



Writing

Intent, Implementation and Impact

Intent

Our approach to writing is Jane Consodine The Write Stuff to bring clarity to the mechanics of writing and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing.

This intent of the approach is to ensure that all of our children are exposed to high quality texts that stimulate quality responses to reading, high quality writing and purposeful speaking and listening opportunities. Our curriculum ensures that all children have plenty of opportunities to write for different purposes. We encourage writing through all curriculum areas and use quality reading texts to model examples of good writing. Writing is taught through a number of different strategies. We believe that children need lots of rich speaking and drama activities to give them the imagination and the experiences that will equip them to become good writers.

The intent of The Write stuff is to sharpen the teaching and learning of writing so that:

☀ Pupils who understand how to apply sentence scaffolds to their independent writing as they develop their expertise.

☀ Standards improve because many worked examples are provided over the year that extend understanding through a wide range of genres and non-fiction text types.

☀ Children have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with.

☀ Pupils know how to improve their writing and make it more focussed and actionable feedback is provided to guide their learning.

☀ Children have a concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes.

☀ Teachers have clear pathways of how to guide pupils in weak areas such as cohesion and paragraphs.

☀ Support for teachers so that they have a deeper and more flexible knowledge of sentence structure.

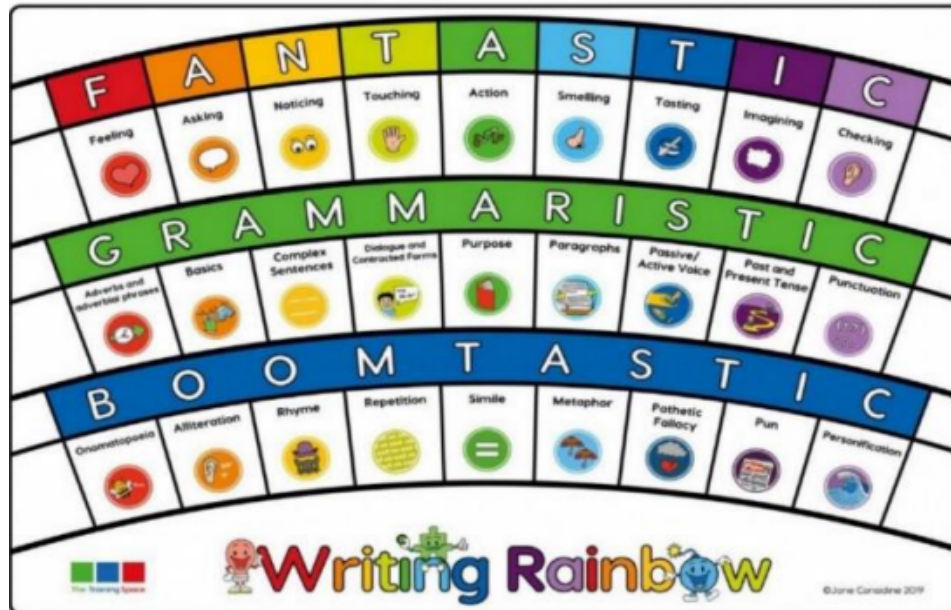


Implementation

The Write Stuff is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons.

With modelling at the heart of them, the sentence stacking lessons are broken into bite-sized chunks and taught under the structural framework of The Writing Rainbow. Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing.

The Writing Rainbow



The Fantastics offer 9 lenses with which to structure ideas and target children's thinking. This supports children in developing variety in their writing by focussing on the vocabulary used, initiating ideas, provoking thoughts and igniting imaginations.

The Grammaristics focus on the importance of accurate grammar where tools are taught and used immediately to help children develop fascination around language so that they can manipulate and carefully structure words into sentences.

The Boomtastics focus on the art of writing, using a range of literary devices and techniques to make careful choices, playing with language to add flair to our writing and achieve various intentional impacts on our reader, painting vivid pictures through our word choices.

A Unit of Work

- Will be made up of **experience lessons** – where pupils gather ideas, or stimulus for writing
- **Sentence stacking lessons**, made up of three learning 'chunks':
 - **Initiate**: teacher shares a stimulus e.g. Film clip picture, drama; word gathering and discussion; 'chotting' – pupils chat and jot words they want to use in their exercise books/whiteboards



- **Modelling:** the teacher does demonstration writing, explicitly explaining choices of words etc, using 2-3 lenses from the Writing Rainbow, modelling thesaurus thinking – to write three sentences, using vocabulary gathered in the initiate stage
 - **Enable:** Being clear about the sentence idea, the children are then asked to write their sentences sticking to the clear criteria. The children have their ‘chottings’ to support their word choices.
 - **For every sentence written:** children need to think about the IDEA of writing and the INTENT – e.g. positive or negative – that will affect word choice
- Each sentence stacking lesson is based around a ‘plot point’ for narrative, or part of the ‘shape’ for non-fiction genres

Independent Writing

Pupils then plan, write and edit an independent piece where success criteria are shared, and they have the chance to demonstrate the skills and knowledge about sentences and genre they have learnt.

2 ways into independence

1. **Carrying on a story.** Example: ‘I’ve modelled part of a story, say up to plot point 6, I now want you to continue that story with plot points 7, 8 etc.’
2. **Big Idea** – the children write their own story using the modelled example as a stimulus – what key events, characters, settings can they change?

Day 1 of independent writing – share the success criteria. You will have taught them this throughout the writing sessions e.g. sight, sound, action sentences, speech sentences etc. Children are given a blank planner with the grid already on the side (positive/negative intent) They plan/draw their story in each box of the plot point planner.

Day 2: The children apply the different lenses to the plot point map they have created. They now write the sentence for each paragraph that will achieve the success criteria. E.g. a sound sentence for plot point 1. To do this, they need to think of the vocabulary (Shade O’Meter), positive or negative intent and the structure of their sentence.

Subsequent days are for writing. The children use their plot point plan and their drafted sentences to construct their own version of the modelled text/continue the story of the modelled text.

- **Editing:** During the Independent Write it is crucial that children’s errors or amendments are highlighted directly but in a way that expects the children to use their knowledge and understanding to address.

The final part of the writing process looks at revision of what has been crafted.

- The suggested approach is to interrogate the writing in three ways
 - E1 = Revise - spelling, punctuation
 - E2= Rewrite i.e. a *sentence is re-written by the child (no guidance is given regarding why it needs a rewrite)
 - E3= Re-imagine ...tell me more- write additional sentences or sentences



Differentiation

We follow the aims and philosophy of the New National Curriculum as detailed below: **‘The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils’ understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.**

How does it improve outcomes for disadvantaged children?

As a school, we have decided that implementing one strategy well (linked to teaching as opposed to intervention) will be more effective in helping improve the outcomes of our disadvantaged and lower attaining pupils. The Write Stuff uses effective approaches for tackling disadvantage which is heavily supported by the EEF. Wider research shows us that disadvantaged children have lower self esteem and feel less successful; they have a reduced vocabulary; less or different life experiences and we know relationships really matter to these pupils. We need to make it our job to help these children with these particular areas so that they become confident and independent writers.

How will an effective implementation of The Write Stuff Approach support our most vulnerable learners?

1. Experiences - every unit ensures that all children have experiences to build ideas on which to write. There are no assumptions, the experience days are varied and provide an opportunity to talk and build up a vocabulary bank which is meaningful. The experience has a direct link to the learning.
2. The Writing Rainbow scaffolds learning providing clear ideas, tools and techniques for writing.
3. Vocabulary and words are integral to every lesson. This provides opportunities for children to be exposed to a growing number of words and begin to identify the effect and nuance they bring to the meaning of the writing.
4. High expectations on all children. A strong, high quality model will direct the children to craft high quality sentences themselves.
5. Success drives motivation and working in sentences with clear goals sets an achievable target. Building writing over time in a directed way provides the support needed to deliver independent writing at a later date.
6. The structure of the lessons into chunks prevents the working memory being overloaded and therefore offers a higher chance of success, building self esteem and motivation.
7. Relationships are developed through the approach; talking partners, kind calling out and sentence selection and appreciation all provide a positive respectful learning relationship to evolve between pupils and adults.
8. All children including our most vulnerable have a voice within the approach. The expectation to CHOT and Kind calling out means everyone’s contribution can be valued.
9. Feedback through sentence stacking wall appreciation and editing stations promote independence and a sense of ownership. The feedback is more likely to be well received due to the positive relationships and the sense of success and ownership.



10. The nine areas above support us as teachers to provide high quality teaching using direct instructions but setting high expectations of all. The plans and the training materials allow refinement to our practice and get the best from all our children.

SEND

When a child has a very specific SEND need they should have differentiated planning written by the class teacher and adapted to support their needs.

Greater Depth Writers

We plan for them to develop their writing through the use of 'deepening the moment'. This requires deep immersion from the writer, they stop, do a 360 degree turn and provide further detail about the plot point. They do not plot push. They do not move on. They simply tell us more. Teachers encourage children to use the FANTASTICs to tell the reader more about that moment.

Techniques that are employed are; **Inside Out** – character's inner thoughts, feelings. Link back to positive or negative inner thoughts/feelings. The imagining, feeling and tasting FANTASTICs. Greater insight into the character, where a book can do more than a film. They can tell us things that a movie can't. Higher order cohesion.

Step sentences- link plot points with higher order conjunctions e.g. although, despite, consequently, however...

Metaphor – children use a word web to think more about their vocabulary in order to create metaphors.

Impact

Children will be respected as an individual writer, provided with regular opportunities to make individual choices and encouraged to develop their own creativity. Regular practise of key writing skills will provide children with the confidence to apply these in a range of independent situations whereby they have the chance to show what they have internalised. The range of writing experiences we provide will enable all children to alter their long term memory and knowledge more, remember more and be able to do more as writers.

By the end of KS2 we expect our children to:

- Enjoy writing and view themselves as effective, competent writers;
- Have a good understanding of the purpose of writing and can write effectively for a range of purposes and audiences.
- Have a wide vocabulary that they use within their writing.
- Leave primary school being able to effectively apply spelling rules and patterns they have been taught.

We aim to meet the expectations of the Early Learning Goals and the National Curriculum and when possible, exceed these and ensure that children make good progress in Writing during their time at Woodford Halse Primary Academy.



Woodford Halse

C.E. Primary Academy

Ready, Resilient, Respectful and Reflective

Therefore, we aim to achieve:

- Outcomes at the end of KS1 in writing that are at least in line with or above national averages for attainment at both standards.
- Outcomes at the end of KS2 in writing that are at least in line with national or above averages for attainment at both standards and progress.
- The % of pupils working at Age Related Expectations in writing within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth in writing within each year group will be at least in line with national averages.