

## Writing at Danson

At Danson we aim to ensure that all pupils write clearly, accurately and coherently, adapting their language and style and for a range of contexts, purposes and audiences. Our writing curriculum provides opportunities for the children to develop their fluency in transcription and composition. This begins in Early Years, where there are lots of opportunities for purposeful writing/mark making in the writing area, role play area and other areas of the provision both inside and in the outdoor environment.

### Early Writing

In Nursery, the 'Development Matters' publication guides objectives for learning for the pupils at Danson. With an initial focus on the birth to three observation checkpoints, ensuring that no children are left behind in their development. Focus then moves on to the 3-4 objectives. Many of the activities centre on speaking, listening and sharing reading experiences.

Pre-writing skills in Nursery are facilitated through:

- Fine motor skills development using 'Disco Dough', 'Wiggle While You Squiggle', cutting, pegs, construction kits and more.
- Indoor and outdoor mark-making areas offering a stimulus for expression.
- Home corners which offer 'real life' writing opportunities e.g. The writing of lists, letters and cards.
- Vocabulary, captions and labels on display around the Nursery area.
- The modelling and teaching of letter formation guided by the phoneme being learnt.

At Danson, the 'Development Matters' 3-4 objectives are the initial focus in Reception to ensure that any gaps in knowledge are addressed. Then, children work on the Reception objectives, using the observation checkpoints to ensure progression. These move beyond mark making to communication meaning and representing sounds correctly and in sequence. By the end of Reception, children are expected to meet the Early Learning Goals. Of particular relevance to early writing are:

- Speaking - using vocabulary taught verbally and expressing their ideas in full sentences with modelling and support.
- Physical Development - fine motor skills and accurate tripod grip of a pencil.
- Literacy - writing correctly formed letters, spelling words phonetically and writing simple phrases and sentences.
- Expressive Arts and Design - inventing, recounting and adapting stories.

Our Reception writing objectives are facilitated through:

- Continuation of fine motor skills development.
- Daily literacy lessons including the modelling of writing.
- Pupils 'talking' before writing; pupils will say words out loud and count the number of words in a caption or sentence before writing.
- Guided group-work twice a week involving shared and modelled writing.
- Direct teaching of spelling and handwriting in phonics sessions.
- The writing of phonemes and words within phonics sessions.
- Vocabulary from high-quality shared texts is discussed as a whole class.
- Vocabulary, captions and labels on display around the Reception area.
- Role play areas which offer 'real life' independent writing opportunities e.g. The writing of lists, letters and cards

## Key Stages 1 and 2

Writing in the English curriculum is planned around high-quality texts that provide rich language models and structures from which children can learn how writing works and the effect it can have on the reader. The texts are carefully chosen in each year group to ensure they are interesting and engaging, there are many opportunities for rich discussion of language and vocabulary and they provide meaningful writing opportunities which embed the required writing skills and knowledge of the writing process.

Teachers plan a sequence of learning which builds towards a final piece of writing with a specific purpose and audience. This will include the skills and knowledge needed to immerse the children in the text and to be able to write effectively. Teachers will ensure these cover the required knowledge and skills for the relevant year group based on the expectations of the National Curriculum.

Our sequence of writing involves the following steps:

- Gathering content - children are exposed to the information about the character/event etc. that they are going to write about. This will include reading, comprehension activities, explicit spelling, punctuation and grammar activities, vocabulary development, oral activities, drama and role play.
- Text structure - the children will experience simple models of the specific genre of writing they will be completing and learn about how they are formed.
- As the children are analysing and developing their understanding of the texts, the teacher will use the 'English Working Wall' to record the learning sequence as a support for their learning.
- The writing process - children are introduced to the writing process from KS1. The components are carefully modelled and practised with the aim for the children to increase the fluency of these skills and techniques so that they become automatic.

## The Writing Process

- Planning - children will create a plan for each part of their writing which supports them to think of and organise their ideas. Within their planning, the children will write examples of words/phrases/sentences that they are going to apply in their own writing. For some children this might include a simple graphic organiser which supports the child to sequence their ideas visually. It may also include a series of pictures or objects which the child would like to include in their writing.
- Drafting - children write their first draft which they can then edit and revise.
- Editing - children make changes to ensure their writing is accurate and coherent for the reader. Using a purple pencil, they will check spelling, punctuation and grammar. This may be completed independently or with a peer.
- Revising - After completing the first draft, the children self assess or peer assess their work according to the success criteria. Using a colour coding system, they underline evidence of each of the success criteria which is based upon the learning in the build up to the writing. Taking on board their self assessment and teacher feedback, the children redraft a section of their writing.
- Publishing - children are given the opportunity to publish selected pieces of work so that others can read it.

Throughout the writing process, the children are supported through modelling and scaffolding. This is gradually removed as the children become more confident in each of the components.

## **Shared Writing**

This provides an opportunity for teachers to demonstrate writing, including the thought processes that are required as well as word and sentence level work within the context of writing. Teachers make explicit references to genre features looking at excellent examples and 'What a Good One Looks Like'. Pupils contribute to the class composition by sharing their ideas with partners, in small groups or using individual white boards. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to print.

## **Guided Writing**

Children are grouped and given the opportunity to write an independent text with the support and guidance of their teacher and group. The group works together to begin a piece of writing and then continue independently while the teacher moves around the group and supports individual needs as they arise. Guided writing sessions are used with the range of abilities represented across the classroom and planned carefully according to children's targets to promote progression in writing skills for all children.

## **Paired Writing**

Children are paired carefully, using formative assessment of strengths and areas for development for both pupils. Models and scaffolds are provided as needed to begin the writing. The pair then work together to produce a piece of writing that meets the success criteria. The input of both pupils is closely monitored as the teacher moves around the classroom supporting individual needs as they arise. The teacher may choose to work with particular pairs in response to formative assessment and in order to deliver targeted teaching. Paired writing opportunities allow peer role-modelling, reinforcement of learning and promote confidence and collaboration.

## **Independent Writing**

Children are given a time within each unit of English learning to write for a range of purposes, audiences and in a variety of formats. These opportunities will focus on whole class year group specific writing objectives and will be facilitated after reading, speaking and listening opportunities around the text have been explored. Independent writing will be 'chunked' in Key Stage One to enable focus and consistent quality and sessions will be lengthier in Key Stage Two. Children will be given the opportunity to self-assess and peer-assess their independent writing, based on success criteria linked to the learning objective and developed by the class as a whole as part of the teaching sequence leading up to creating an extended piece of writing. This could be before and/or after teacher marking (based on the same success criteria).