



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 introduced to the children through the texts studied. Teachers plan to teach the full Vocabulary, Grammar and Punctuation content of the National Curriculum, selecting which concepts are best suited to each given writing purpose.

Lessons, or sections of lessons may then be devoted to consolidating the understanding of the grammar principle in question.

Grammatical concepts will then appear as success criteria in writing lessons, and as such will be explicitly referenced/exemplified during modelled writing.

Spelling

Spelling rules and patterns are taught weekly (through 'Read, Write, Inc' or phonics) and applied within written work.

Handwriting

All classes from year R to year 3 are encouraged to develop a consistent and fluent handwriting style that is later developed into a joined handwriting style from Year 4 onwards.

All children work towards the use of joined handwriting in their everyday writing tasks. Where progress on this appears to be slow, additional tailored handwriting support is organised and delivered through interventions.

Timetabled handwriting lessons occur every week.

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 attainment 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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6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Star of Hope, Star of Fear by Jo Hoestlandt <i>When we were warriors</i> by Emma Carroll	Can We Save the Tiger? by Martin Jenkins <i>Into the Jungle</i> by Katherine Rundell	Selfish Giant by Oscar Wilde <i>The Happy Prince and Other Tales</i> by Oscar Wilde	Island by Jason Chin & Jemmy Button by Alix Barzelay <i>The Explorer</i> by Katherine Rundell	Manfish by Jennifer Berne <i>Great Adventurers</i> 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. <i>diary, letter, eye-witness account</i>	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., <i>diary, interview, information</i>	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 <i>who, which, where, when, whose, that</i> 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 <i>Integrate dialogue to convey character and advance the action</i>	Text <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	Text <i>Distinguish between the language of speech and writing</i> <i>Integrate dialogue to convey character and advance the action</i>	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 <i>Identify the audience and purpose for writing</i> <i>Choose the appropriate register</i>
	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.