

# The Teaching of Writing at Emmanuel Junior Academy

## An overview

At Emmanuel Junior Academy writing is an integral part of our curriculum as a whole and we provide opportunities across a wide range of subjects for children to write for a range of purposes and audiences.

Our writing curriculum is underpinned by our teaching of reading, and the use of quality texts, which inspire children to write imaginative pieces and to write with passion and enthusiasm. Reading and writing are interconnected. We use reading and talk as a springboard for writing and writing as a way to understand reading. Through the planning of an engaging curriculum, we aim to motivate and enthuse. We challenge appropriately through our feedback, in a way which enlists all children in their own development as writers: this secures high levels of engagement with learning.

We take a mastery approach to the teaching of writing. We have a belief that **ALL** children can reach an expert level with quality teaching, sufficient practice and precise feedback. Our aim is for children to achieve mastery and have full control over their writing skills and knowledge, allowing them to transfer their learning with independence and fluency across the curriculum. We firmly believe that by supporting children to look creatively at the mechanics of how our language works, exploring patterns, examining how we generate meaning and giving children the linguistic tools to express themselves, they can write with flair and conviction – they can achieve mastery.

This belief means we prioritise the children's knowledge of grammar, punctuation and spelling, teaching the skills and conventions required in a systematic and progressive way. We ensure children have opportunities to revisit, review and consolidate skills and we ensure that all grammar conventions are first encountered in a contextualised way. To truly be able to say that children have mastery as writers, they have to be able to create meaning, conjure mental images and stir emotional reactions from their readers: competency in grammar allows children to experiment with language and create effects.

Leaders and teachers have high expectations of children and the children rise to this challenge, producing quality pieces of work that they are proud of. They understand the importance of writing to the best of their ability regardless of the subject they are engaging with. Writing in History or Geography for example will be at the same standard as in English.

### **Our Long Term Aspiration:**

*For every child to achieve mastery learning [in writing] that can be applied in a variety of contexts with independence and fluency, when mastery means having 'complete control over something- conscious competence.'* (Mike Cain 2018)

## Implementation

As a junior school we understand the importance of ensuring all children have the early building blocks for writing. We ensure through forensic analysis of writing assessments provided from our feeder infant schools that all children have the 'fundamentals' for further success in writing- this includes phonics. These are outlined in Appendix 1 (Early Writing Fundamentals). If gaps are identified these are addressed through a range of strategies (*Pre-teach, reteach, review activities, scaffolds, individualised targets and small group and individual interventions*). *All children across school are supported with phonics until the expected standard is reached (assessed through a phonics screen and/or Phase 5 assessment)*

The writing curriculum is carefully planned in line with the National Curriculum and mastery principles.

### **This means there is:**

1. A clear sequence of grammar, punctuation and spelling skills to be taught in each year group, with a focus on securing fluency and competency through modelling, opportunities to review, revisit and retrieve and time to practise.
2. A focus on the teaching of key skills within a variety of contexts and opportunities to apply learning.

3. Adherence to National Curriculum programmes of study, including all elements of transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) and vocabulary, grammar and punctuation).
4. A recognition that competence within Phonics and Spelling are the building blocks to great writing, understanding the meaning of words in context.

**The teaching of writing is often, although not solely, linked to the class texts for the year.**

There are three key texts identified for each year group.

<b>Year 3</b>	The Twits	Ice Palace	Child of St Kilda's
<b>Year 4</b>	Varjak Paw	How to Train your Dragon	Meet me by the Steelmen
<b>Year 5</b>	Clockwork	Shadow Forest	Explorer
<b>Year 6</b>	When We were Warriors	Nowhere Emporium	Boy at the Back of the Classroom

*\* The texts have been chosen based on their Lexile levels, age appropriateness, likelihood of engaging the children, links to topics, based on research and strong links to the GPS objectives that will be taught. Teachers can negotiate a change of text with a clear rationale.*

Parts of the text which lend themselves particularly well to the study of specific grammar features or to the exploration of a wider issue are chosen for each unit.

Alongside the class texts other hooks/stimuli will include:

- *High quality picture books*
- *Short stories*
- *Poems*
- *Short animations, such as those on Literacy Shed*
- *Pictures*
- *Songs and song lyrics*
- *Adverts and trailers*
- *Film clips*
- *Content/context from topics within the wider curriculum.*
- *Real life experiences such as trips and visits*

**All planning and teaching of writing takes account of the following:**

1. **Feedback** that empowers children as active participants in their learning
2. **Skills teaching** that consolidates prior learning and teaches new skills in a logical order.
3. **Talk and thought** time that gives children opportunities to explore literature and big questions, thinking together to inspire their writing.
4. **Engagement**, providing context hooks for children (quality texts, topic content, lived experiences, films etc)
5. **Practice** being central to mastery: ensuring deliberate practice opportunities are provided, using the identified stages of practice (shared, guided and independent practice).
6. **Sequence**: ensuring effective design of units of work that include learning from authors and quality texts (Explore Phase), opportunities to practise and apply (Practise Phase) and time to create a quality outcome or 'destination piece' (Compose Phase)

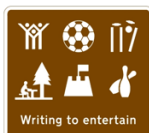
All units include a destination piece. This is an extended piece of writing which is a culmination of a lot of thinking completed during the Explore and Practise Phases. This provides an opportunity to apply their skills but to also develop their stamina by writing longer pieces. This 'destination' piece is designed with a clear purpose in mind and should be read and enjoyed by others, even if this is only with a group of children within their own class. Children benefit from a genuine audience beyond their teacher. Children will create 5/6 'destination pieces' during each term (Between 2-3 weeks per unit) These will vary in length based on the objectives taught, the text type and the age of the children.

**This audience for the destination piece can include:**

1. Children in their class
2. Contributing to a class book
3. A piece of another class
4. A blog or Dojo
5. A letter to the head or beyond school
6. Display

**Here at Emmanuel we have identified 4 key purposes for writing and our long term plan is built around these:**

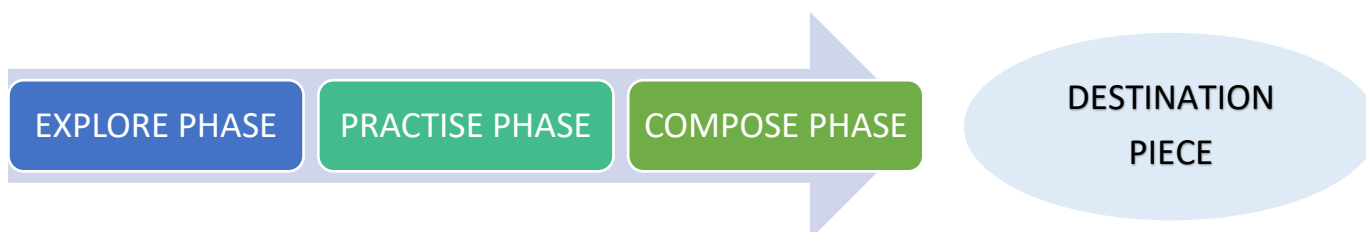
1. Writing to entertain
2. Writing to inform
3. Writing to persuade
4. Writing to discuss



**A range of text types are covered within each purpose, covering the three main genres of writing (Narrative, Non-fiction and Poetry) as shown below:**

	WRITING TO ENTERTAIN	WRITING TO INFORM	WRITING TO PERSUADE	WRITING TO DISCUSS
Y3	Narrative Texts (Contemporary fiction, adventure and Fantasy): including retell and diary Description: character and setting Poetry (Free Verse and Structured-Haiku)	Recount Instructional text Non-chronological report	Letter	
Y4	Narrative Texts (Adventure/Legend/Historical) Description Poetry (Figurative)	Recount through a Newspaper Non-chronological report Explanation Biography	Letter (Formal Letter)	Discussion Text
Y5	Narrative Texts (Suspense/Myths/adventure) Description Poetry (Kenning)	Instructional text Non-chronological report including a newspaper report	Advertising Speech	Discussion text Review
Y6	Narrative Texts (Horror/Historical/Fantasy) Description Poetry (Narrative and Figurative)	Non-chronological report: a letter, comparative report and Newspaper Explanation Auto biography/Biography	Speech Campaign	Discussion: Balanced Argument

**Each unit of work for writing has three key phases to build mastery and to support the creation of a 'destination' piece:**



Within each phase there is a range of activity undertaken.

PHASE	WHAT WILL BE HAPPENING	FEEDBACK AND ASSESSMENT
<p><b>EXPLORE PHASE</b></p> <p><b>MAIN FSTEPS:</b> Feedback Talk and thought Engagement</p> <p><b>Main Teach Simply elements:</b> Revisit/review Assess</p>	<ul style="list-style-type: none"> <li>Children are immersed in the text/context to hook them in.</li> <li>Together with the teacher children explore the meaning and themes behind texts, allowing the work of quality authors to inspire their thinking and writing.</li> <li>Talk and thought techniques are used here.</li> <li>Introduce the purpose of the unit: who or what is the writing for?</li> </ul> <p><b>This phase might include:</b></p> <ul style="list-style-type: none"> <li>Explicit teaching/instruction: modelling, narrating thought processes, small steps of learning, productive questioning, teaching for misconceptions</li> <li>Text marking: Deconstruct it!</li> <li>Reading as a reader and discussing author techniques</li> <li>Exploratory talk and drama.</li> <li>Explore issues using P4C</li> <li>Free writing</li> <li>Writing ‘not intended for marking’: notes and collecting of ideas about a text</li> <li>Review and retrieval of prior learning: building blocks for new learning in Practise Phase</li> </ul> <p><i>Within this phase, teachers aim to ensure that the learning context touches the children’s lives om some way: ensuring relevance.</i></p>	<p>Excellent questioning to explore understanding of the text/context and the ‘big ideas’ or themes.</p> <p>Positive feedback on ideas</p> <p>Goals are set for the class, groups and individuals.</p>
<p><b>For children not yet at the standard</b> Preteach, reteach, goal setting and/or intervention to teach skills that pave the way to age relatedness.</p>		
<p><b>PRACTISE PHASE</b></p> <p><b>MAIN FSTEPS:</b> Feedback Skills Practice Sequence</p> <p><b>Main Teach Simply elements:</b> Revisit/review Teach Practise Apply Assess</p>	<ul style="list-style-type: none"> <li>Thinking from ‘Explore’ section and explicit skills instruction feed into oral and written practice of language skills.</li> <li>Skills to be taught are carefully identified and sequenced: The teaching of Vocabulary, Grammar and Punctuation is central to this phase.</li> <li>Children use their skills grids to support engagement in their own learning.</li> <li>Central to this phase is deliberate practice: focused and precise, refining skills through feedback and targets.</li> </ul> <p><b>This phase might include:</b></p> <ul style="list-style-type: none"> <li><i>Explicit teaching/instruction: modelling, narrating thought processes, small steps of learning, productive questioning, teaching for misconceptions</i></li> <li><i>Consolidation of previous learning</i></li> <li><i>Teaching of skills in and out of context</i></li> <li><i>Practising skills in and out of context</i></li> <li><i>Reading their work aloud- frequently.</i></li> <li><i>Opportunities to apply skills: examples and non examples, compare, contrast and categorise, new contexts from the text, other texts, such as picture books or short films or real life.</i></li> <li><i>Use of scaffolds to support understanding</i></li> <li><i>Retrieval Practice</i></li> </ul>	<p>Encourage children to ‘say it, think it, teach it</p> <p>Self-assessment</p> <p>Peer-assessment</p> <p>Teacher assessment against the small steps identified and taught.</p> <p>Questioning</p> <p>Positive specific feedback</p> <p>Short assessment activities/quizzes/ questions.</p>

	<ul style="list-style-type: none"> <li>- Oral and written activity</li> <li>- Precision Teach: Modelled Writing</li> <li>- Precision teach: Shared Writing</li> <li>- Precision teach: Guided Practice</li> <li>- Independent Practice</li> <li>- Opportunities to apply</li> <li>- Extension for early graspers</li> <li>- Editing/redrafting</li> <li>- Peer and self-assessment (Children are taught the skills required to do this appropriately)</li> </ul> <p><i>Within this phase, teachers aim to support children to 'know more' and 'remember more', moving their understanding forward in objectives and skills particularly within Composition and Vocabulary, Grammar and Punctuation. Writing produced here is not a destination piece: rather a stepping stone towards the destination piece.</i></p>	
<p><b>For children not yet at the standard</b>          Preteach, reteach, goal setting and/or intervention to teach skills that pave the way to age relatedness.</p>		
<p><b>COMPOSE PHASE</b></p> <p><b>MAIN FSTEPS:</b>          Feedback          Skills          Practice          Sequence  <b>Main Teach</b>  <b>Simply elements:</b>          Teach          Practise          Apply          Assess</p>	<ul style="list-style-type: none"> <li>• Children create their 'destination' piece.</li> <li>• A 'destination' piece is the best text that children are capable of producing at the end of a unit, using the skills and knowledge they have acquired from Explore and Practise phases.</li> <li>• Children engage with feedback to support next step improvements.</li> </ul> <p><b>This phase includes:</b></p> <ul style="list-style-type: none"> <li>- <b>Deconstruct it!:</b> Intelligent use of WAGOLL</li> <li>- <b>Plan it!:</b> Planning of writing</li> <li>- <b>Write it!:</b> <ul style="list-style-type: none"> <li>✓ Brief Modelled or Shared Writing</li> <li>✓ Guided Writing</li> <li>✓ Independent Writing</li> </ul> </li> <li>- <b>Edit it!</b> Edit and improve</li> </ul>	<p>Encourage children to 'say it, think it, teach it</p> <p>Self-assessment          Peer-assessment          Teacher assessment against the small steps identified and taught.          Questioning          Positive specific feedback</p>

**Sequence of skills and objectives to be taught within each year group:**

Teachers devote time to the ACQUISITION of a wide range of skills and the PRACTISE of the skills in and out of context.

- The progression of skills taught, particularly within Vocabulary, Grammar and Punctuation, is vital to children achieving mastery. There is a strong focus on consolidation of all skills taught with opportunities to practise through revisit, reteach, retrieval and review activities.
- There is a clear set of '**Steps in Learning**' (See Appendix 3) for each year group which support teachers when planning to break down content from the national curriculum and against concepts into a clear series of sequential steps. Each is pursued until learners can show they are ready to move on. If individual children fall behind their peers during this period of teach and practise they are targeted for reteach and intervention.
- The Steps in Learning are also used by children who assess against them. Teachers give feedback against the criteria.
- Teachers use 'The Grammar Book' by Zoe and Timothy Paramour to support them in planning for the teaching of grammar. Links are referenced on teachers copies of the Steps in Learning.
- The year group 'Fundamentals' (Appendix 2) from the previous year group are revisited in the first 2 weeks in September. In Year 3 this includes a review of children's (Appendix 1)

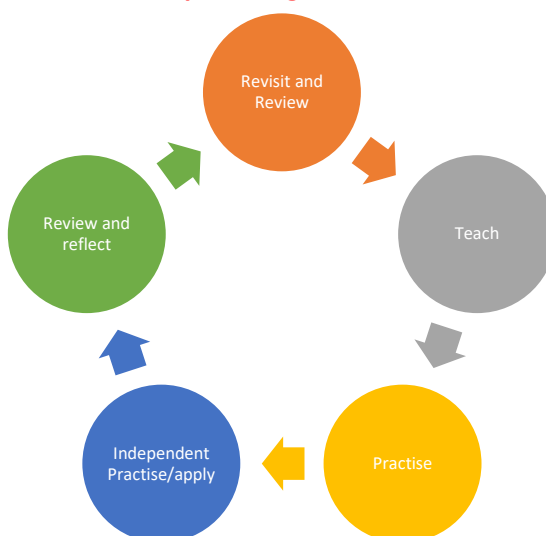
- Spelling is mostly taught through the RWI scheme although conventions are addressed within main writing teaching too.

## Lesson Structure

We have a 5-part lesson to support pace and precision within our teaching.

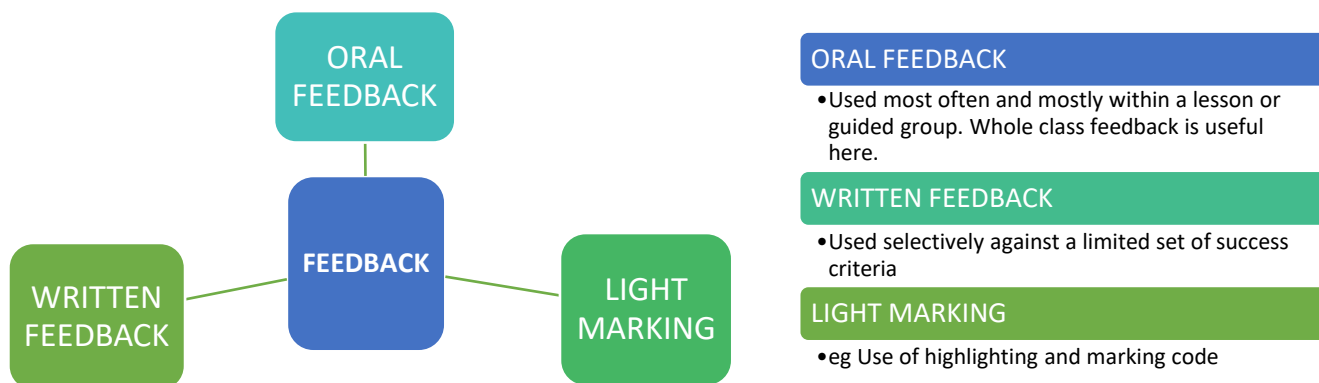
Revisit and Review	<b>ASSESS</b>	<b>Whole class</b> <ul style="list-style-type: none"> <li>• Task to assess or consolidate prior learning of an identified skill (Mostly linked to Vocabulary, Grammar, Punctuation and/or spelling)</li> <li>• This may include a short quiz, whole class questioning or rehearsal with every child responding/engaging.</li> <li>• No new teaching and limited direct instruction.</li> </ul>
Teach		<b>Whole class</b> <ul style="list-style-type: none"> <li>• Direct teaching linked to the aspects to be explored to immerse children within the text/context if within the Explore Phase</li> </ul> or <ul style="list-style-type: none"> <li>• Direct teaching of new or ongoing skills/objectives, addressing misconceptions when required, if within the Practise Phase.</li> </ul> or <ul style="list-style-type: none"> <li>• May include Deconstruct it!, Plan it! Within the Compose Phase</li> </ul>
Practise		<b>Paired work</b> <ul style="list-style-type: none"> <li>• Engage with the activity provided within the Explore Phase to begin to become immersed within the text/context.</li> <li>• Practise of the skills taught: recorded formally or informally</li> <li>• This may include peer assessment if within Compose Phase and children engaging in edit and improve work</li> </ul> <p><i>* Whole class extension input, based on formative assessment, if required to develop depth of understanding.</i></p>
Independent Practice and/or Apply		<b>Independent practise</b> <ul style="list-style-type: none"> <li>• An opportunity to practise new learning is provided for all, with scaffolding or extension tasks if required.</li> <li>• This may be an extended part of the lesson if within Compose Phase, including Write it! or edit it!.</li> </ul>
Review and Reflect		<b>Whole Class</b> <ul style="list-style-type: none"> <li>• Reinforce main teaching points</li> <li>• Share, celebrate, edit and/or evaluate</li> <li>• Focus on metacognition and process of learning.</li> </ul>

**\* When working within the Compose Phase, this lesson sequence will be modified. It is likely that the sections of the 5-part lesson will take place over two-three lessons, providing more time for extended writing when within Write it! Stage**



## Assessment of writing

**Formative:** This takes place within every lesson through the term and will include teacher, self and peer assessment. Feedback will take three forms.



**Summative Assessment:** This takes place termly using a recent destination piece. A comparative judgement approach is used to identify whether children are working at the expected standard (EXS), above the expected standard (GDS), just below the expected but working within the current year group curriculum (WTS) or below the current year group curriculum (B).

If identified as working below the standard for the year group, the assessment identifies which year group the child is achieving within *eg a year 5 child may be assessed as B Y3EXS or B Y3WTS*

*Children identified as significantly below the standard who do not make sufficient progress gains, are then considered for assessment using the Birmingham Toolkit.*

Comparative judgement is completed as a year group and then across the staff as a whole. Judgments are moderated by the English lead and senior leaders. Each teacher then uses the comparative judgement outcomes to create an outcomes action plan for the coming term, identifying the focus for the whole class, for groups and for any individuals who require additional intervention or support.