

A Guide to Writing at HSA School

Intent: What is it like to be a writer at HSA school?

SKILLS

At HSA School we develop our children's skills of transcription and composition in line with the National Curriculum programmes of study. Children learn to spell and how to write neatly and they learn how to communicate effectively in writing, including appropriate ways of articulating ideas according to purpose and genre. They are taught grammatical techniques and punctuation roles as craft moves to improve their composition.

CREATIVITY

We enable our children to be confident, creative writers. We teach the creative aspects of writing so that children learn to express their ideas, thoughts and feelings in writing and experience the joy of artistic expression. We believe creative expression is a significant factor in safeguarding children as they learn to use their voice as well as helping them thrive.

ENJOYMENT

We want our children to understand not only how important the skill of writing is, but to develop a love of writing and a sense of pride in their writing.

PURPOSE

We aim to give our children meaningful opportunities to develop all aspects of the writing curriculum, using a range of purposes and cross-curricular opportunities. Every piece of writing has a purpose. Every piece of writing has an intended audience. Writing is rooted in real world opportunities.

How we write

Children follow the Writing for Pleasure scheme that enables them to learn from engaging experiences, high quality texts and teacher modelling. They experiment and practise styles of writing and produce and refine written pieces which are all published and shared. This is supported by progression statements from Herts For Learning and the National Curriculum Programmes of Study. Children are taught to review, revise and redraft to develop their editing skills as well as learning to proofread for errors.

Poetry is valued as a written and performance art. Poetry is performed in a whole school forum.

Children receive high quality feedback during the writing process through verbal input from adults, conferencing and written marking.

We aim for all children to have developed a fluid, cursive handwriting style by the time they leave school, including knowing when not to join certain letters and when to adapt their handwriting style (e.g use of printing when writing captions or on maps).

All children, including those with additional needs and vulnerabilities, are planned for so that all children achieve their potential. Scaffolds, wordlists and other adaptive tools are available to all. High quality teaching in Writing is our first response to challenges, and a wide range of further support is available to help children with SEND and EAL.

Writing everywhere

At HSA we work hard to promote high standards of writing across the curriculum. We work to do this in a number of ways:

A Language Rich Environment

Within each classroom, high levels of written English are promoted using displays and resources. Models of writing support children's learning. Classrooms are language rich, to help teach children new words, as well as apply them in context. There are age appropriate resources scaffolding key learning. A focus on 'Goldilocks Words' and Tier 2 vocabulary help children to continually develop their vocabulary use.

Around the school we showcase and draw attention to reading and writing across the curriculum. This may take the form of class displays of current work and learning, cross-year group work on a particular theme to show progression through the school, or other displays sharing exciting information to engage children in reading and writing.

Cross-curricular opportunities

It is expected that children will apply the skills taught in Writing across the curriculum. Children will produce pieces of writing that evidence new skills and understanding in Humanities or Science. They also learn new ways of applying skills when writing evaluations in Art or D and T or responses to pieces in Music.

Enrichment Opportunities

Within school we capitalise on exciting events and trips to inspire children's writing. Where possible, links are also made to other topics being studied currently to help learning stick and give meaning to their writing. This reinforces our key concepts of writing for a purpose and being effective communicators. Events such as Book Week reinforce a love and appreciation of good writing and give children a chance to come together as a whole school to create written projects. During the year, children are encouraged to write for purpose in whole school events, for example writing letters to shopkeepers to promote our Carnival or Christmas cards for volunteers

Meeting our writers where they are

The writing for pleasure process enables children to write about their own experiences, interests and understanding of the world. Children are not expected to regurgitate the content of texts they may have no experience of or connection to, but to bring their own ideas and lived experience to their writing. A strong sense of purpose and emotional connection to their writing motivates children to communicate effectively as writers. By seeing teachers as writers, children learn to value themselves as writers. Writing is not off limits for anyone and children are encouraged to value writing as enjoyable and meaningful whilst being taught the skills to use writing to communicate and support their wellbeing.

Implementation: what we do

Writing is taught daily. All children are writers and authors, from our youngest learners.

In EYFS writing is taught explicitly with a strong focus on supporting each child towards a good level of development in literacy. There is daily practice as well as opportunities to write in continuous provision. Enhancements to the environment give opportunities for children to develop writing in context and for a purpose. Oracy learning, such as helicopter stories, promotes creativity and storytelling. Editing is not taught at this stage.

In KS1 all writing teaching is underpinned by development of handwriting, transcription skills, application of phonics, spelling and sentence formation. Oracy work supports the move from spoken voice to writer's voice.

In KS2, genre-based writing allows the development of writing styles. By this stage, automaticity in handwriting is developing to a degree that enables children to write more and use more stylistic tools and craft moves as well as applying new grammatical and syntactical techniques.

We use evidence based approaches to inform all teaching: the Writing for Pleasure process is an evidence based way of learning from the Writing for Pleasure Centre.

Writing is one of our 10 for 10. During this daily writing time, children can journal or engage in a writing activity of their choice. Teachers may use this time for conferencing or skills development.

The teaching sequence for each unit is outlined below and is designed to develop writing skills at all levels while moving children from teacher input to independence in their writing. As children develop their writers' voices they are also taught to use the appropriate register, tone and style for their piece and to write to engage their audience.

Children are taught vocabulary in context so that new language can be applied to writing (see A Guide to Reading for more on vocabulary tiers). Vocabulary development is a key focus in all curriculum areas.

Transcription skills, grammar, spelling and punctuation are taught within the main sequence, with key objectives being taught and practised in the context of the text being studied. At times, extra grammar mini lessons may also be appropriate to address a particular gap or misconception. The application of grammatical skills is prioritised.

Children learn to review, revise and redraft their work. Children begin in KS1 by learning to proofread and make simple changes to spelling and punctuation. As they progress they learn to revise writing by making changes to improve vocabulary, structure and content. By Year 6, children will be able to redraft writing with a degree of independence so that it best meets the needs of the piece, genre and audience.

Each unit follows the basic structure below, with teachers using ongoing AfL, as well as formal writing assessments, to inform planning to meet the needs of individual classes and children.

<p>Introduce</p>	<p>The start of the sequence involves reading model texts, drama based activities, watching films and immersing the children in the genre and purpose of writing. <i>Drama does not need to be evidenced in books as long as it is clear in planning.</i></p> <p>Children are taught to unpick texts at this stage, with teachers directing children towards and explaining key features of each genre, before children find examples within the models. Children may write these out in the books and they should be displayed throughout the unit to be referred back to. Language should also be discussed here.</p> <p><i>Feedback: work at this stage can be quick marked using marking codes as appropriate. Verbal feedback will be part of the lesson.</i></p>
<p>Reading as writers</p>	<p>Children read a range of model texts, looking for stylistic features, craft moves and product goals. A list of product goals is created. This outlines what each final book needs to have. Teachers model writing and provide models as well as sourcing short examples from other sources, including writing for pleasure model texts.</p>
<p>Generating ideas</p>	<p>A range of techniques are used to help children come up with ideas for writing: ideas party, teaching modelling, discussion, reflection and audience research.</p> <p>Children think about what will make their text worth reading, what the purpose is, how they want their reader to feel.</p> <p>It is important that all teachers model this stage of the writing process – how to generate, record and organise ideas.</p>
<p>Planning</p>	<p>Planning can happen in a variety of formats.</p> <p>Some children need more scaffolds and planning tools to support executive functioning.</p> <p>Children’s planning should be relevant and useful and meet the needs of the book they are writing.</p>

Drafting	<p>This is where children begin to write the first version of their books. Drafting may happen in lots of small chunks, one extended write or everything in between.</p> <p>Teachers should model the drafting process and think out loud to help children see the process of writing.</p> <p>Children have opportunities to share ideas, and borrow from others.</p>
Revising/Redrafting	<p>Revising is the process of making improvements. Teachers should make sure that any changes are improvements.</p> <p>Conferencing, 1:1 discussion with children, is important at this point. As children get older and more confident with grammar and composition, they will be able to make revisions more and more independently in discussion.</p> <p>Revisions can happen at the word, sentence, paragraph or section level. They should be explicitly linked to the craft moves children are working on, product goals and technical aspects of writing, including grammar.</p> <p>Redrafting is the process of writing the second draft of a piece. It may follow revisions or be part of that process.</p>
Proof-reading	<p>Proof reading is the first type of editing children learn in KS1. Children make checks for spellings and punctuation.</p> <p>As children mature as writers, it will function as a quick in-write check and a final check before publishing.</p> <p>It can happen at the word, sentence, section or whole piece level.</p>
Publishing	<p>The joyous final stage! This is an important celebration of, and reflection on, skills learned. Children's talk about their published work develops metacognitive skills around writing. Warm welcomes to parents to share books establish the school's high regard for writing.</p> <p>Children write up their book. They use all presentation and transcription skills. They add illustrations or write alongside pictures already drawn, using captions as appropriate. They create a front cover, with their name as author. In KS2, they may add a back cover with a blurb or peer reviews.</p> <p>All books are written on A4 paper. EYFS children may not write on lines. As children are developmentally ready, they write on lined paper. Pictures are glued in. Front covers are on plain paper.</p> <p>All books are shared through shared reading, presentation, publishing celebrations or displays.</p>

Sometimes, it will be appropriate to change the order or revisit certain elements many times. Throughout the process, teachers will be delivering linked grammar, spelling, handwriting and punctuation lessons to develop transcription skills.

*Writing opportunities should also be built in across the curriculum to give children to apply their new knowledge in a different context. This should be detailed in foundation subject planning as appropriate.

Handwriting

In Nursery, children focus on developing the gross and fine motor skills to enable them to write, including strengthening shoulder and fingers. They are supported in mark making.

In Reception, children continue to develop finger strength and fine motor skills enabling them to move from mark making to writing. They learn to form letters using Little Wandle.

Children begin to write using pencil.

In KS1 they secure letter formation and write non-cursive script.

In KS2 children learn cursive writing. By the time they are in Year 4 they will write with a handwriting pen where appropriate.

Adjustments in handwriting expectations and implements are made for children with additional needs in this area. Writing implements that do not support the development of a fluid, cursive style are not used in writing lessons.

Handwriting is taught explicitly at least once a week, supplemented with extra morning activities and interventions as appropriate, including the practice of year group specific spellings and weekly spellings. In EYFS/KS1, learning letter formation is also a key part of daily Phonics lessons. Emphasis is placed on high quality presentation of all written work across the curriculum, not just in writing books or as part of display work.

Spelling (inc. home learning)

Once a week children will have a discrete lesson on a new spelling rule/pattern, which becomes the focus for their home learning the following week. In EYFS/Y1/Y2, this takes place within the context of daily phonics lessons. KS2, and Y2 when ready, follow the HfL Essential Spellings programme.

A number of set spellings for each year group is as given as home learning.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
5 words	10 words	10/15 words	15 words	15 words	15 words

Home learning of spelling rules and patterns is encouraged. Children are encouraged to practise spellings regularly and are taught a range of ways to do so. Children who find spelling more challenging or have SpLD around reading and writing may be taught multisensory techniques.

Spelling practice also forms a part of some morning activities in school. Spellings are assessed using dictated sentences. Dictated sentences will also use year group specific words from the National Curriculum.

Additional needs and adjustments

For children who experience additional challenge in English, including EAL difficulties and SEND, support takes place in the lesson. Planning shows that scaffolds and resources, as well as adult support, enable children to access the learning with the whole class. Concrete resources are used to support children in developing handwriting skills, including special pencil grips and writing slopes. Short, focused interventions may be used to support grammar, punctuation and spelling.

For children who have significant challenges in accessing learning, an individual plan may be needed in Writing. This is developed by the class teacher with the support of the SENCo.

Where children have specific difficulties with transcription, a scribe may be used to support them. This enables children to express themselves and demonstrate their skills of composition. Scribing may be temporary, such as when a child breaks their arm, or long term as for a child with diagnosed dysgraphia.

Additional support for complex needs is provided by the SENCo, and this may include children who do not have a phonological route to reading. For a small number of children, planning and teaching will follow advice from external professionals (e.g SALTs, OTs) and requirements of EHCPs.

Outcomes and impact

Our desired impact for our children is that they become fluent writers and effective communicators, ready for the challenges of secondary school and life beyond. We want to see that all children are writing for enjoyment and self-expression as well as knowing and understanding the value and importance of writing for everyday life. Children should all recognise that writing sometimes has a practical purpose but should also value writing for enjoyment.

Formative assessment and adaptation are key features of every lesson.

Formal assessments enable teachers to see progress in all aspects of writing. Children are expected to make progress against their year group expectations or, for children working towards age related expectations or pre-Key Stage, an appropriate set of expectations. We use TAFs in each year group to assess children against the national curriculum. Teachers make informed judgements each half term and there are 3 data drops per year. This data informs planning, adaptations and interventions.

Where children are not working at the expectations of their year group, the appropriate assessments are used so that teachers can fully understand the child's starting points, gaps and progress. Where needed to help teachers plan for a child, specialist assessment tools are used.

End Points

We have clear expectations for each end point within school.

In EYFS we provide as many talking and writing opportunities as possible to get children ready for writing. Children are expected to achieve a good level of development in literacy.

The KS1 curriculum is stripped back to enable children to develop the necessary foundational skills. Children are expected to secure the fundamentals of written communication to prepare them for KS2.

In KS2 children learn more of the craft of writing and are expected by the time they leave to be able to write extended pieces for a specified reader across a broad range of genres.

End point	What will children achieve?
End of Reception (GLD)	Children know phase 2, 3 and 4 phonics and use this to write words. Children can write their name and a range of words, including common exception words. Children know that they are authors and can talk about their books, written or spoken. Children can talk in complete sentences and write short sentences.
End of KS1	Children write in a legible hand with all letters formed correctly. Children use their phonics knowledge and memory of tricky words to spell. Children know what a sentence is and can write in clear sentences with sentence punctuation. Children know and use key parts of speech: nouns, verbs, adjectives. Children write for enjoyment and are proud of their writing.

	Children know that their writing has a reader and edit so that their reader enjoys their writing.
End of KS2	<p>Children write in a fluent joined up hand.</p> <p>Children apply all spelling strategies and techniques learned to spell a wide and ambitious vocabulary.</p> <p>Children use a range of punctuation to support purpose of their writing.</p> <p>Children use a range of grammar “craft moves” to make writing engaging and understandable for the reader.</p> <p>Children write extended pieces in a range of genres, registers and styles using their awareness of purpose and reader.</p> <p>Children select vocabulary with purpose and revise and redraft their writing to make a range of improvements in both clarity and engagement</p> <p>Children publish and share a wide variety of writing, including modelling for younger children and writing for purpose in the school community.</p>

Aside from progress shown in internal data and SATs, we know that we are achieving our aims when:

- Children see themselves as authors and take pleasure in sharing their books
- Children write for enjoyment in a wide range of personal writing projects
- All children see writing as for them and are fully included in writing lessons
- We see high quality writing on display in classrooms and around the school
- We see high quality modelled writing in classrooms
- We see evidence that children are using provided resources when they write
- The development of content and form as children move through the school enables each teacher’s planning to build on the skillset of the previous year
- Children move towards using personal written methods to study, remember and communicate as they get older
- There is good presentation in all books
- Adults have high quality conversations with children about writing, authors and their own writing journey
- Children with EAL to develop strong written, as well as spoken, English
- Children with additional needs reach their potential in writing, including using provision in class that scaffolds learning effectively