



Approach to Writing

At Moorside, our approach to writing helps us to develop inspired, creative and enthusiastic writers. We do this by immersing pupils in rich and diverse experiences, stimulating high quality texts taken from The Power of Reading (CLPE), and the work of a wide range of authors, poets and playwrights. We develop language through music, media and drama so that when children put pencil or pen to paper they want to write, linking writing to real life experiences and other curriculum work. They are made aware of the basic skills of grammar, punctuation and spelling whilst at the same time appreciating the subtleties of syntax, structure and flow which makes their writing come alive. Non-fiction texts are developed through real experiences. For example pupils are encouraged to write for authentic purposes, such as letters, news reports, diaries, e-mails, and blogs. They may also write persuasively when working on themed projects; science and maths enquiries; school council projects and other writing opportunities that lend themselves to the wider curriculum. At Moorside, daily literacy is made up of opportunities to develop oral, aural, and written sentences; word level work; interrogation of texts and writing opportunities. Drama, speaking and listening activities also inform lessons on a daily basis and provide further opportunities to develop both spoken and written language. During English lessons, teachers plan opportunities for children to discuss their thoughts and ideas as well as for children to self-assess and peer-assess their work using success criteria.

Conceptual Framework



Transcription



Composition



Grammar



Punctuation



Spelling



Vocabulary

Pedagogical Scaffolds



Explicit curriculum links



Targeted vocabulary teaching



Retrieval practice

Structure of English Lessons (EYFS)

Nursery

In Nursery, children are learning to identify that print holds meaning. Children can orally use “stretchy sentences” with new vocabulary and engage in conversation. Children are learning to write some letters from or their entire name with increased accuracy, as well as using letters in early writing for example: they may write “m” for mummy on their picture. Children take part in two sessions of squiggle a week to strengthen their fine and gross motor skills ready for writing sentences.



Reception

1. In the autumn term, children make connections between physical marks and semantic meaning. Children identify a range of environmental marks and print. This establishes a foundation for grapheme-phoneme correspondences and letter writing.
2. In the spring term, children utilise their flourishing phonetic approach to writing to record simple words with automaticity and form captions and simple sentences with support. Children develop their understanding that written language represents our spoken language, and speech can be broken down into recordable words.
3. In the summer term, children become familiar with the ‘Five Star Writing’ scaffold to support their writing. This consists of ‘lovely letters’ (handwriting), ‘sensible sounds’ (phonology), ‘remember the reds’ (spelling of common exception words), ‘put in punctuation’ and ‘check and change’ (editing).

Curriculum

To bridge the gap between the EYFS and NC, and make further links between reading and writing, Reception and Year 1 follow the Read Write Inc phonics and writing approach within their English lessons. Year 1 teachers use the RWInc blueprint lessons with selected storybooks and non-fiction books for an effective approach to teaching early reading and writing. This programme helps children move from writing simple sentences to extended pieces such as invitations, letters, descriptive texts and non-fiction texts based on their knowledge of the alphabetic code. Longer composition activities are based on a five day process with lots of oral rehearsal and role play so that children are well-rehearsed before they write. Children complete work to proofread and review their writing, helping them to make sustained progress. Alongside these lessons, Year 1 also use the Moorside Approach to Writing within the wider curriculum (Humanities, Science) and within English lessons where appropriate. This is to ensure that children in Year 1 are also being exposed to stimulating and inspiring texts which are rich in vocabulary, whilst ensuring they are meeting the year group writing objectives required of them.

Structure of English Lessons (Year 1 - 6)

The teacher chooses the relevant text from the CLPE planning and uses this as well as the Writing for a Purpose guidance, relevant year group writing objectives, and the Sentence Level Progression document to inform their teaching. Using this information, the teacher decides on the length of time and the sequence of lessons (S Plan). The final writing outcome is decided upon using the CLPE planning and teacher judgment. A varied range of genres will be covered over the year (see Genre Progression document).



The sequence of lessons (S Plan) should include:

- Exploration of the chosen text.
- Collection of vocabulary (Topic Dictionary).
- Evidence of links to the wider curriculum i.e. drama, art.
- Grammar and sentence level work which builds on previous learning and uses chosen year group core sentences (see Sentence Level Progression document). This work will be evident in children's final piece of writing.
- An example of excellence for the chosen text type is interrogated and a success criteria is created.
- A plan using the Illustrations and Annotations document.
- Daily Spelling Practice and/or retrieval using Scode/SPaG/DNA

This journey of lessons should be displayed on the Learning Wall to be used as a real-time tool to support children's learning and final writing outcome (see guidance on Learning Walls).

For the main writing piece, a success criteria should be discussed and written; these should be done by teachers and children throughout the year using year group objectives and the Sentence Level Progression document. The writing of the main piece will now begin, with teachers modelling writing. During this modelling phase, the teacher needs to show how spellings are checked, SPaG is applied and sentence types are utilised using shared writing. GD children may not be part of this modelling process.

The modelling should help children with their understanding of different text types and genres. Where the piece is for assessment LIMITED SHARED WRITING can be applied. The stages leading up to this can be used, as can editing. Although Success Criteria can be used for assessed pieces, they may not be overly scaffolded.

Once the piece/or part of the work is finished - corrections, and editing and improving must take place. Each time, the teacher should use a mixture of their own writing and parts of the children's writing to model corrections and editing. They should be looking at specific areas each time. The children should now correct and edit their own work at an age appropriate level. This may be done at editing stations, within a group, with a peer, independently or using 'experts' within the class.

Work can now be assessed against the writing objectives and success criteria. This can be modelled by teachers and using the point and evidence system for the children to self-and/or peer assess. Teachers assess the piece of writing using Moorside's Marking Policy and Codes.

Assessed pieces of writing should be done so using Moorside's Moderation documents for the relevant year group.