

Writing at Dursley Primary Academy

We want our children to see themselves as writers. To enable this, we have combined aspects of a number of writing schemes and, based on current research into how children learn, planned a curriculum which best suits the needs of our children.

We believe that reading, writing, phonics and speaking and listening skills are interdependent and should be used to support one another throughout the curriculum.

Each writing unit follows a clear sequence:

Immersion

A high-quality model text is explored to ensure the children are clear on the structure and language features to be taught in this unit. This does not have to be a whole text. It will usually be an extract from the WCR text.

Activities may include:

- Verbal re-telling of the text. (KS1)
- Reading the text aloud individually, in groups or as a whole class.
- Text-mapping the whole or parts of the text.
- Boxing up the text to explore the generic structure of this story type.
- Drama activities.
- Annotating the text to highlight language features.
- Analysing the text as a reader.
- Analysing the text as a writer.
- Exploration/ comparison of other texts of the same genre.

Preparation

Ensure the children have all the skills and knowledge they need to create their own text. Teachers should plan for deliberate practice of skills before the children are expected to apply them in a whole text.

Activities may include:

- Sketching and annotating a setting or character.
- Gathering and discussing ideas for the plot, creating mind maps.
- Research using books or computers.
- Explicit teaching of useful vocabulary.
- Completing a box up grid or drawing their own plan.
- Drawing their own story map.
- Rehearsing sentences to use in their own writing.
- Explicit teaching of a language feature eg. how to use semi colons.
- Practice of a skill eg. write a paragraph containing semi colons.
- Collecting vocabulary/ phrases to use in the composition; creating word banks.
- Use of WCR texts to highlight examples or provide context for deliberate practice.

Composition

Children write their own example of the text type. This may be over a series of lessons. Each lesson, teachers and adults provide modelling of specific features, expectations and thought processes.

Rehearsing sentences/ paragraphs orally is encouraged throughout.

Activities may include:

Creating and following a toolkit to make the text features and structure explicit.

Use of wordbanks/ model texts.

Modelled writing by the teacher. This may be as little as a sentence.

Shared writing by the whole class, groups or pairs.

Independent writing.

Re-drafting of a section.

Self- editing and peer editing.

Use of toolkits to provide success criteria.

Publishing work for display. Children should publish at least 3 pieces per year.

Progress through a unit is recorded on an exit ticket. Teachers should record successes in green and areas for development in pink. Pupils should record something they are proud of from that unit of work.

Editing

Editing comprises both correcting and re-drafting work. It should happen at all stages of the writing unit but is especially important during composition.

Skills should be explicitly taught then modelled throughout a unit.

Opportunities should be given for teacher-led, peer and self-editing.

Changes made after initial composition should be made in a different colour.

Application task

A piece of writing where children can display what they have learned.

At least one task should be completed each half term (a minimum of 6 per year).

An opportunity to demonstrate English skills in other curriculum areas.

Marking should be appropriate to the learning objective.

On-going

Regular, deliberate practise of phonics, spelling and handwriting builds fluency.

EYFS and KS1 have daily phonics sessions.

KS2 have weekly spelling lessons.

KS1 have one handwriting lesson each week to teach letter formation.

Daily Whole Class Reading sessions are used to support skills taught in writing sessions and to teach new vocabulary.

Use of working walls, word mats, help desks etc. are used to aid autonomy.

Carefully targeted interventions using assess, plan, do, review approach, enable all children to keep up.

