

The Teaching of Writing (Handwriting / SPaG / Writing) at RJS

Handwriting

The teaching of handwriting follows the Martin Harvey scheme. Expectations for the regularity of handwriting sessions are as follows:

Year 3 – Lessons to teach joined writing and opportunity to practise every day during the autumn term. All children should be joining their handwriting with the exception of SEND children.

Year 4 – Lessons to teach joined writing and opportunity to practise should be every day from September to October half term. Children should be joining fluently.

Year 5 – Lessons to teach joined writing and opportunity to practise to take place every day for the first two weeks in September.

Year 6 – there should be no need for time to be allocated to handwriting lessons.

The exceptions to the above are for any children new to the school and for children with poor fine motor skills who may also need extra support such as 'Pindora's Box'. Teacher expectations need to be consistently high throughout the year. If children start to present work in books which does not meet expectations, children should be asked to rewrite it. The same standard of handwriting and presentation is expected in all workbooks. Pen licences are awarded when the writing is joined according to our scheme, of a consistent and appropriate size and is neatly presented. Pen licences have to be earned each year. All children in Year 6 write in pen in the summer term (no licences are awarded during this time if they have not already achieved one).

Spellings

In each year group, spellings are to be sent home every week and assessed the following week. The assessment can take place in the form of a word test or during a dictation. The National Curriculum states that children should complete dictated sentences, so delivering a spelling test using this method, meets that requirement at the same time. Each year group can use the No Nonsense Spelling Scheme to support the teaching of spelling skills. Statutory spellings have been organised in to year groups and these words must be taught during the year.

Children in Year 6 are required to underline any upper school statutory words with a coloured pencil crayon – this makes the assessment of writing easier for both teachers and writing moderators.

SPaG

The content of SPaG lessons is shown in the overview for each year group in the RJS English curriculum. Headstart is used as a support resource and can be dipped in to as required - so the objectives in do not have to be taught in the order they are presented in the scheme. On occasions, each year group is required to deliver SPaG work using the style of SATs style questions. Grammar lessons are taught according to the features of particular genres taught in the writing units as well as ensuring coverage of the contents for each year group.

Writing (Writing Units)

Our units of writing are referred to as 'Writing Journeys' and are based on the 'Transform Trust Three Week Writing Unit' sequence of teaching writing. The time for a unit is not restricted to three weeks – depending on the unit, planning may range from 2 – 4 weeks for the whole process. There are three main stages to the sequence of writing for any unit taught – Reading, Grammar and Writing.

Stage 1 Reading - Engage, Saturate & Deconstruct (Discovering)



		Activities
Engage	<p>Hook/Purpose/Audience</p> <ul style="list-style-type: none"> Engage children through a launch activity Identify purpose of writing and share outcome Identify authentic audience 	<ul style="list-style-type: none"> ➡ Complete launch activity: trip, drama, high quality text, video stimulus, etc ➡ Share purpose of outcome with children and the audience they will be writing to ➡ Create success criteria for working wall – the first column (top half) being 'Purpose and Audience' (work, pictures relating to the hook may be included here) ➡ Map out the writing journey over the unit so that children are clear how their skills will develop. The first column (bottom half) of the success criteria being the 'Effect on the Reader'. The second column being key features.

Stage 2 – Grammar - Dabbling (Discovering) & Exploring Language Features

Discovering

Saturate and deconstruct



Activities

- Discovering**
- Saturate and deconstruct**
- Immerse children in a range of high quality texts that exemplify the purpose of the writing and provide an expert knowledge of the subject
 - Analyse texts by exploring the organisation, text and language features

- ➡ Through shared reading, provide children with high quality extracts that exemplify the purpose of their writing
- ➡ Through shared reading and topic when writing non-fiction genres, develop background knowledge to encourage expert understanding of the subject
- ➡ Read as writers and explore a range of texts that exemplify the criteria they will be using
- ➡ Research and make notes to develop subject knowledge using encyclopaedias, iPads and laptops
- ➡ Taught vocabulary lessons – in shared reading sessions, magpie activities etc
- ➡ Explore content through film and drama
- ➡ Make word banks and develop vocabulary walls (Magpie!)
- ➡ Box-up texts to show structure and summarise important information.
- ➡ Explore layout and organisation of exemplar texts
- ➡ Read as a reader – comprehension (in both shared reading sessions as well as part of the unit)
- ➡ Compare and contrast extracts to analyse authorial intent and identify similarities and differences. **M** – Use Good / Better / Best to make judgements about texts
- ➡ Add features and exemplifications to success criteria on working wall

Discovering

Dabbling



Activities

- Discovering**
- Dabble**
- Rehearse ideas through short, focused activities: experiment, choose, practise and play with the language features.

- ➡ Grammar taught in context (include modelling, shared/pair work, independent work)
 - ➡ Use 'The Writing Revolution' or other resources to investigate particular grammar features: scrambled sentences, sentence types, fragments, correcting run-ons, because/but/so, subordinate clauses, appositives (renaming the noun next to it using a different word), sentence combining, sentence expansion
 - ➡ Vocabulary sessions – synonyms, up-leveilling, use of thesaurus,
 - ➡ Short, focused activities that allow children to practise using the features identified in the success criteria: short burst writing, free writing, quick sentence composition etc
- Organising Ideas for Writing (this is the start of the next stage)**
- ➡ Brainstorm ideas about a specific topic and organise them: using a mind map for example

Stage 3 – Writing - Composing, evaluating, publishing

Composing

Planning



		Activities
Compose	<p>Plan</p> <ul style="list-style-type: none"> • Outline organisation of main ideas • Create a boxed plan of paragraphs • Plan introduction, conclusions and topic sentences 	<ul style="list-style-type: none"> ➔ Plan the outline of the text structure using either a story mountain for narratives or writing skeletons for non-fiction. ➔ Practise organising ideas within paragraphs ➔ Model note taking. Children make practise making notes in preparation for the planning stage. ➔ Write ideas as notes in a boxed-up plan ➔ Use The Writing Revolution's three sentence activity to write an introduction and conclusion ➔ Write topic sentences for paragraphs ➔ (for Year 3 in particular) – use a model text to imitate (oral rehearsal), and innovate (change ideas for independent writing. ➔ Draw story maps to relay sequence of key ideas in narratives (Year 3)

Composing

Drafting



		Activities
Compose	<p>Draft</p> <ul style="list-style-type: none"> • Draft ideas after sufficient modelling and worked examples provided through shared and guided writing 	<ul style="list-style-type: none"> ➔ Model converting main ideas from boxed-up plan into expanded sentences to make paragraphs ➔ Year 3 in particular – model writing of paragraphs with teacher's ideas and clear instruction of key features and thoughts about sentence openers (this includes the above point) ➔ Use planning to cold write paragraphs ➔ Shared and guided writing of paragraphs to model key features ➔ Use success criteria as on working wall to support writing of key features

Evaluating

Revise and Edit



Activities

Review & Evaluate

Revise and Edit

- Revise to improve the way the writing sounds
- Edit to improve the way the writing looks

- ➔ Use ARMS to focus children on revising their writing – add (expanded sentences), remove information, move (change the order) and substitute words and phrases
- ➔ Use COPS to focus children on editing their writing – capitalisation, organisation, missing punctuation and spellings
- ➔ Provide opportunities for children to edit and revise
- ➔ Opportunities to peer assess work
- ➔ Respond to feedback from peers and adults
- ➔ Live marking during lesson so children can instantly respond to feedback / instruction / suggestions
- ➔ Check work against success criteria and adjust work to include the key writing features if necessary

Publishing



Activities

Publish

- Fulfil the purpose of the writing and provide time for target audience to read the final piece

- ➔ Provide children with the opportunity to complete final copy of writing following improvements made during the revise and editing stage i.e. typed, copied into best
- ➔ Include any appropriate pictures and/or illustrations
- ➔ Allow time for writing to be read and celebrated by identified audience