

WRITING AT ALL SAINTS

January 2020



CORE VALUES

- Consistency – Pupils have routine, know what to expect and can be ready for learning.
- WAGOLLS (What A Good One Looks Like) used in every lesson to model the expected standard in writing.
- Use of talk partners and RWI strategies throughout school to promote engagement and provide all pupils the opportunity to share answer. Importance of oral rehearsal and developing vocabulary.
- Growth mind set and resilience:
Plan, draft, edit cycle allows pupils to improve their writing.
No rubbers used in books – pupils draw a line through mistakes.
Pupils are proud of their writing and know how to be successful!

CURRICULUM

Reading is taught as a separate lesson – See Reading at All Saints.

Spellings are taught as a separate lesson following the RWI (Read Write Inc)

Phonics and Spelling programmes – See Spelling at All Saints.

Writing is taught in a separate English lesson with reading skills incorporated.

High quality literature is used to develop writing.

Links are made between writing and reading with a focus on vocabulary.

Focus on the purpose of the writing (to entertain, to inform, to persuade, to discuss) and the audience.

Purposeful links to foundation subjects are made where appropriate.

EYFS AND YEAR 1

- Nursery, Reception and Year 1 follow the RWI phonics programme.
- The formal teaching of writing begins in Reception during phonics lessons.
- Children learn to say words and sentences aloud before writing.
- Children learn to write sentences using the 'Hold a Sentence' technique.
- Children learn to identify errors in writing using 'Proofread'.
- Children learn to write increasingly challenging sentences through a longer write twice per week in their 'Get Writing' books.

YEAR 2 (AFTER RWI) – YEAR 6

Three-week cycle (Sometimes shorter in Yr6)

Two text types per half term (fiction and non-fiction). Progression in purposes for writing:

Year 2: to inform and to entertain.

Years 3 and 4: to entertain, to inform and to persuade.

Years 5 and 6: to entertain, to inform, to persuade and to discuss.

Revisit key skills and knowledge each year.

Developing independence.

Developing editing skills.

Progression in skills taught in each Year group.

		Day 1	Day 2	Day 3	Day 4	Day 5
Cold Task to be completed in advance	Phase One Immerse and explore vocabulary and text type	Introduce text (Linked to class read) Create story map/ Share WAGOLL text and explore text type Bold main skills.	Pupils to orally rehearse story map, using actions or use drama to explore text further (Actions are not agreed or discussed with pupils)	Reading as a reader: 'talk about the book' – characterisation/ inference/ comprehension/ more drama to explore/ huge vocabulary focus		Reading as a writer (boxing up the WAGOLL and construct tool). – Can be done over 2 lessons. Answer Question: What makes a great diary entry? Find the tools not the rules
	Phase Two Innovate	Innovation: planning Create class plan Pupils to create their own plan	Shared write draft, edit cycle Skills task (based on cold task)	Shared write draft, edit cycle Skills task (based on cold task)	Shared write draft, edit cycle Skills task (based on cold task)	Shared write draft, edit cycle Skills task (based on cold task)
	Cold Task for next unit					
	Phase Three Independent Application	Explore further models and examples of text Share stimulus for writing (Hook). Pupils to plan using boxing up	Draft draft, edit cycle	Draft draft, edit cycle	Draft draft, edit cycle	Hot task Proofread Pupils to self assess against writing grid

HOT TASK

Pupils share their draft with a partner to identify any improvements or editing changes.

When writing their Hot Task, pupils are asked to stop regularly and asked to read aloud.

When pupils have finished writing, pupils read aloud to a partner and proofread. Pupils make corrections using purple pen.

This is not a silent test.

MARKING HOT AND COLD TASKS

Cold Task is written before the unit to inform planning and teaching and to set targets.

Identify one or two targets (personalised).

Hot Task:

Pink comment to celebrate achievements (responding 'as a reader').

MARKING AND FEEDBACK

Every English lesson has a success criteria and pupils use this to self-assess and reflect on learning.

The expectation is that all pupils respond to any purposeful feedback given by the teacher.

Marking should aim to develop independence.

Peer review used throughout teaching cycle, but once per week these comments are written in books from Year 3 onwards.

This process is modelled to begin with so comments are high quality.

YEAR 6 SPRING TERM ONWARDS

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Explore model text (book talk – vocabulary Drama)	What are the tools? What will make a brilliant diary entry?	Class plan	Shared writing Draft (edit throughout)	
Week 2	Independent plan	Independent draft		Edit	Hot task

GRAMMAR

Year 1

- Links to RWI

Year 2 onwards

- Taught daily as part of English lesson.
- Link to the unit of writing.
- Included on success criteria for that lesson and evidenced in books (pupils have the opportunity to practise and apply).
- One focus across a series of lessons (Review and overlearn).