

Sir Alexander Fleming Primary School and Nursery



How do we teach **WRITING** at
SAF?

Our school values

SAFE – be safe, be happy and make sensible choices

RESPECT – for ourselves, our families and our communities

PRIDE – aspire to work hard and to become their ‘best self’

BRAVERY – to be independent, resilient and to attempt challenges, which will be difficult

SUCCESS – a belief that with effort anything is achievable

Intent

It is our intent at Sir Alexander Fleming Primary School and Nursery to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively, creatively and **successfully**.

At Sir Alexander Fleming Primary School and Nursery, writing is a crucial part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum.

With regards to writing, we intend for pupils to be able to write **independently** with **resilience**, apply the SPaG skills they have learnt, plan, draft, edit and evaluate their writing before producing their **‘best’** pieces of writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting.

With regards to spelling, teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They will also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils will be taught to control their speaking and writing consciously and to use Standard English.

Aims

The aims of our Writing Policy are:

- To enable pupils to know more, remember more and understand more and use their writing skills as a means of demonstrating this
- To promote a positive and enthusiastic attitude towards writing
- To create an interest in words and their meanings in order to broaden vocabulary
- To create confident, independent, resilient writers and spellers
- To provide the chance for every child to become a writer
- To create writers who can plan, draft, re-read, edit and improve their own writing

- To create writers with a legible, joined and fluent handwriting style
- To provide regular opportunities for pupils to write for a range of purposes and audiences
- To develop a broad range of writing skills that can be applied to a wide range of text types and genres across the whole curriculum
- To prepare pupils for the next stages of their education

Process of Writing at SAF


COLD WRITE

The **cold** write task helps to inform your planning, and allows you to set your key goals for grammar and **writing for that genre**. There is no teacher input into the **cold** task, you just get your students to **write**.

Formative assessment: the key to progress

Formative assessment is at the heart of effective teaching, as research has unequivocally established (see Dylan Wiliam *The Black Box* or the *EEF toolkit* or the work of Shirley Clarke). Quality teaching guided by formative assessment can help everyone improve.

Formative assessment enables you to know what the children can do and to use that to establish what you need to teach next. It demands flexible planning: what happens on Monday, determines the focus of Tuesday etc.



“Such labeling will stay with the children all their lives.”

“Every school needs a systematic approach to formative assessment.”

systematically.

“If you want to teach here, this is what you do because it will help the children learn.”

- Don't allow the 'Marjorie syndrome' – where one or two teachers refuse to go along with the system.

- Create a learning culture based on formative assessment and apply this

“Formative assessment combined with quality teaching and high expectations = effective teaching and learning.”

Set **COLD** task before begin unit

- Observe children as writers – learning habits
- Use children’s work to help you decide what features need to be focused on (mull over cold task/ seek advice of others to help focus teaching)
- Adapt the unit to fit the need:
 - Write/adapt model text to exemplify the features selected for whole class
 - Decide what additional features groups/individual children need

“Have a go.”

What happens on each day of a unit will affect how the next day is taught – therefore **planning must be flexible** so it can adapt to fit need.

At end of Invention/Independent application stage (teaching II the skills in the build up of a genre), set a similar **HOT task** – Can the children use all the features that have been focused on?

“Show what you know.”

Compare the **cold** and **hot** tasks so you can see the progress:

- Teacher can assess what needs to be focused on next;
- Children can discuss and log their progress and transfer skills;
- Teacher can assess the effectiveness of their teaching.

The logical flow from dependence to independence is based on the quality of the formative assessment that guided the teaching.

DEPENDENCE

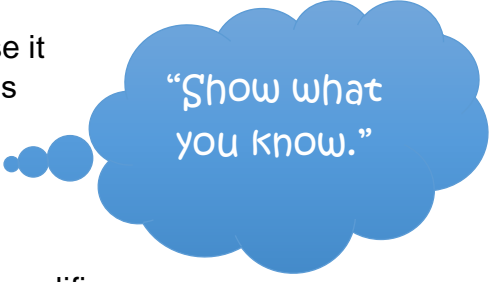
INDEPENDENCE



“Formative assessment should be happening all the time: it should underpin the direction of the teaching.”

Imitation stage (teaching of skills)

The **COLD task** drives the teaching and the learning because it establishes the features to focus on. Observing the children's learning behaviours also helps you select the hook for the unit.



"Show what you know."

Adapt the model text (no more than 450 words) so that it exemplifies the features focused on to set the standard and build in progression.

- Someone in school needs to oversee the quality and progression of this exemplar text so that progression is built in from term to term and year to year.

Foundation → Y1 → Y2 → ~~Y3~~ → Y4 → ~~Y5~~ → ~~Y6~~



Learn model text orally

supported by text map and actions

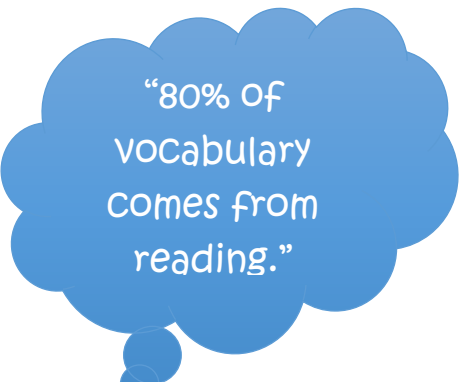
Move from participation retelling → communal retelling → independent retelling

Once the text is internalised, begin to analyse the text by:

- Reading as a reader** – comprehension – to deepen understanding – extend through wider reading and examples
- Reading as a writer** – begin to understand the underlying pattern of features

Underpinned and extended by:

- high expectations
- daily word and sentence activities focused on the key features which increasingly integrate grammatical understanding
- deepening understanding through wider examples:
- insisting on the children doing what they have been taught – sort errors systematically



"80% of vocabulary comes from reading."

**"We set the standards:
- the barrier is in the teacher's head."**

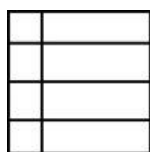


from imitation

innovation

- Devise activities to deepen understanding of
 - Comprehension of the text – **reading as a reader**
 - The pattern of language of text type being focused on – **reading as a writer**
 - The language features being focused on – daily word and sentence work

Reading as a writer – analyse the structure and language features:



- **Structure – Plan it**

- story mountains – ensure you build in progression
- **Boxing up** – co-construct with the class how to identify the underlying structure of the text: each box represents a paragraph / section of the writing



- **Key features**

Toolkits

- co-construct the ingredients so the children understand
- show the children how to choose which to use: “*What are the features that would help make this writing effective?*”
- Use everyday language about features so the children understand eg: “*Put main character in a dodgy setting*”

Beware of a plethora of reductive tick-list success criteria

Involve the children by co-constructing the optional toolkit. The only “you must” criteria which could be ticked off are the fixed features of the basic writing rules (or everyday toolkit) eg

Basic writing toolkit

- Capital letters at beginning of sentences
- Full stops at the end of sentences
- Finger spaces between the words
- Write on the line

“Remember to encourage the children to read their work aloud and see if it works.”

Innovation stage

- Use formative assessment to decide what level of innovation in the shared writing is appropriate and build in differentiation.

Simple substitution

(hug closely)

Significant rewrite

(be adventurous)

With young children change class map then draw and retell before shared writing.

Create the right learning atmosphere – encourage creativity – “All ideas are accepted.”

Create a learning routine:

- Innovation is underpinned by daily word and sentence games
- And daily shared and guided writing (the children should do some reading and writing every day)
- Include daily on-screen feedback to model how to reflect on what works
- Encourage children to reflect on their learning

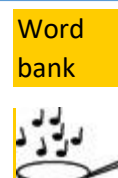
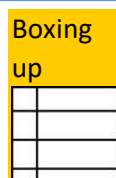
Key teaching point for shared / modelled writing

Prepare
thoroughly
for shared
writing

- write a version out first including your key learning points
- list your key learning points (based on cold task) so you remember to focus on them
- make the learning crystal clear – e.g. highlight features
- integrate grammar teaching into the process
- end session with children explaining what they have learnt

Make the learning visible

Use a washing line to display:



Marking and feedback

- Create an 'everyone will succeed' atmosphere – fear is the enemy of creativity. No one likes being judged
- Use response partner approach and train the children to be constructive – to be true critical friends
- Focus on the effect not the level or disembodied skills
- Remember that the teachers have to know what good writing looks like
- Always get the children to read their writing aloud so they hear it

"Think like a writer not a summative leveler."

"You can't 'upskill' a sentence

– a sentence's quality depends on its context."

What is helpful:

- Be positive – initially focus on what worked well
- Respond sensitively and personally as a reader and then as a writer and comment on how effects have been achieved
- Then focus on what needs improving
- Encourage children to jot down learning points
- Teach by illustration SHOW how to improve
- Be fussy – insist on what you have taught

"Marking is your punishment for not involving the children in the process."

Analyse teacher comment in your school and who is doing all the work:

Where is the marking on this continuum?

Secretarial —————> composition & effect

Shift the focus from *secretarial* to *quality of composition* but don't forget the secretarial – sort secretarial features early on so increasingly the focus is on composition.

Over time the teacher should do less and the children more.

TEACHER —————> CHILDREN
DEPENDENCE —————> INDEPENDENCE

Involve the children in the process

- Remember what it feels like to have your work commented on
- Model for children (using real text on screen) how to reflect on their work
 - Read text aloud and hear the impact
 - what is effective and why?
 - what needs improving and how?
 - Involve the children – put them in the teacher role
- Ask the learner what approaches help them.

- Create a dialogue about how the child can progress so that, over time, each child can begin to independently assess how to progress
- Marking enables teacher to reflect on how effective their teaching has been as well as to focus on what needs to be taught to achieve progress.
- Marking should lead to immediate improvement

MARKING → FEEDBACK → IMPROVEMENT

Invention stage (independent application / hot write)

Before taking the scaffolding away altogether, use formative assessment to decide which aspects need revisiting and provide support – possibly mini lessons so that children are involved in selecting which aspects they need most.

Then set the **HOT TASK** – opportunity for children to show what they have learnt.

“Show what you know.”

Then compare the **COLD TASK** with the **HOT TASK**: this enables:

- The teacher to
 - evaluate the effectiveness of their teaching
 - assess each child’s progress
 - what needs focusing on in future units – use assessment to feed forward
- The child to see what progress they have made and what areas may need to be focused on next
- Parents to see the progress their child is making
- Senior management to monitor progress and have progress to show Ofsted / SIP



Use publishing as the to motivate children to progress.

Display fantastic writing in classrooms and corridors!

Non-negotiables in writing

As a whole school we need to ensure that there is a consistent approach to how we deliver, give feedback and present work in English.

Here are a list of Non-negotiables that we **ALL** need to ensure we are following so there is parity across ALL year groups

In our English Books

- Front covers should be the same across school
- No stickers on front of books that show the levels each term
- Make sure coloured stickers are on the top of the books (GD, ARE, WT, WB)
- White sticker to show PPG children on top right of books.
- No SPaG ticking grids – your SPaG will be taught through your genre, not discretely.
- Dates written by children on first line down
- When children have a fluent, legible, neat handwriting style then they can use a blue biro
- No EBI or CTG but questions should be posed to children just write them as a question.
- Positive comments can be used 'e.g. excellent work today.... Super notes..... read really well today

Learning objectives

LO completed using Sassoon Infant – size 12

LO should have a child friendly LO related to the genre progression documents e.g. To identify features of a balanced argument. To use a variety of emotive language for adverts

LO should always have one SPaG related Success Criteria where applicable.

LO should state the genre being taught and its context

Children will no longer self-assess. A box will contain vocab words (max. 5 words) to be learnt or used within the work – teachers must make this purposeful

Link vocabulary to your displays - showcase tier 1 (basic), tier 2 (more complex synonyms) and tier 3 (technical vocab) words linked to your writing – These should also be used cross curricula.

Writing

Write Idea assessment sheet should be in the front of English books and ticked after assessment of HOT WRITE

Cold write context must be different to the context of the hot write.

Build up of genre to be evident with teaching of key skills (see plan overview document): layout, style, grammar, punctuation. These objectives taken from your cold write and the progression documents in the literacy folder.

COLD Write at the beginning of the unit – no spellings to be corrected. This piece just informs your teaching points of the skills. These should be on your assessment of the genre sheet and ticked, ready for the cold write.

Features that the children do not cover are then taught throughout the unit

If chn are supported then adults need to show where they have been supported by recording SP- or independent with – I

Editing code to be used by children

KS1 to mark the edited piece, yet begin writing Hot Write in summer. KS2 produce a HOT WRITE.

No LO needed for editing – just short date in purple pen to show when the piece was edited.

HOT WRITE – stick the progress grid in and assess the progress

Taught (explicit) vocabulary at the back of English books – definition and word in a sentence – this will be your word of the week and any other vocabulary explicitly taught from a lesson.

Monday 9am Handwriting practice linked to spelling rule/pattern: full date, LO: (spelling rule/pattern) then title to say 'handwriting' and conduct handwriting – make sure CT/TA picking up on errors.

Handwriting consists of a word from the list and then a sentence containing the word to show children's understanding of the word (vocabulary).

Correction of spellings/punctuation/tense to be a maximum of three per lesson – focus on common misconceptions for key vocabulary words linked to theme/topic/text.

Some year groups will require additional / everyday handwriting sessions

Marking

Any feedback to children should be 'live' and done at the time of working – all adults should have a pen in hand and record as they are talking with chn.

SPAG

No definitions needed in books about grammar – more application

Grammar NOT to be taught discretely outside of any unit of work.