**Approach to Teaching Writing (revised January 2023)**

Planning/Assessment to reflect the NC aims

Each unit of work is a three week cycle, based on a high quality model and has a clear end product (linked to the Write Stuff) to investigate the spelling, grammar, punctuation, genre features in the lessons. Analysis of sentence structure and handwriting practice should be evident in each lesson. Assessment for learning should take place throughout. Success Criteria should be linked to the genre requirements and vocabulary, punctuation and grammar objectives.They should regularly orally practice sentences, record and edit..

**English skills should run throughout the sessions (refer to skills sheets)**

Lessons and evidence in books should reflect

1. **Analysis of the Text**

Teachers ensure literal comprehension of the text and give the children time to practice reading for fluency and meaning. The purpose, genre and audience are extablished. The features identified and the structure should be explored..

1. **Discrete vocabulary, punctuation and grammar lesson**

The grammar and punctuation which is necessary for the forthcoming writing is introduced. Teacher also use information from assessments to direct their teaching. Children should experiment with sentence construction, play games, identify in text.

1. **Experience lessons**

Rich, immersive experience lessons develop knowledge and stimulate ideas. These should include research, visit to the library, visitors to school, drama, videos, drama to build empathy, freeze frames or conscience alley.. It builds rich vocabulary.

1. **Sentence Stacking**

Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each sentence stacking lesson is organised in three learning chunks. Sentences created by pupils should be celebratedand examples used to form a large class sentence stack. This sentence stack should build over the duration of the unit to display the whole piece of text.

1. **Independent Writing**
* **Recap** the audience and purpose of the model.
* **Draw out the success criteria**.- co-construct the success criteria from the unit of work. “Using a success criteria does not mean that a pupil’s writing is not independent : they would simply need to avoid modelling or over scaffolding the expected outcome”
* **Experience** – to stimulate the children’s writing
* **Plan Writing**- use maths paper to plot the success criteria on a narrative or non narrative map. Consider writing ideas, techniques and grammar.
* **Independent writing**- paced out chunks of time.
* **Teacher marks for editing**- all work marked through the three ways of editing. Pupils not told how to improve. Teacher models good edittingprocess with an exemplified piece.
* **Pupils Edit work**- interrogate work through five lensese.g spelling, punctuation. Provide quality time to make amendments. Pupils are clear about different strategies for improvement.
1. **Final Judgement**
* Quick comparative judgement.
* Intensive assessment of grey areas writing. Weaknesses fed into next teaching cycle.

**Each topic should include evidence of**

* **Demonstration of writing**- is clear and explicit – an example with either a spelling, grammar or punctuation teaching point (the Writing rainbow). Teachers provide two or three examples of vocabulary and sentence construction required. Techers understand the dual nature of demonstration to be showing the articulation of thinking in the writer’s brain whilst crafting and constructing sentences. Pupils have a clear understanding of what they are observing during the demonstration stage.
* **Pupils use Kagan** strategies to generate spoken ideas and write them down. Whole class orally suggest ideas and individual pupils audit their word bank and add additional words. All pupils have clear scaffolds in place. Higher attaining pupils deepen the moment by using two lenses from the FANTASTICS
* **By the end of the topic**, children should be aware of the key characteristics and features of the genre studied. They should have completed a sustained piece of writing where appropriate, *e.g. brochure, booklet, news report, chronological/non report, letter.*
* **Working walls-** essentially displays emulate what the childrens books are going to look like
* **Structured handwriting practice** which follows the school scheme**.**

**Enrichment trips** to be planned – minimum once.

**Homework tasks** should include models, independent research, reading more books bythe same author, visit to a theatre etc.

**Working walls should include:**

* **BOOMTASTICS -**with examples of the success criteria
* **FANTASTICS-** including a collection of language
* **GRAMMARISTICS** -with examples of the success criteria
* A narrative/ non- narrative map to explore the –plot points- these should be slowly revealed as you progress through the unit and teach sentence stacking.
* Examples of children’s sentences from sentence stacking lesson which result in additional final model.
* The year groups writing laundry- spelling rules,punctuation pants, sentence socks, vocabulary vests.

**Other useful visuals:**

* The year groups spelling list.
* Handwriting joins