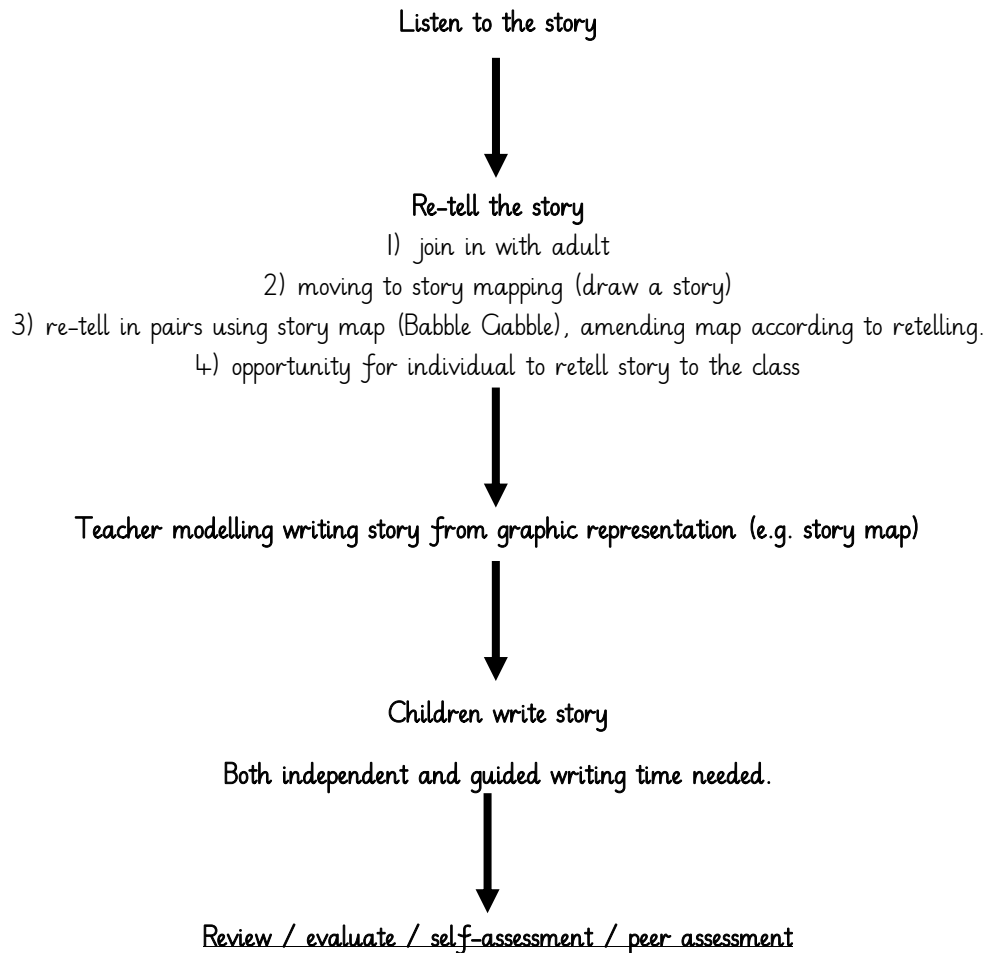
## Working Walls

Working walls are used for all children across the school, which are developed over the course of each genre. Staff add to the working wall and the vocab wall during introductions and whole class teaching so that children can refer to them while working independently. Working walls include; genre, purpose, features, shared text, vocabulary, conjunctions, punctuation, WAGOLL, shared writing, modelled writing and grammar focus. Each working wall contains our vocabulary Ninja which provides high quality and challenging vocabulary in order to transform each child into an inspired author and a proficient reader.

## Talk for Writing

Throughout school children learn to internalise texts through a strategy called Talk for Writing (T4W). The intention is that by learning texts off by heart (imitate), the children learn the components of stories or other text types and can then draw upon these when having to innovate and invent a new story or other genre. Thus, the act of story-making or writing is made easier, as the writer knows exactly where the story /text is going. All they have to do then is focus on the quality of what they are putting into the story /text to make it come alive.

### The Process



## Experiential Writing

Experiential writing focuses on using real and virtual experiences as the stimulus for writing. Experiences could include:

- Out-of-school visits e.g. class trips, the sea-side, Black Country Museum, Leicester Space Centre, walk around the local area
- In-school visitors e.g. local fire brigade, theatre group, portals from the past
- In-school events e.g. the discovery of a giant egg, receiving a letter from the giant in Jack and the Beanstalk, a 'meteor' landing on the school field, items left in the classroom by a mystery visitor, a tableaux, a crime scene appears on the school field
  - Using 'interesting' items e.g. soldier's bag, an old key, old photographs, a map, a 'lost' suitcase, fossils, picture books, a painting, a piece of music, old letters, old coins, stamps, luggage labels
  - Using visual stimulus e.g. film clips

## Checklists

Within each English unit of work / genre focus, children are taught the purpose, key features and structure of different text types. At the end of a piece of writing teachers then use ready-made checklists with children in order to self-evaluate their writing and to gauge how successful they were.

## Handwriting (Transcription)

Across school children are taught handwriting by following the Kinetic letters scheme. All children are taught to hold their pencil correctly from a very early age, which is instilled as they move through school. Children are encouraged to make their bodies stronger for writing by holding different animal positions to develop core strength and complete simple finger strengthening exercises. 'Finger Funk' can be used as a warm-up alongside high quality teacher modelling and demonstration. Lessons are based on the letter family groups from kinetic letters handwriting scheme. All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting plays an important part and is taught through daily lessons in Reception, Year 1 and Year 2 and as an on-going process in KS2. When children have reached a good standard of handwriting in all areas of their work, they receive a handwriting licence and pen during merit assembly.

## Spelling (Transcription)

Spelling will be taught within the daily English lesson, following the new National Curriculum and practised throughout the week or Support for Spelling time using the Look, Cover, Write and Check method. Spellings are given out weekly and tested weekly. In KS1 children are given 10 spellings to learn, depending on their ability. In KS2 children are given up to 20 spellings to learn, depending on their age/ability. In Foundation, the children will be introduced to spellings and spelling tests during the second half of the summer term. They will be given 5 spellings to learn as an aid to transition into Year 1. All the spellings are based on the New English Curriculum and phonics progression in KS1. Teachers will also seek to encourage independent spelling with children when they are producing written work i.e. using a dictionary and / or thesaurus.