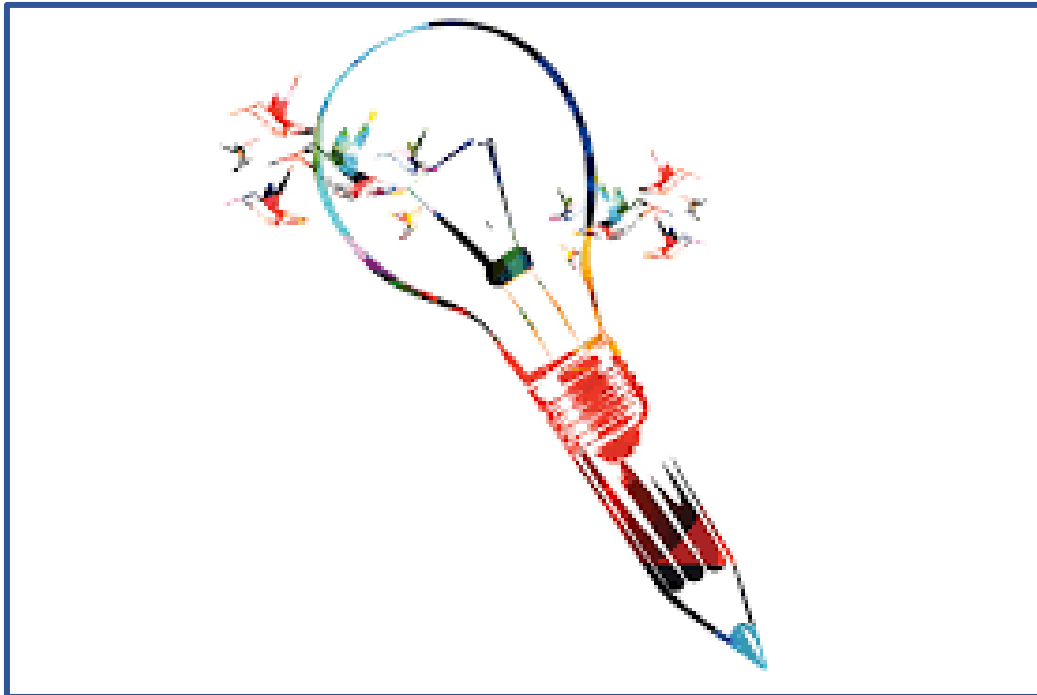




TEACHING WRITING

AT HOPPING HILL PRIMARY SCHOOL



“Writing is like painting with words, the paper is the canvas, the pen is the brush, the words are the colours and the verbs, nouns and adjectives are the blending of the hues that add depth to the picture you are creating.” Reed Abbitt Moore

Golden Threads

Key vocabulary and knowledge:

A wide range of vocabulary and grammatical concepts.

Author:

Writing with purpose for the intended audience.

Editor:

Review and improve work.

Composer:

The mechanics of handwriting and sentence structure along with drafting

INTENT

At Hopping Hill, we believe that writing should inspire and excite children to develop a lifelong, enthusiastic attitude towards writing.

Our curriculum aims to encourage children, **as authors**, to use their creativity to explore different characters, perspectives, scenarios and experiences, and write from these across a range of purposes and writing styles. Along with this, children can draw from their own experiences and emotions and incorporate this throughout their work.

We aim to give children the best opportunities to build on their capacity and confidence of writing and a chance to apply their **key knowledge and vocabulary**. We are determined to provide all pupils with a supportive writing curriculum that allows them to confidently become **editors** and allow learners to meet their full potential.

At hopping hill, English lessons actively promote discussion and encourage children to elaborate on their ideas and **compose** these into their writing.

IMPLEMENTATION

The direct teaching of writing.

The following techniques for teaching writing will be planned into units of work. Every class has at least four hour-long writing lessons a week that follow the scheme "*Pathways to write*". These are supplemented by additional discrete handwriting and spelling lessons. Along with this, we also follow "*Pathways to poetry*" which is taught during the first week of every term.

The teaching of writing is constantly recapped and applied across all curriculum lessons that involve written work.

Skills taught

- Phonic and whole word spelling
- Transcription
- Handwriting
- Purpose for writing
- Planning writing
- Drafting
- Editing
- Performing
- Vocabulary
- Grammar and punctuation

Grammar:

Grammatical concepts are woven throughout the Pathways to Write units and focus on the purpose of the writing to enable correct application of required grammatical techniques. Therefore, grammar is explicitly and implicitly taught across writing units. The “keys” to each unit enable clear direction and purpose of the writing and make the success criteria explicit to pupils.

Spelling

In EYFS and Year 1 the Little Wandle Phonics program is taught, this covers early spelling through the application of taught GPCs and segmenting to spell. Year 2 move onto Little Wandles’ bridge to spelling program and then the full spelling program, expanding the taught alphabetic code.

In KS2 spelling is taught using SpellingShed, as this a-lines with the learning taught in the younger years and covers all expectations and spelling patterns of the National Curriculum.

Handwriting

Handwriting in EYFS and Year 1 is taught through the letter formation sayings from Little Wandle to ensure that children begin to form all letters with the correct orientation.

From Year 2 onwards handwriting is taught using Twinkle Handwriting. This program is a stepped approach to handwriting to ensure all pupils can access and develop their handwriting style at their required level. The sessions run with pre-cursive formation; to beginning cursive; to joined and it is fluid in that children can access the point they need to develop.

The handwriting of all adults in the school should reflect the high expectations that we have of our children.

Purposes of writing

The writing purposes covered at Hopping Hill Primary School are:

- **Writing to inform**
- **Writing to discuss**
- **Writing to entertain**
- **Writing to persuade**

Children will have an understanding of the grammatical skills that best apply to each purpose for writing.

Sequence

Writing is taught with a clear sequence per year group, to allow progress and is taught in three stages.

Phase 1 – Read, read and read again (immerse and familiarise children in text type)

Phase 2 – To practise key skills (apply knowledge, replicate, experiment, evaluate)

Phase 3 - To apply knowledge (plan, draft and edit their own writing).

Assessment

In Reception and Year 1, writing and mark making is assessed using teacher judgements through questioning, observing and marking. Spelling and phonic knowledge in these year groups is assessed at termly intervals.

In Years 2 to 6, writing is assessed using teacher judgement through marking at termly intervals and is cross-referenced using the writing milestones grids that shows progress of key skills.

In Years 2 to 6, in addition to teacher judgements, grammar and spelling are assessed formerly using written tests that mimic the style of SATs Tests from NFER. The tests include questions based on previous learning within that key stage, rather than only the content that has just been taught. We also teach children the skills needed to take a test. Teachers complete a

question level analysis (QLA) for each paper and use this to identify ‘gaps in learning’ (for objectives taught) for individuals / small groups and the class as a whole. Small group interventions are put in place if necessary – outside the writing lesson.

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Autor:

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6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Star of Hope, Star of Fear by Jo Hoestlandt When we were warriors by Emma Carroll	Can We Save the Tiger? by Martin Jenkins Into the Jungle by Katherine Rundell	Selfish Giant by Oscar Wilde The Happy Prince and Other Tales by Oscar Wilde	Island by Jason Chin & Jemmy Button by Alix Barzelay The Explorer by Katherine Rundell	Manfish by Jennifer Berne Great Adventurers by Alistair Humphreys	Sky Chasers by Emma Carroll
	Outcome Fiction: flashback story & Non-chronological report Greater Depth To write a narrative with a flashback including a section in recount genre e.g. diary, letter, eye-witness account	Outcome Information/explanation/persuasion: hybrid booklet about an amazing animal & Recount: diary Greater Depth Write a Newsround TV style report about the tiger crisis	Outcome Fiction: retelling of a classic narrative from a character's point of view & Explanation Greater Depth Write the narrative from viewpoint the viewpoint of the special tree	Outcome Recount: journalistic report (hybrid text) about Charles Darwin's discoveries & Discussion Greater Depth Include extracts from another genre e.g. diary, interview, information	Outcome Recount: biography of Jacques Cousteau & Fiction: adventure story Greater Depth Include a section entitled 'How Jacques Cousteau inspired me'	Outcome Fiction: adventure story from two different viewpoints & Recount: autobiography Greater Depth Include a section written from the viewpoint of another person
	Word	Word	Word Recognise vocabulary for formal speech and writing	Word	Word	Word Recognise vocabulary for formal speech and writing
	Sentence Recap: Use expanded noun phrases to convey complicated information concisely Use passive verbs	Sentence Recap: Use modal verbs or adverbs to indicate degrees of possibility	Sentence Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs	Sentence Use passive verbs	Sentence Recap: Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Sentence Recognise structures for formal speech and writing, including subjunctive forms
	Text Link ideas across paragraphs using a wider range of cohesive devices Integrate dialogue to convey character and advance the action	Text Enhance meaning through selecting appropriate grammar and vocabulary	Text Distinguish between the language of speech and writing Integrate dialogue to convey character and advance the action	Text Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Recap: Variety of verb forms used correctly and consistently (progressive present perfect forms)	Text Use a wider range of devices to build cohesion	Text Identify the audience and purpose for writing Choose the appropriate register
	Punctuation Punctuate bullet points consistently Additional writing: Use a colon to introduce a list	Punctuation Recap: Use brackets, dashes or commas to indicate parenthesis	Punctuation Use semi-colons to mark boundaries between independent clauses Additional writing: Punctuate bullet points consistently	Punctuation Use colons or dashes to mark boundaries between independent clauses	Punctuation Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses

INTENDED IMPACT

- ✓ Pupils will have a love of writing.
- ✓ Children are enthusiastic, independent and reflective writers across a wide range of purposes.
- ✓ Pupils of all abilities will be able to succeed in all writing lessons and can participate within group discussions.
- ✓ We strive for the best possible outcomes and progress in writing for our children.
- ✓ Pupils will have good knowledge of punctuation and grammar.
- ✓ Children's writing is engaging and purposeful for the intended audience
- ✓ All pupils are exposed to high-quality modelled writing and begin to utilise a wider vocabulary.