



## The Teaching of Writing at The Bellbird Primary School

### Planning

A Long -term plan for English for each year group is located in the English folder in Curriculum planning. This is updated by teachers alongside the English Lead on a regular basis. The plan is flexible and can be adjusted to align with local and national events. A range of quality texts are used in each year group. Where multiple copies of books have been purchased, these are kept in the relevant teacher's classrooms.

Across each year group, the teachers plan units of work linked to modern and classic fiction, poetry and non-fiction text types. **The three- phase approach, developed by the UKLA, is used for all units:**

**Phase 1** – Familiarisation with the genre/ text. The audience and purpose of the writing is shared with the children.

**Phase 2** – the contextualised teaching of grammar and punctuation. Key vocabulary and cohesive devices to be used in the final piece of writing are identified and taught.

**Phase 3** – children plan and produce the final written or spoken outcome followed by time to edit and improve their work.

Before detailed weekly planning takes place, teachers agree on a suitable final written or spoken outcome. Aspects of spelling and grammar relevant to the final outcome are identified and included in the plan.

Teachers in key stages 1 and 2 use the agreed weekly planning template to plan each phase of the unit.

### Audience and Purpose

Wherever possible, teachers plan in opportunities for children to write for a real audience. This starts from reception. These can include:

- Thank you letters to organisations and visitors
- Articles for local magazines and papers
- Letters to authors
- Posters to advertise school events
- Leaflets for parents
- Stories for younger children
- Writing competitions

## P.A.T. Grids

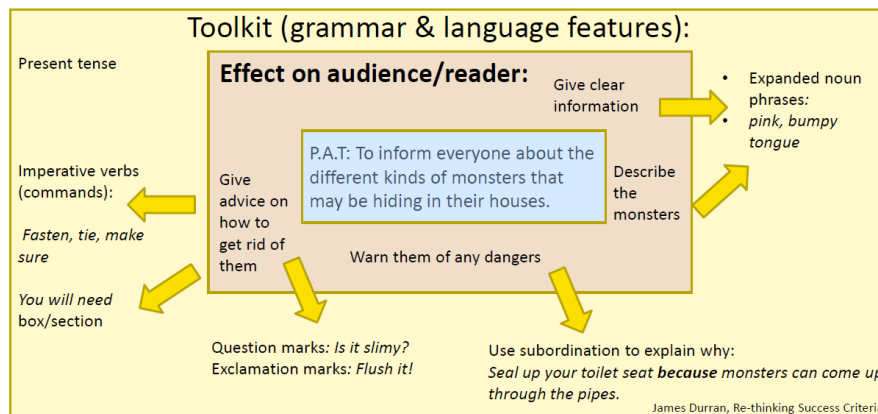
These are discussed with children at the start of Phase 1 of the teaching sequence.

**P** – the **purpose** of the writing is discussed with the class

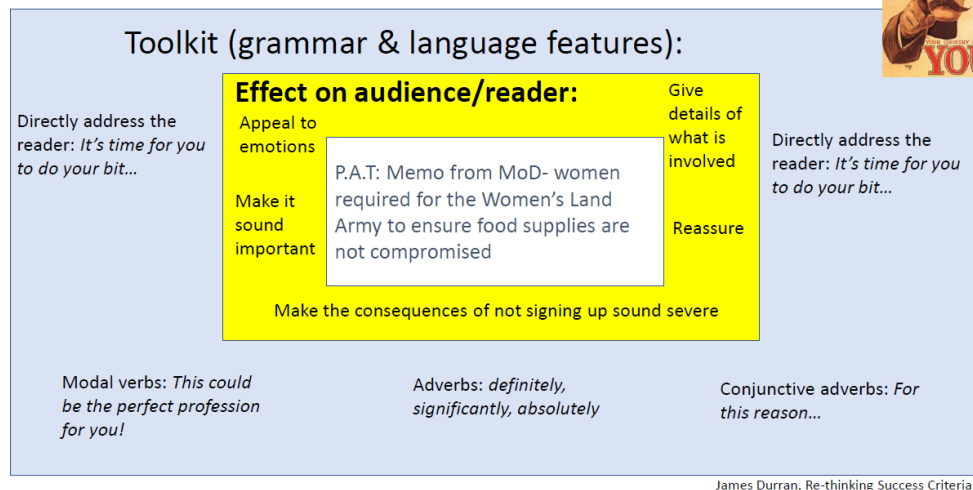
**A** – the class discuss an appropriate **audience** for the writing

**T** – Once the purpose and audience has been understood, the most appropriate **text type** is discussed/introduced to the class.

P.A.T. grids are displayed on the English working wall and examples of work and learning prompts are added to the grid as the unit is taught.



Writing Purpose: To Persuade (Y6)



When teaching the skills of writing teachers use a range of pedagogies including:

- Modelled writing
- Shared writing
- Supported composition
- Guided Writing

When planning units of work teachers can use a range of resources such as Grammasaurus for key stages 1 and 2, Pie Corbett's Jumpstart Grammar and CLPE teaching sequences. The log in details for the CLPE site are as follows:

Email: [office@thebellbird.cambs.sch.uk](mailto:office@thebellbird.cambs.sch.uk)

Password: Bellbird22

## Reading as Writers and Writing as Readers

When composing ideas, children are given the opportunity to **orally rehearse** and **share their ideas**. There are lots of opportunities for children to improve their ideas before committing them to paper. Once ideas have been written down, children are given the time to edit and improve their ideas.

On all English working walls, the labels **Read and Explore, Write, Edit and Improve and Publish/Share** are clearly displayed. During teaching, teachers and teaching assistants refer to the labels.

Read and Explore

Write

Edit and Improve

Publish/share

## WAGOLL (What a good one looks like)

During phases 1, 2 and 3 of a unit of work, the teacher will use a WAGOLL to consolidate the children's understanding of the genre being taught. WAGOLLs can be displayed in classrooms so that all the children are able to use them to support their writing.



## Independence and Choice

When writing in English or in other curriculum areas, teachers plan in opportunities for the children to select from a range of text types. The children need to be already familiar with a range of text type features before they can attempt this.

## Class Writing book

Each class in the school has a class writing book which is sent home each week with a child. Class teachers will organise their own systems for sending the books home. Once the book is full a new writing book can be started. The class teacher ensures that the inside cover contains guidance for parents on how the book should be used. An example can be found in the English folder on teams. The work completed in the book is not marked by the class teacher but is shared with the other children in the class. Some class teachers may decide to send home a character with the book. Completed books can be kept in the class reading corner and sent up at the end of the year with the children to their new class.

## Paragraphs

When starting a new paragraph, the children write on the next line and they indent their writing.

## Practising Basic Skills

At The Bellbird Primary School, learning starts as soon as the children walk into the building. At the start of the school day, the children are given a learning activity which reinforces skills and knowledge taught in class and where appropriate the task is differentiated.

The early morning task could be:

- Practising a handwriting join which has been taught. **Wherever appropriate, these are linked to phonemes or spellings which have been taught in class.**
- Complete a look say cover write check activity using joins taught in class.
- A task which relates to an aspect of grammar or punctuation which has recently been taught in class.
- A maths activity which links to whole class learning in maths. This could be the practising of times tables.
- Completing questions linked to an aspect of reading which has been taught in shared reading or guided reading sessions. This could, for example, link to simple retrieval, understanding vocabulary or inference type questions.

Across the week teachers plan a balance of activities.

## Writing Across the Curriculum

Across the curriculum, teachers identify opportunities for the children to apply their writing skills. This provides an ideal opportunity for the teacher to assess how fluent the children's writing skills are.

These opportunities to import English skills into other areas of the curriculum have been included in the curriculum overview and the long- term plan for English for each year group.

When planning, writing and improving a piece of writing linked to another curriculum area, teachers can use some time in daily English sessions.

***Teachers' expectations relating to spelling, grammar, punctuation and handwriting are consistently high across all subjects.***

## Laying the Foundations for the teaching of Writing

In the Early Years Foundation Stage, children are taught the skills needed for writing through the following approaches:

- The development of fine and gross motor skills
- Daily phonics teaching using the Little Wandle Letters and Sounds programme

- Learning correct letter formation
- Cross curricular topics
- Whole class, small group and independent opportunities for writing throughout the week
- A range of writing resources available for children to access indoors and outdoors as part of continuous provision

## **Developing and Improving Our Writing**

The teaching of editing skills is a key part of the National Curriculum 2014 and appears throughout the English programme of study. Editing skills need to be explicitly taught. This needs to be a regular learning intention for lessons so that children are able to independently apply this skill to cross curricular work.

At The Bellbird Primary School teachers:

- Build in lots of opportunities for children to talk about their writing with the teacher and their peers
- Frequently model the re-reading of work so that for the children this becomes an instinctive process.
- Use guided sessions to focus on editing and improving work.

The children are taught the difference between revising and editing.

- **Revising** is making changes to the content of the writing in light of feedback and self-evaluation.
- **Editing** is making changes to ensure the text is accurate and coherent.

'Author's Chair' can be used to support the editing process. Children read their work and receive critical feedback on their writing. The audience and purpose of the writing is considered when feedback is given.

Children are also encouraged to stop at regular intervals to revise and edit their writing rather than this being a task to do once the first draft has been written.

The focus for the editing task is clearly explained to the children. For example, the children could edit with a focus on word choice and common spelling errors.

## **An Outline of Progression (Statutory requirements)**

### **Year 1**

- *Children should be taught to:*
- *Re-read what they have written to check that it makes sense.*
- *Discuss what they have written with the teacher or other pupils*

## Year 2

- *Children should be taught to:*
- *Make simple additions, revisions and corrections to their own writing by:*
- *Evaluating their writing with the teacher and other pupils*
- *Re-reading to check that their writing makes sense and that verbs indicate time are used correctly and consistently, including verbs in the continuous form.*
- *Proof reading to check for errors in spelling, grammar and punctuation.*

## Year 3 and 4

- *Pupils should be taught to:*
- *Evaluate and edit by:*
- *Assessing the effectiveness of their own and other's writing and suggesting improvements*
- *Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.*
- *Proof read for punctuation and spelling errors*

## Years 5 and 6

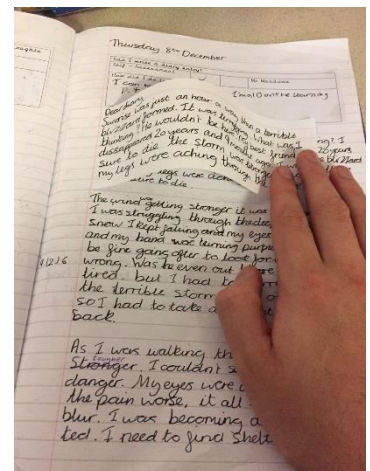
- *Pupils should be taught to:*
- *Evaluate and edit by:*
- *Assessing the effectiveness of their own and others' writing*
- *Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning*
- *Ensuring the correct use of tense throughout a piece of writing*
- *Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register*
- *Proof reading for spelling and punctuation errors*



## A Whole School Approach to the teaching of Editing Skills

- **From Year 2**, the teaching focuses on improving work and this is when a **purple polishing pen** can start to be used. **Purple pens are used for editing not for revising.**  
Once work has been checked by an adult, children use their purple pen to make improvements linked to the non-negotiables for writing. These are displayed in classrooms.

- Children are taught to proof read their work for errors using prompts e.g. CLFSS (capital letters, finger spaces, full stops, sense and spelling or COPS (capital letters and full stops, organisation and handwriting, punctuation and grammar, spelling)
- Once the children have finished a section of writing, they make edits and improvements using their usual pen or pencil. When the teacher has marked the work using green pen and green and blue highlighters, the children use their purple polishing pen to make further improvements.
- At the early stages of writing the children will be checking and improving each individual sentence. They will then progress to checking every few sentences and then they will eventually move to checking a section or a paragraph of writing.
- When a whole section of writing needs to be reworked an editing flap is used. Once the child has edited/rewritten the section of writing on a separate piece of lined paper this is trimmed and stuck into the child's book.
- An editing tab would not be used for every piece of writing just for those extended pieces and for the pieces which the teacher feels it is appropriate to edit/rewrite.
- The children use their pencil/pen when writing on the tab – **not their purple pen.**
- Each week teachers explicitly teach the skill of editing and improving work by using examples of writing from children in the class or samples of children's writing from other sources.



## Assessing Writing

Writing grids, which are used to assess children's writing, are saved in the English folder on Office 365. The grids need to be completed/updated on a termly basis as they identify where children are secure and where the gaps in learning are. These grids can be kept in the back of children's books or in a separate folder.

Time for in school standardisation and moderation will be incorporated into term monitoring plans which are devised by SLT.

When assessing collections of writing teachers can use the exemplified writing for each unit using the Focus Education resource. This is located in the English folder on teams.

October 2023