



**BOWLING
GREEN
ACADEMY**

A Great Heights Academy Trust School

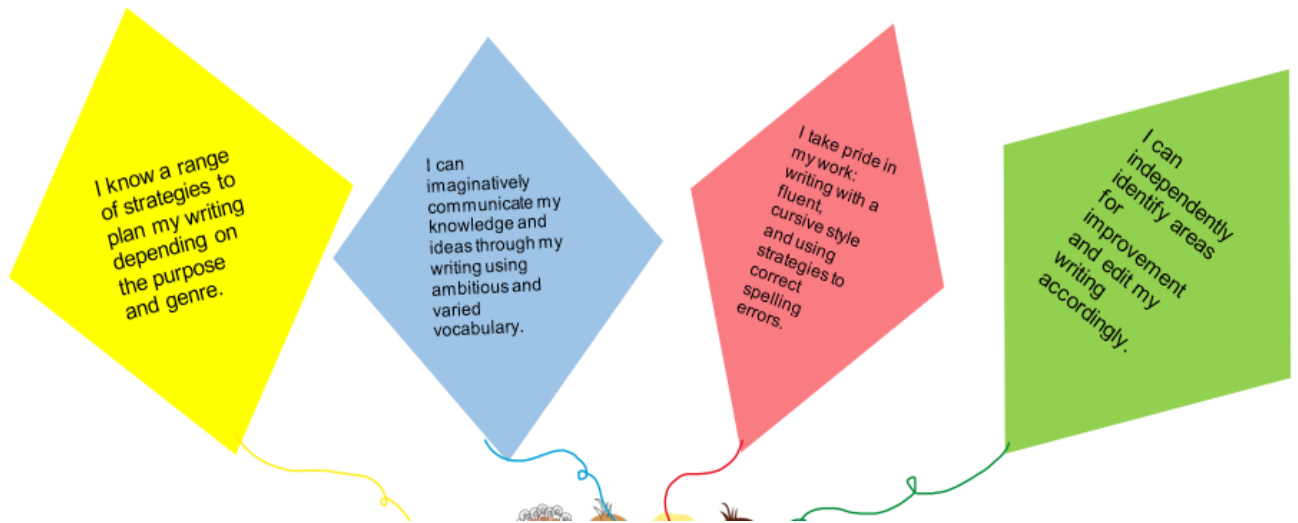
Achieving together

How to Teach Writing



Writing

Intent



Writing Overview

The recommendations from the EEF 'Improving Literacy Guidance Documents' underpin all the teaching of writing at Bowling Green Academy. We recognise the importance of teaching children transcription skills and composition skills.

Transcription:

Transcription skills of spelling and handwriting are taught explicitly and progressively.

Spelling

Spelling is taught through phonics in Reception, Year 1 and for those children who access phonics beyond Year 1.

Spelling Shed is used to teach spellings from Year 2. When children are introduced to the spellings they read the word aloud and teachers check children know the meaning of these words. The spelling rule is ten taught explicitly and children are given opportunities to practice and apply this rule. A range of strategies are taught including splitting the word into syllables; splitting the word into phonemes; look, say, cover, write, check and writing the word in a sentence. Children look at the orthography and morphology of the words making links with existing knowledge of spelling rules and other words.

Handwriting

Letter formation is taught in letter families.

The Ladder Family	l, i, u, t, y and j
The One-Armed Robot Family	n, m, h, k, b, p and r
The Curly Caterpillar Family	c, a, e, s, g, f, q and o
The Zigzag Monster Family	Z, v, w and x

Early Years:

When children first start school writing begins as squiggles that don't represent anything, then circles and lines before moving onto to recognisable letters.

In Reception handwriting is taught using the following strategies:

- Teach correct letter formation through using a patter.
- Daily formation practise with instant feedback and modelling.
- Opportunities to write on all surfaces throughout provision.
- Fine and gross motor skills activities through provision.
- Correct pencil grip encouraged.
- Model writing on the line.
- Teach children to use finger spaces.
- Teach children to write from left to write and top to bottom.
- Give children opportunities to sit at a table with their feet on the floor in the correct posture to write.
- Support for left-handed children.

This is continued through to Year 1 and in each year group there is a clear progression for teaching handwriting and can be found in the 'How to teach handwriting at Bowling Green Academy' document. An example of this can be seen below:

Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	The Ladder Family (l, i, u, t, y, j)		The One-Armed Robot Family (n, m and h)			Assess and Review Identify pupils for intervention.		The One-Armed Robot Family (k, b, p and r)				
<p>Capital letters – Beginners All handwritten capital letters of the alphabet sit on the writing line and stretch up to the line above, making them about twice the height and width of <u>lower case</u> letters such as a, e, j, o, u. Capital letters never join the lower case ones.</p> <p>Straight line capital letters – L T I F E H</p> <p>Straight and slant line capital letters – V W X Y A N M K Z</p> <p>Straight and curly line capital letters – D P B R J G Q U</p> <p>Curly line capital letters – C O S</p> <p>Number formation Children can form numbers correctly</p>												

Composition:

EYFS

Children learn to write in the EYFS **through a combination of adult-directed activities and child-initiated play**. For example, they might play at going shopping and 'write' their own shopping list. Alongside play, teachers will encourage children to begin to write through

more formal activities. For example, they might draw a picture of a flower and be asked to label the parts or write their own version of a well-known story like Goldilocks.

Talking is the basis for all writing in the EYFS. ‘Children don’t have the skills to write anything down, so what they say is a precursor to their writing,’ ‘You can’t write a sentence unless you can say it.’ Pie Corbett.





Learning to write is a gradual process. ‘At first, children’s writing is just mark-making, but as time passes and they begin to learn the alphabet, they’ll begin to make letter shapes, often starting with the letters in their name. Through adult-directed activities, they will also pick up conventions like moving from left to right on the page, and from top to bottom.’

As children begin to learn about [phonics](#), their writing enters a new phase where they start to write letters. At first, they tend to just write down the most obvious sounds in a word – so, for instance, ‘cat’ might be ‘c t’ – but as their phonics learning progresses, they’ll write with more accuracy.

By the end of Reception, most children will be writing independently, and writing clearly enough that you can read what they’ve written.

KS1 and KS2

Writing is taught through the four purposes for writing and children write for the different purposes: to entertain; to inform; to persuade and to discuss.

		Key stage 1 Year 1 & Year 2	Lower Key Stage 2 Year 3 & 4	Upper Key Stage 2 Year 5 & 6
	Entertain/evoke an emotional response To tell a story which captures and holds the attention of the reader, making them feel happy, sad, scared	✓	✓	✓
	Inform To explain, instruct or give information the reader.	✓	✓	✓
	Persuade To argue a particular point of view to convince and persuade the reader.		✓	✓
	Discuss To present arguments and information from different viewpoints clearly and fairly in order to help the reader draw conclusions based on evidence.			✓

Different genres of writing are taught for each purpose and teachers use the following guidance to plan when to teach these genres.

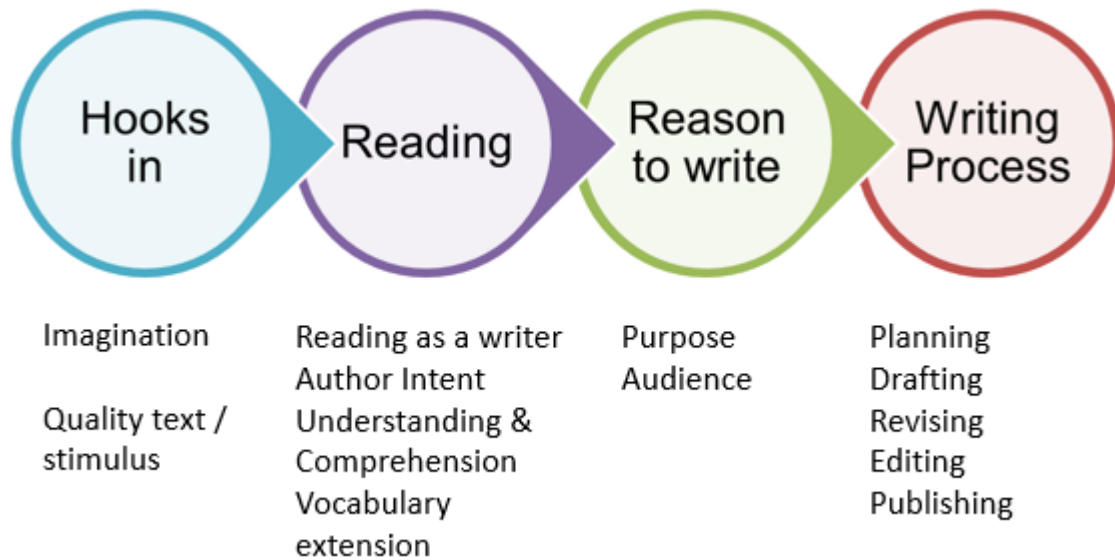
Purposes	EYFS (verbal with some written)	Year 1 (independent writing)	Year 2 (independent writing)	Year 3 (independent writing)	Year 4 (independent writing)	Year 5 (independent writing)	Year 6 (independent writing)
To Entertain	<ul style="list-style-type: none"> Labels and captions Description Story (retell) Poetry 	<ul style="list-style-type: none"> Labels and captions Description Story (retell and some innovation) Poetry 	<ul style="list-style-type: none"> Description (character and setting) Story (retell with some innovation) Poetry 	<ul style="list-style-type: none"> Description (character and setting) Story Poetry 	<ul style="list-style-type: none"> Description (character and setting) Story Poetry 	<ul style="list-style-type: none"> Description (character and setting) Story Poetry 	<ul style="list-style-type: none"> Description (character and setting) Story Poetry
To Inform	<ul style="list-style-type: none"> Labels and captions Recounts Letters Lists 	<ul style="list-style-type: none"> Labels and captions Recounts Letters Fact-files Instructions 	<ul style="list-style-type: none"> Recounts Letters Non-chronological reports Instructions 	<ul style="list-style-type: none"> Diary entries Letters Non-chronological reports Instructions Biography 	<ul style="list-style-type: none"> Diary entries Letters Non-chronological reports Instructions Explanation Biography 	<ul style="list-style-type: none"> Diary entries Letters Reports (not newspaper) Instructions Explanation Biography 	<ul style="list-style-type: none"> Diary entries Letters Reports (including formal and mixture – not newspaper) Instructions Explanation Biography
To Persuade				<ul style="list-style-type: none"> Advertising Simple letter 	<ul style="list-style-type: none"> Letter Speech 	<ul style="list-style-type: none"> Letter Speech 	<ul style="list-style-type: none"> Letter Speech (including formal)
To Discuss						<ul style="list-style-type: none"> One sided argument Review 	<ul style="list-style-type: none"> One sided argument (including formal) Review Debate

Unit of Work

Each year group has a clear outline of which texts to teach and when. Every text / stimulus for writing has been chosen because it will enthuse and motivate children; extend their vocabulary; open their eyes to texts they would not normally read; celebrate English heritage (traditional fairy tales, Shakespeare and Dahl) and offer children texts with culturally diverse themes.

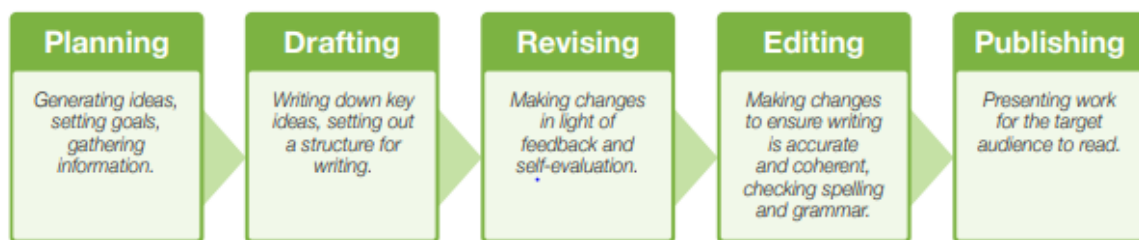
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Grandad's Island by Benji Davies Bog baby by Jeanne Willis	The deep dark wood by Algy Craig Hall Little Red by Bethan Woolvin	Beegu by Alexis Deacon Man on the moon by Simon Bartram	Leaf by Sandra Dieckmann	Traction Man	Meerkat mail by Emily Gravett The big book of bugs by Yuval Zommer & Superworm by Julia Donaldson
2	The Magic Box Rapunzel by Beth Woolvin Honestly, Red Riding Hood Was Rotten! by Trisha Speed Shaskan	Flat Stanley by Jeff Brown Literacy Shed	Lune et L'autre – Film unit	Lila and the Secret of Rain by David Conway and Jude Daly	The Tear Thief The Lost Happy Endings	The Day the Crayons Came Home
3	The Windmill Farmer Gregory Cool	Stone Age Boy The Iron Man	The Boy Who Biked the World	The Boy Who Grew Dragons Pigeon Impossible	Malala and the Magic Pencil Shakespeare	Madame Pamplemousse and her Incredible Edibles
4	George's Marvellous Medicine My Name Is Not Refugee	A Midsummer's Nights Dream	The Firework Maker's Daughter	The Eye of the Wolf	Michael Rosen Poetry Varjak Paw	The Miraculous Journey Of Edward Tulane Wallace and Gromit – Cracking Contraptions
5	Survivors	The Greatest Gift	Beowulf	Wolf Wilder	Hamlet	Street Child
6	The Dreadful Menace The Explorer	The Explorer The Christmas Carol	Pandora	The Nowhere Emporium	Revision Discussion Texts Macbeth	The Breadwinner

An English unit of work follows the sequence as recommended by the EEF.



The writing process is taught in the five stages outlined below:

Figure 11: The writing process



Children are taught each strategy explicitly and the children will gradually take more responsibility to use each strategy independently. Revising and Editing can clearly be seen in books as children do this in purple pen.

At each stage, children are given feedback (written or oral) and they act upon this feedback.

Lesson Sequence

1. Grammar focus – A series of short tasks which the children record on whiteboards or in books. Grammar will relate to writing focus when relevant.
2. Spelling – Children will be given a few of the weekly spellings to write / chant / build.
3. Flashback 4 – Four questions relating to curriculum content children have learned previously – whiteboard work or in books.
4. Follow the unit sequence (see above).



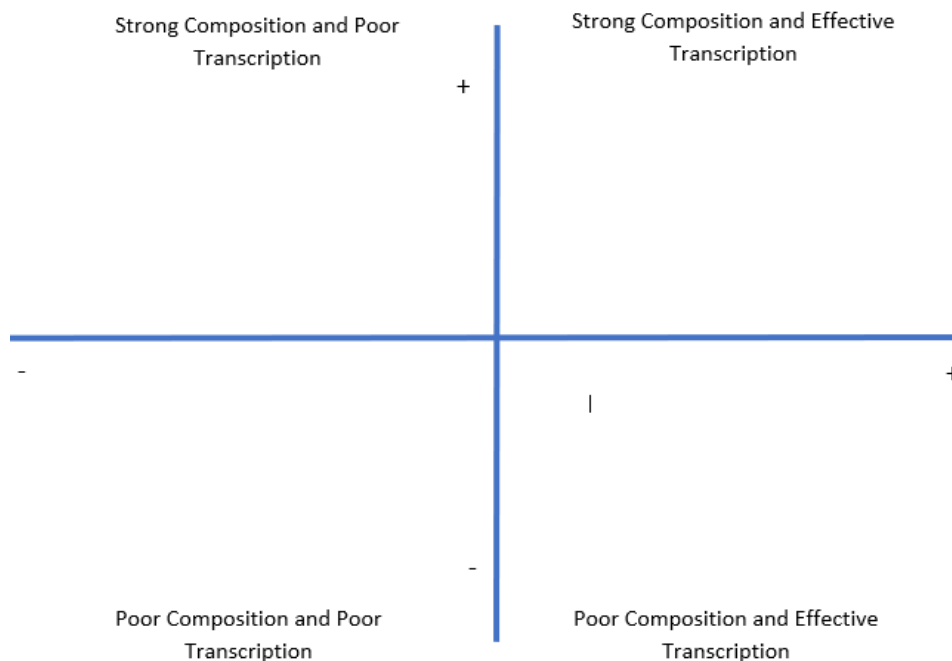
Children may record planning and ideas on seesaw. When relevant, children may read their work aloud and record this on seesaw, for example when writing poetry.

Assessment

Calderdale Writing Checklists for each year group are used to assess independent writing at the end of a unit. The KS1 and KS2 frameworks are used in Year 2 and Year 6. This informs teacher's assessment of writing at the end of each term.

Inclusion

Every half term, teachers plot the children on 'The Simple View of Writing'.



Children who are identified of having poor transcription or poor composition (or both) will receive intervention to meet their needs.

What knowledge must learners acquire? By the end of year 6 we expect all pupils to be able to:

- Write in a clear, cursive style.
- Spell most words correctly drawing on their knowledge of phonics, prefixes, suffixes and common exception words.
- Have clear, imaginative ideas for their work.
- Communicate their ideas in sentences which make sense.
- Use some of the sentence structures which have been taught

Strategies to support learners (examples*)

- Scribing
- Writing frames
- Vocabulary banks
- Modelling
- Shared writing
- Guided writing
- Peer editing
- Scaffolding

Where is vocabulary and language explicitly taught?

Vocabulary is taught in English lessons. It is modelled and displayed on working walls. SEND pupils are provided with vocabulary mats to expand the language they use in their writing.

Strategies to support learners include

- Praise and encouragement
- Pre teaching
- Repetition of key learning points.
- Clear language
- Timely intervention

Resources

<https://vocabularyninja.files.wordpress.com/2017/08/ks2-word-of-the-day-free.pdf> The author of Vocabulary Ninjas has put together the whole pack of Word of the Day from one whole academic year- that's a huge 76 pages of words just ready and waiting to be introduced to the class. How might you use these words in your class? Make other words from these words? Use these words in their own sentences? The possibilities are endless.

<https://vocabularyninja.co.uk/word-of-the-day/> - Find the latest Word of the Day posters to expand your vocabulary.

<https://www.literacyshed.com/> The original well-loved Literacy Shed. A wealth of videos and animations from YouTube to be used to expand comprehension and understanding. Many of the videos provide good talking points, such as moral dilemmas and questions about the world around us. The author of the Literacy Shed has provided a number of ways in which you can incorporate these videos into your curriculum as well as given lots of comprehension questions to address the clips head on.

<https://www.grammar-monster.com/> A very comprehensive page full of the different aspects of grammar. There are also some challenging tests which can be taken interactively on-screen. A useful website devoted to the learning of those difficult SPaG elements.

<http://www.pobble365.com/> What a beautiful resource! Every day of the year begins with a picture. For each picture there are a number of tasks to undertake. Have a look- this is great! This website has developed massively over the past few years and is full of content to discuss literary ideas with your children. Sign up for a free account – a lot of the content is free to access when you are inside!