

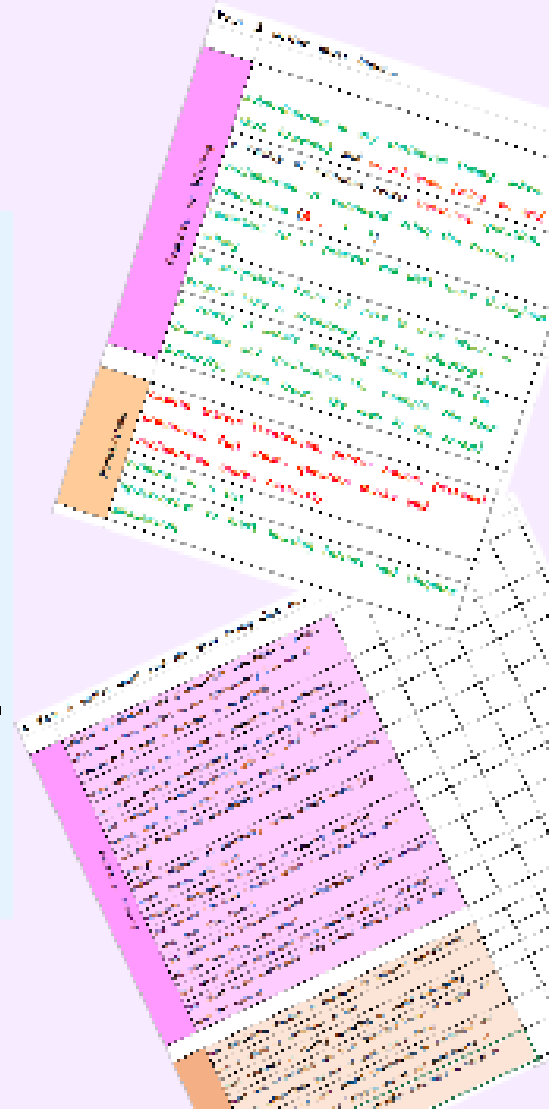
Writing at WFJS

- › English takes place everyday and writing is taught through well-chosen, diverse texts (visual and text based texts)
- › We have a changing demographic - increased SEND and EAL year on year for the last two years
- › Covid catch up will be needed for at least the next 3-4 years
- › Small steps approach - similar to Maths - required to support, guide and model skills to the children
- › Stamina for writing is at a lower level than pre-covid - could be due to reliance on keyboards!
- › Imagination for writing has also been impacted by technology
- › We have very good readers!
- › In our last results, writing was lower than SPaG, reading and maths



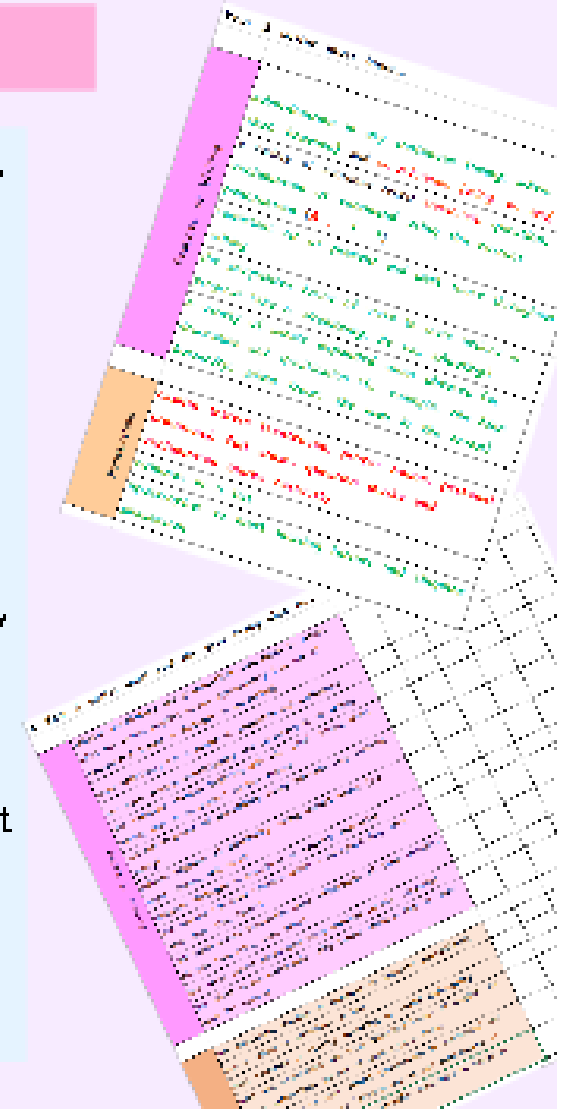
How do we support children in their English writing?

- ▶ Small steps! The start of year 'Must haves' and end of year skills have been put together to provide revision of previous taught skills (embed and reinforce these each autumn term) and small step skills being built on throughout the year
- ▶ Success checkers are used to ensure that the children are involved and active in their learning throughout the writing process.



What do the success checkers include?

- ▶ Children are given no more than 3 targets for their writing, which, at the start of the year, will come from the 'Must haves' for specific focus. As the children move through the year and learning has taken place from their year curriculum, end of year targets will be chosen.
- ▶ Children are taught that editing is for three distinct reasons - E1, **secretarial** (punctuation and spelling check), E2, **cohesion** (does it make sense when read aloud?) and E3, **impact** (will this affect my reader? How?).
- ▶ Children may also be encouraged to pick a specific target for themselves from the 'Must haves' or the 'end of year target' sheet for each piece of writing that has a success checker
- ▶ Children will be encouraged to consider what part they are most proud of and why to support their self-esteem.



What does a success checker look like?

Should be child generated from their 'must haves' or end of year

This will need to be modelled heavily at the start of the year

Success Checker	Self Mark	Teacher Mark
My target from my last piece of writing was: <i>This should be taken from the Must haves in the first few weeks then, as the year goes on, from the taught skills in the 'end of year' sheet</i>	No more than 3 targets highlighted from the Must haves or skills list for each piece	
E1 - secretarial I have checked my 'Must haves' and rewritten at least one sentence where needed		
E2 - checking for meaning I have read my work aloud, considered word order and changed a sentence or two		
E3 - checking for impact I have read my work aloud and considered vocabulary and sentence construction for impact on my reader. I have rewritten a section/paragraph to make it more impactful The part that I am most proud of is:		
My target for my next piece of writing		

How often will my child/ren use a success checker?



- This will be up to the teachers planning your children's work - however, they must be used for at least 6 pieces of work to support teacher judgements about where your children are in their writing and to identify any gaps that will need to be addressed in lessons and/or intervention sessions.
- The writing success checker can be used for any longer writing that has been taught - even if the assessed piece is in science, topic, F.A.P etc.
- Success checkers for assessed pieces of work will not include examples - for instance, they will not include 'to include a fronted adverbial with a comma' (unless the children have identified this) but instead include 'to use adverbials' so that we can assess your children's understanding independently in their writing.

What assessments are needed and how often are they made?

- ▶ We make formal, summative judgements, based on the National Curriculum requirements, for the children's writing at least once every half term - although teachers will constantly be making informal, formative judgements within their marking, lesson planning and discussions in lessons, throughout the year.
- ▶ To underpin our summative teacher judgements, the children will be asked to create at least 6 pieces of assessed writing across the year (this is minimum - there can be more!)
- ▶ Assessment is the responsibility of **all staff**, and is checked and monitored half termly by subject leads, the senior leadership team and is reported to governors termly.
- ▶ Year groups will complete moderation discussions about all formally assessed pieces of writing with their year group colleague in order to ensure that they re-teach any areas that the children are not confident in/have gaps in
- ▶ Where children may have personal gaps, they will be highlighted for a short, focused set of intervention sessions to 'fill the gap'.

What will intervention look like?

As subject lead, I talk to children and teachers regularly about the whole school English delivery. When speaking to teachers at the end of summer, almost all said that the children required some level of sentence intervention - children were missing the skills of sentence structure, capital letters, knowing what a proper noun is, how to use a comma for an adverbial and so on.

In order to streamline additional writing provision, sentence intervention must continue with the 'small steps' approach and focus on the skills that the children need, or are being taught, in the specific year group they are in.

A 'Sentence support' sheet, highlighting the must have skills and end of year skills for each year group will be used to identify and deliver intervention to guide the areas that need to be covered.

Interventions will start with a short 'cold task' or dictation. Then after the children have completed a six week block, a repeat of the cold task or dictation will be completed to assess the children's progress through the block.

What will intervention look like?

Structured intervention support sheet

What is a sentence?

- A unit of written language that contains a subject and a verb and makes sense on its own
- A sentence must begin with a capital letter and end with a full stop, exclamation mark or question mark.
- A proper punctuation mark must have a subject and a verb and it must contain a single verb - the subject can be made up of more than one word. Most sentence structures also include an object - the person or thing receiving the action (verb).

Sentence types

- Statement** - a sentence that conveys a fact or piece of information
 - the subject always comes before the verb - *cats sleep*
 - *Statement* - *statements*
- Question** - a sentence that asks for information and ends with a question mark - *what time was the show when we had show*
- Command** - a sentence that gives an order or an instruction - *the subject is usually implied to be someone*
- Exclamatory** - words like *how* or *what*, but represent strong emotion - *how nice the cake was!*

Connectives

Connectives is a set of words that describes how the linking words of language can be put together in different combinations. To create well-joined phrases, clauses and sentences. (A question you look at the end of the document)

GCSE Grammar

All these cover the skills that need to be mastered starting from the 11th until they have all been taught by the end of Year 11.

If students are not confident in their GCSE work, come and view these parts of the website where we have highlighted the most relevant skills.

Relative clauses (starting from Year 11) - needed in writing

- **Relative clauses** - they can be *defining* (which, that, who, whose) and *non-defining* (which, whose, where, when)
- A **relative clause** is a type of sentence, particularly one which is connected to the main sentence by [relative pronouns](#).
- Contains use of **relative and pronouns** throughout writing
- The **pronoun** comes at the start of the clause and is always the first word in the clause
- A **relative clause** provides more detail to the sentence and can include **prepositions** (in, on, with, by, past, from, for, out, in, at, near)
- **Relative pronouns** (relative, whose, where, when, which, who, whose, which, whose, where, when, which, who, whose)
- **Relative clauses** can be used to describe people, objects, places, times, feelings, etc.
- **Relative clauses** can be used to describe people, objects, places, times, feelings, etc.
- **Relative clauses** can be used to describe people, objects, places, times, feelings, etc.

How started in Year 11 to have successful students the night before

- Don't write an entire sentence
- To use **connectives** to separate words into paragraphs
- Don't write an entire sentence and just the connectives
- To **remember** an entire composition before the reading, handwriting

All these sentences should be from GCSE work to be used in the 11th until they have all been taught by the end of Year 11.

If students are not confident in their GCSE work, come and view these parts of the website where we have highlighted the most relevant skills.

Don't write an entire sentence

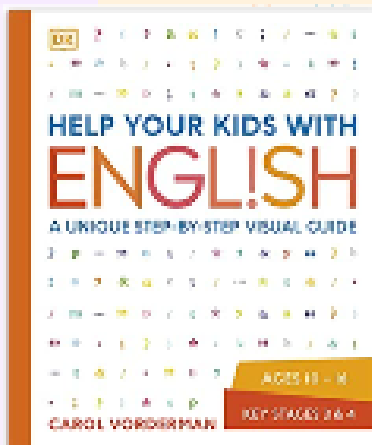
To use **connectives** to separate words into paragraphs

Don't write an entire sentence and just the connectives

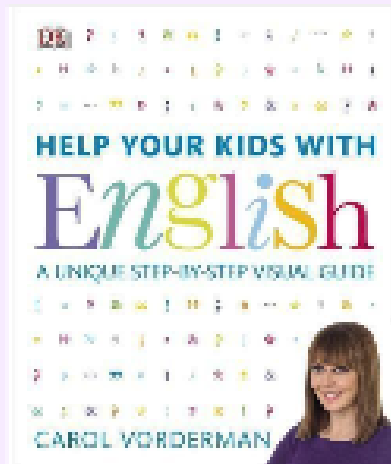
To **remember** an entire composition before the reading, handwriting

How might I be able to support my child/ren with their writing?

Read, read, read!
Discuss the vocabulary in
your children's reading
books.

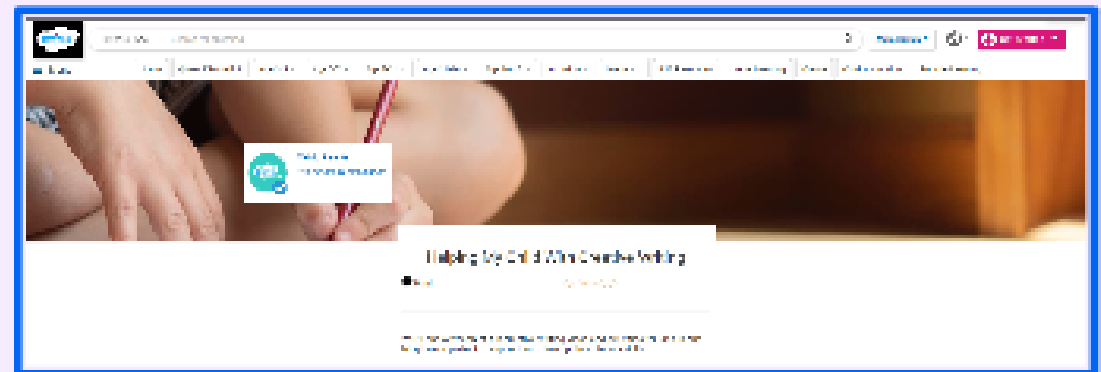


It's not your classic reference book, but...



Writing for pleasure

- ▶ Competitions
- ▶ Book Week
- ▶ Free Writing
- ▶ Stars of the Week
- ▶ Diary/Journal writing
- ▶ Twinkl - Parent's area:



Any questions?