

St Bede's Catholic Primary School



Writing at St. Bede's

"You can make anything by writing."

CS Lewis

"I can shake off everything as I write; my sorrows disappear, my courage is reborn."

Anne Frank

Intent

At St Bede's Catholic Primary School we intend for all children to:

- Produce well-structured writing with appropriate detail, in which the meaning is clear and the interest of the reader is engaged.
- Learn to write with fluency and confidence, developing a range of strategies to take responsibility for their own learning.
- Write at length across a range of genres, media types and cross-curricular topics.
- Learn to write in a variety of styles and be able to apply characteristic features of texts to their own writing.
- Use their ever-growing vocabulary in a variety of written forms.
- Apply their technical vocabulary and understanding of grammatical terminology to their writing.
- Develop a lifelong passion for writing, taking genuine pleasure from what they write.
- And, most importantly, ensure all children learn to write, regardless of their background, needs or ability.

Implementation

At St Bede's Catholic Primary School, we believe in the importance of the spoken word when mastering writing. Children should be provided with regular opportunities to rehearse language orally and to discover:

- How language works.
- That meanings are shaped by our word choices.
- That language changes in different contexts.
- That there are differences in written and spoken English.
- Creative thinking and self-expression.

At St Bede's Catholic Primary School, we support our children to be the best writers they can be. Therefore, we expect all adults to support the development of writing skills in the following ways:

- Use 'The Write Stuff' unit plans, class novels, topic lessons and a range of different media to ensure the pupils are 'hooked' into the writing process.
- Build in cross-curricular writing opportunities as often as possible.
- Expect a high level of presentation across all subjects.
- From Year 1-6 provide opportunities to produce at least one piece of writing daily.
- Provide learning objectives and success criteria for writing.
- Ensure skills taught in writing are applied across the curriculum.
- Provide opportunities to write at length.

The Structure of Writing at St. Bede's

At St. Bede's we have adopted "The Write Stuff" by Jane Considine to bring clarity to the mechanics of writing.

The Write Stuff is based on two guiding principles:

- **Teaching sequences** that slide between experience days and sentence stacking lessons, which are broken into bite-sized chunks that have modelling at the heart of them.
- **The three zones of writing** teachers prepare children for writing by modelling for the ideas, grammar and techniques of writing which are encapsulated in The Writing Rainbow.

Teaching sequences

A unit of work is made up of:

Experience lessons - where pupils gather ideas, or stimulus for writing.

Sentence stacking lessons - "The Write Stuff" follows a method called "Sentence Stacking" which refers to the fact that sentences are stacked together chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing.

The three zones of writing:

"The Write Stuff" uses three essential components to support children in becoming great writers.

IDEAS - The FANTASTICs uses a child friendly acronym to represent the nine idea lenses through which children can craft their ideas.

TOOLS - The GRAMMARISTICS. The grammar rules of our language system and an accessible way to target weaknesses in pupils grammatical and linguistic structures.

TECHNIQUES - The BOOMTASTICs which helps children capture 10 ways of adding drama and poetic devices to writing in a vivid visual.



| The FANTASTICS – The ideas of writing | THE GRAMMARTASTICS: The grammar of writing | THE BOOMTASTICS; The techniques of writing *KS1, KS2 all |
|---|---|---|
| Feeling Asking Noticing Touching Action Smelling Tasting Imagining Checking | <ul style="list-style-type: none"> • Adverbials and adverbial forms • Basics (word classes) • Complex sentences • Dialogue and contracted forms • Structure and style • Purpose • Paragraphs • Passive or Active voice • Past and present tense • Punctuation | Simile* Alliteration* Rhyme* Onomatopoeia* Repetition* Personification Pun Symbolism Pathetic Fallacy Metaphor |

Lesson Design

In all aspects of our curriculum at St Bede's we apply the principle that 'Learning' is a change to long-term memory, and that making progress means knowing more and remembering more.

In the planning and teaching of writing, we ensure that children are able to acquire long-term knowledge, through providing opportunities for rehearsal, recall and retrieval, and making links to their prior knowledge.

Writing lessons contain these four elements:

Retrieval

After each lesson, three amazing sentences from different children are chosen and added to the sentence stacking wall like this:



Each lesson begins with a review of the sentence stacking wall. Success is celebrated and used to revise previous success criteria.

This is followed by 3 retrieval questions focussed upon the success criteria for the current lesson and/or grammar skill coverage from the National Curriculum.

Explanation

An individual lesson is based on a sentence model, broken in to 3 learning chunks. Each learning chunk has three sections:

INITIATE SECTION – a stimulus to capture the children's imagination and set up a sentence.

MODEL SECTION – the teacher close models a sentence that outlines clear writing features and techniques.

Practise

ENABLE SECTION – the children write their sentence, following the model.

Children are challenged to 'Deepen the Moment' which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk. Pupils given extensive practice.

A high success rate obtained, i.e. challenging but not too hard.

Review

Live marking is used to identify misconceptions that are reviewed throughout the lesson.

Marking

Sentence Stacking Lessons

All children receive live marking in sentence stacking lessons. Live marking **allows a teacher to check that each child has the correct level of challenge**: misconceptions can be identified and addressed immediately, small errors corrected and additional stretch can be given where appropriate. Live marking is time-efficient, more beneficial for children and reduces the need for distance marking at the end of the day.

Independent Writing Week

At the end of each Write Stuff unit of work, one piece of independent writing is quality marked following the Write Stuff Marking model. Children are given an opportunity to improve their writing during the editing week. In years 1 – 6, every child receives feedback based on the sentence drivers in the steps of success. Teachers mark efficiently against the success criteria. Feedback is then in the form of editing challenges. This is detailed in the table below and differs based on the age and ability of the children.

See expectation of progression in phases. The writing sequence means that children will write an extended independent piece of writing at least independently every 3-4 weeks. Every child will receive feedback linked to three distinct areas of editing. Teachers must model how to edit a piece of writing in each area at the start of an editing lesson.

| Edit 1 Revise | Edit 2 Rewrite | Edit 3 Reimagined |
|--|--|---|
| <i>KS1</i> | | |
| <i>LKS2</i> | <i>LKS2</i> | <i>LKS2</i> |
| <i>UKS2</i> | <i>UKS2</i> | <i>UKS2</i> |
| Little – Word Level | Big – Sentence Level | More – Paragraph Level |
| Children polish using a polishing pen. | Children rewrite a sentence underneath their work. | Children add detail over their writing using a flap. |
| <p>This area of editing links to the following:</p> <ul style="list-style-type: none"> spelling punctuation grammar <p>The teacher indicates, in line with the code E1, the focus of the revising. Teachers could write <i>one</i> of the following underneath the independent writing (these are examples and what could be written is not limited to these):</p> <ul style="list-style-type: none"> <i>E1 high frequency words were was are = 3</i> (The child knows that three high frequency words are misspelt) <i>E1 capital letters = 5</i> (The child knows that there are 5 inaccurate or missing capital letters) <i>E1 verb tense = 4</i> (The child knows that 4 verb tenses are inaccurate) <p>The children then go through their writing and identify and correct these errors on their writing. Spelling errors must be polished in the margin. Where spelling errors reoccur, children are asked to use a No Nonsense Spelling strategy underneath their writing, in order to practise the spelling.</p> | <p>This area of editing links to the following:</p> <ul style="list-style-type: none"> coherency – sentences that do not make sense <p>The teacher indicates, in line with the code E2, the focus of the rewriting. Teachers could write <i>one</i> of the following underneath the independent writing (these are examples and what could be written is not limited to these):</p> <ul style="list-style-type: none"> <i>E2 missing words = 3</i> (The child knows that there are 3 missing words in the sentence) <i>E2 inaccurate conjunctions = 1</i> (The child knows that 1 conjunction in the sentence is inaccurate) <i>E2 missing clause = 1</i> (The child knows that there is 1 missing clause in the sentence) <p>Teachers put a * at the beginning and end of the sentence that they want the child to rewrite. The child rewrites their sentence underneath their writing.</p> | <p>This area of editing links to the following:</p> <ul style="list-style-type: none"> paragraphs requiring more detail <p>The teacher indicates, in line with the code E3, the focus of the reimagining linked to the writing lenses. Teachers could write <i>one</i> of the following underneath independent writing (these are examples and what could be written is not limited to these):</p> <ul style="list-style-type: none"> <i>E3 sight sentence = 2</i> (The child knows that they need to reimagine to insert 2 more sight sentences) <i>E3 complex sentence = 3</i> (The child knows that they need to reimagine to insert 3 more complex sentences) <i>E3 personification = 2</i> (The child knows that they need to reimagine to insert 2 personification sentences) <p>Teachers put a ^ at the end of the paragraph they want the child to add more detail to. The child will then use a flap stuck over that paragraph to add more detail to that paragraph.</p> |

Cross-Curricular Planning

Teachers plan carefully for children to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Because of this, children from EYFS to Year 6 are provided with outstanding opportunities for cross curricular writing.

Cross-curricular planning allows children to write for a range of purposes, in a variety of contexts. In the past, children have written letters, reports, diary entries, play scripts and biographies about significant individuals in history. We believe that providing these cross curricular opportunities helps children to develop a love of writing, as well as instilling in them that all writing has a purpose.

Spelling, Punctuation & Grammar

At St Bede's, we believe the teaching of spelling, punctuation and grammar is integral to the progress children make in English. In EYFS and KS1, it is taught through the RWI program and through daily Writing lessons.

These sessions focus on aspects of SPaG detailed in the National Curriculum, including;

- Word classes, what they are and when/how to use them
- Sentence types & structure
- Spelling rules
- Adding suffixes/prefixes
- Using a range of punctuation appropriately
- Subordination and coordination

In addition, daily RWI is fundamental in developing children's spelling. Children are taught to segment to spell. From EYFS, children learn words which are not phonetically regular (common exception/RED words). From Year 2, there is more focus on choosing the 'right' sound for spelling, and children learn alternative representations of graphemes and spelling rules.

In KS2, Spelling is taught daily through Spelling Shed. Spelling Shed is a spelling practice website and iOS app that combines digital games with offline worksheets and activities. Once students complete online games or quizzes, teachers can review detailed performance reports.

Presentation

Staff have high expectations of presentation for all pupils. Handwriting and letter formation is taught through RWI in EYFS and KS1. In Year 2, children will begin to learn to join. This process is continued throughout KS2, with the opportunity to achieve a 'pen license' when the children has reached a sufficiently high standard.

Differentiation

To ensure all of our pupils are making the most progress they can within a lesson, work is differentiated using AFL via a variety of methods e.g. resources, adult support and level of thinking skills required. 'Deepening the moment' is used to stretch the more able pupils.

Diversity and Inclusion in Writing

The needs of all children are considered carefully when planning and teaching writing at St Bede's Catholic Primary School. We want children to reach their full potential. Where necessary, teachers identify which children are not making progress and take steps to improve their progress and attainment in writing, in liaison with the SENCO and English Lead.

At St Bede's Catholic Primary School we have high expectations for every child, whatever their background, ability or circumstances. We know that children learn best when they are healthy, safe and engaged. In order to engage all children, cultural diversity is celebrated. Our writing curriculum includes a wide range of texts and other resources which represent a variety of cultures and backgrounds. We value what each individual child brings to our school.

Impact

At St. Bede's, our children are developing a love for writing. They have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2 children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.