

## Writing

*With reference to Precision Pedagogy chapters 4 and 7, and the EEF KS1 & KS2 Literacy Guidance Documents*

### High Quality Texts

[Ref. CLPE Core Books](#)

- ★ Teachers as readers with an extensive knowledge of children's literature.
- ★ Build a collection of books from a wide and diverse range of authors, illustrators, genres and forms.
- ★ Become familiar with the ways in which different books can be used to support a variety of reading experiences.
- ★ Choose books and multimodal texts with high quality artwork and production values, which complement, support or extend the text or story.
- ★ Ensure there are texts that children can engage with in a variety of ways depending on their views, responses, maturity, tastes and choices.
- ★ Select texts that present information in a variety of interesting ways.
- ★ Allow children to see themselves reflected in what they read and to have the opportunity to investigate other lives, worlds and perspectives.
- ★ Take risks with the books you read and introduce to children.
- ★ Respect children's tastes and choices, ensuring that the texts you choose foster and increase their experience of literature as well as supporting current interests.
- ★ Choose books that are worth revisiting, re-reading and provide the opportunity to respond in a variety of cross-curricular and creative ways.
- ★ Select books that include rhyme, rhythm and pattern, encouraging children to play with language so that they see reading as a meaningful and fun process.

### English Working Wall

- ★ Contain key vocabulary, sentence and text structures.
- ★ Reflect the ideas, strategies and skills being developed over the week/unit.
- ★ Celebrate ideas and connections being made.
- ★ Contain notes, diagrams, pictures, photographs and questions.
- ★ Contain modelled learning with writing in a cursive script.
- ★ Support the learning by acting as a reference point for independent learning and self-assessment.
- ★ Reflect learning from across the curriculum.

### Writing Walls

Each classroom must have a space for celebrating children's writing and the progress they make over the year. There should be a space for every child organised in the following way:

- ★ Either the last piece of independent writing from the previous year, or writing completed as part of the transition day, at the back to show the starting point.
- ★ The first pre-assessment piece of writing from Autumn 1 next.
- ★ Each subsequent piece of published writing for at least each half term, most recent at the front.
- ★ Published pieces of writing are the end product of the editing and improving process, where best presentation and handwriting are exemplified, and mistakes have been addressed. Writing should be created on and with engaging media, in an environment that will support children to complete their very best work. There should be a time planned for parents and carers to regularly come in and celebrate the children's work displayed.

*At CHANGE Schools Partnership we believe that the skills of effective writing are born out of reading rich texts.*

## Thinking process for planning English

Prior learning and assessment? What are the age related expectations? What opportunities will children have to work at greater depth?

**What is the overall learning outcome for the end of the teaching sequence?**

### Book Hook

Focus on activating prior knowledge: Do they need pre-learning around the theme? What do we know? What do we think we know? What don't we know?  
*Children could do some research/ questioning/ drama linked to this*

### Spoken Language

Debates & Drama: viewpoints; hot seating/ continuum/ conscience alley; freeze frame; role play

### Reading Comprehension

Whole class discussion

Written responses

### Text Analysis - GPS

A time for children to practise using the original quality text – character/ setting/ plot (unpacking)/ description

### Further Reading Comprehension

Children to devise their own questions from the text-bloom's taxonomy, question stems, use of example AF ques. Investigating vocabulary- word of the week, dictionary work

**Final writing piece- explicit modelling from the teacher and practice of each stage, with precise informative feedback which is acted upon.**

Précis/plan→ First draft→ Improving→ Assessed Writing Piece→ Published piece with handwriting etc. exemplified

**Writing opportunities built in at every stage of a learning journey, which is evident in children's books, planning and on a learning wall.**

## Shared Writing

- ★ **Teacher Modelling:** Begin by writing the initial section of a text whilst verbalising thoughts. Discuss punctuation and spelling choices as well as composition.
- ★ **Evaluation:** What do children and other staff in the room think of the sentences? Can the piece of writing be improved? What skills are evident?
- ★ **Activity:** Kagan or table groups create ideas and the model text is continued. This should be focused around the learning intention as well as exploiting opportunities to revise previous learning or extend knowledge.
- ★ **Evaluation:** Is it an effective text for the intended audience? Can the work be improved? What skills are evident?
- ★ **Independent Writing:** Ensure adequate time is available for children to apply skills and knowledge covered in the lesson and previous lessons. Ensure there is always time to draft and edit.

## Sentence Construction, Grammar & Punctuation

- ★ Sentence construction can be developed through activities like sentence-combining where simple sentences are combined so that varied and more complex multi-clause sentences are produced. Initially, the teacher can model this, but pupils should go on to work collaboratively and independently. Pupils need to learn to construct increasingly sophisticated sentences, for meaning and effect, with speed.
- ★ Taught in discrete lessons and embedded throughout the reading into writing journey.
- ★ Use the [national curriculum guidance](#) for what to teach in each year group.

## Phonics and Spelling

- ★ Fast and accurate spelling of an extensive vocabulary is a key component of writing fluency. Phonics provides a foundation for effective spelling.
- ★ Teach spelling through an investigative approach with children discovering spelling patterns and conventions. Explicit teaching of the morphology and etymology of words.
- ★ The assessment of a child's progress in spelling is carried out in collaboration with the children through regular dictations.
- ★ Set high expectations of spelling in all writing and encourage the children to proof-read their writing for spelling errors.

## Handwriting

- ★ Teach children a cursive handwriting script using Letter Join resources.
- ★ Regular practice and application across all writing in all subjects.
- ★ Modelled by all adults and in the environment.

★ **Extensive**—a large amount of regular practice is required for pupils to achieve fluency in these skills;  
★ **Motivating and engaging**—achieving the necessary quantity of practice requires pupils to be motivated and fully engaged in improving their writing;  
★ **Supported by effective feedback**—with teachers providing feedback to help pupils focus their effort appropriately.