

"Every child is a unique child of God."

WHINMOOR



ST. PAUL'S  
C of E Primary School

Writing  
at  
Whinmoor St Paul's  
C of E  
Primary School



Updated 2023-2024

## **Teaching and Learning of Writing**



### **Introduction**

The teaching and learning of English is fundamental to ensure every pupils' success as a life-long learner, and citizen of the world. Reading, Writing, Speaking and Listening skills are explicitly taught at every phase of pupils' education and it is paramount that children make positive starts at Whinmoor St Paul's Primary. Developing reading, writing, speaking and listening skills discreetly, in English lessons, as well as embedding these within all curriculum subjects is vital.

At Whinmoor St Paul's Primary, we recognise this and provide opportunities for this through our curriculum model, incorporating carefully chosen 'core texts' through which to teach reading and inspire writing outcomes, that help our children cultivate a love of English language and literature. Our reading spine ensures curriculum coverage, as well as genre coverage, and a love of learning – across the curriculum - through story and information texts.

### **Intent**

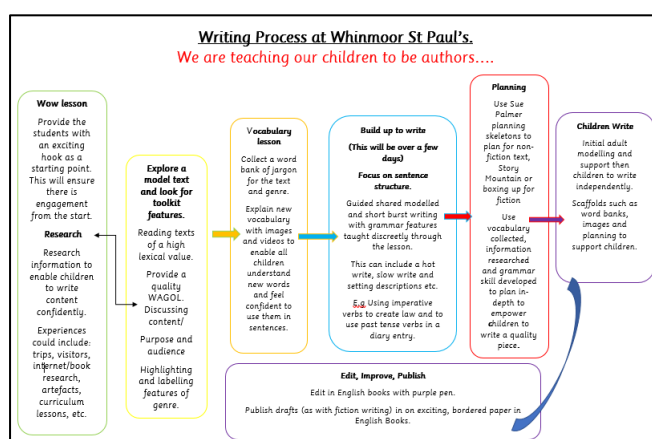
We are developing a Writing Curriculum which develops learning and results in the acquisition of knowledge and skills. Writing, at Whinmoor St Paul's Primary, is important and embedded into every aspect of teaching and learning. We have high expectations of handwriting, from the Early Years, and letter formation is modelled continually across school with displays and working walls demonstrating excellent examples of high quality writing. Print is taught in Reception class to ensure children acquire correct formation before moving to cursive in Year 3.

At Whinmoor St Paul's Primary, each year group has progression of writing skills that must be taught and learnt. These skills are taken from the National Curriculum for each year group and cover the Grammar and Writing skills that must be taught throughout KS1 and KS2. Class teacher's ensure that every child is inspired to write and, through quality first teaching, are given the skills to empower all children to make progress in this subject.



## Implementation

Writing objectives are taken from the national curriculum and units of work are planned using our Whinmoor St Paul's Writing Process to ensure children understand the full creative journey authors take when writing. The genre can be inspired by the class core text or topics the children are covering across the curriculum. The class teacher will choose a genre outcome which these will be based around, and examples from the text should be able to support this teaching. Vocabulary from the core text can be used to supplement high-level teaching at word-level. Vocabulary lessons are introduced at the start of a genre, and children are encouraged to use this in their own written work across the unit. Grammar objectives, taken from The National Curriculum, are taught discreetly throughout the topic to allow children to embed the writing skills during the unit.



Each individual class teacher is responsible for the planning of writing for their class in line with the National Curriculum expectations & our WSP long term writing plan. Planning is completed for each session based on the needs of the children within the class, our WSP Writing Process and the next steps that are needed within their learning. At Whinmoor St Paul's Primary, English units are taught, with cross-curricular links made with other areas of the curriculum.

English units of work are planned to inspire children, with inspiration sessions planned at the start of unit. The sessions give the children to have full emersion of the sights, sounds and experiences they need to enable them to write passionately and purposefully in the genre.

Units of work are planned - according to the needs of the pupils within the class- and are based upon gaps in learning that are identified after children's work is assessed each half term. Focus skills and knowledge that are identified as needing additional teaching from this piece are then taught, or revisited, during the next unit to ensure a full coverage of skills throughout the year.

### **For each genre, teachers will incorporate:**

- A 'Hook' experience lesson – this will engage and motivate our writers
- Sharing of a WAGOLL, which could be a teacher-modelled, high-level example including all of the necessary text features
- Vocabulary development– tier 2 level
- Grammar and writing foci – specifically linked to the text type
- Post teach interventions to support pupils with skills development, as necessary

- Shared, modelled and independent writing sessions to build up and practise skills developed in the unit

- Planning the text type - pupils are encouraged to plan their writing to develop the structure and planning skills needed to complete a piece of work successfully. For Fiction texts, KS1 use story mapping or story mountains. In KS2 children will use a 'boxing up' method to plan fiction. For Non-Fiction units, children across school will use The Sue Palmer Planning Skeletons to plan texts. These planning format are shared across school for consistency and enable the pupils to develop their confidence with planning their writing, recognizing the planning formats as they transition through school.

- A first draft of a final outcome

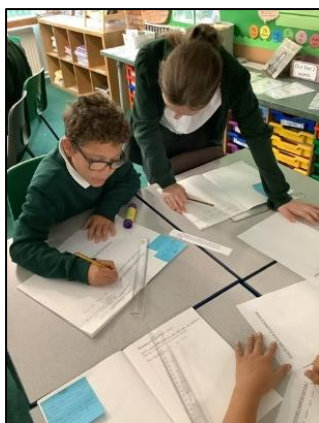
- An editing session – children in KS1 are taught how to edit and improve their work to enable them to edit more independently in KS2

For the final outcome pupils plan and demonstrate the progress they have made during that specific unit and series of lessons. This 'Published Write' is completed independently so that pupils are able to demonstrate their skills allowing the teacher to assess their learning over the course of the unit. Every half term, five (HA, MA, LA, SEND, PP children) of these 'Published Writes' are assessed against our WSP writing moderation sheets which contain objectives from the National Curriculum. This ensures staff are confident when assessing writing at a National scale.

At WSP, we ensure that children have ownership over their own learning and so – throughout the writing process - pupils are constantly given opportunities to critique, mark and assess their own learning in purple pen. In writing, pupils will be given verbal feedback, positive feedback and a next step in their learning. A full detailed mark consists of a use of pink highlighter to highlight when a child has achieved the Learning Objective or demonstrated a writing skill well and to recognise and praise the pupils' progress over that unit and a green highlighter is used to identify to children where they need to reflect on their work so that further progress can be made over the unit. This is in line with the marking and feedback policy across school.

All children are given a chance to respond to feedback (next steps) that has been given and children are encouraged to do this in purple pen. Children are encouraged to look at improving their work and are given a challenge to further develop their understanding.

Writing is something that is celebrated across school and children produce their published work which is displayed beautifully to celebrate the writing process. At this point, presentation would be discussed within the class, with the children knowing that presentation should be of the highest quality.



## **Strategies to support children with SEN**

At WSP, in English writing, we use a number of evidence-based strategies to support children with SEN. Strategies include:

### **Scaffolding**

- Support for SEN children with learning vocabulary; this may include flash cards
- images to support vocabulary learning
- Support in writing sentences e.g. missing words rather than writing the whole sentence or sentence stems to begin sentences

All scaffolding follows a 'I do, you do, we do' approach.

### **Explicit Instruction**

- Pupils may be supported in their thought process, e.g. to use the Think it, Say it, Write it, Check it approach as in Early Years and KS1
- Pupils will be given specific opportunities by adults to practise specific skills that are barriers to learning
- Visual aids and concrete examples (where necessary) will be used to support learning

### **Cognitive and Metacognitive Strategies**

- Tasks may be 'chunked' into smaller steps
- Vocabulary prompts may be used to support sentence work
- Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward.

### **Flexible Grouping**

- Temporary groups may be established to support learning a particular concept
- Pre-teaching/post-teaching and support with new vocabulary may be used

### **Use of technology**

- Tasks set may include useful apps/websites to move learning forward
- Laptops may be used for children to write who are struggling specifically with transcription



## Teaching and Learning of Spelling

Children in EYFS and Year 2 receive four Little Wandle Phonics lessons a week. All children from Reception to Year 2 are taught 'Tricky Words' following The Little Wandle Scheme. These are words that do not follow the usual spelling and sound patterns and are often called 'High Frequency Words' (e.g. she, I, children). Tricky words are taught during Phonics lessons and it is expected that by the end of Year 2, all children will be able to say, read and spell all of the words from Phases 2 – 5. Phonics bases spellings, including tricky words, are sent home with Year 1 and 2 children so that parents/carers can support them in the learning of these. In Key Stage 2, spelling lessons are taught twice a week, with Pupils following The Spelling Shed Scheme that is progressive from Year 3 to Year 6. These spellings are sent home each week and are tested in a weekly spelling test the following week. The spellings, that are sent home, follow a spelling pattern rule so that children are able to see the link between the words they are learning.



## Impact

Children will make at least good progress in writing from their last starting point of statutory assessment or from their starting point in Nursery.

Children are provided with high quality learning experiences and children will develop their competence in both transcription and composition.

Children are empowered and have a love of writing!

