

## Teaching Writing - Whole School Approach

1. All teaching of literacy to be based around units of writing linked to theme building up to a finished piece of writing. For each theme (as part of medium term planning) develop a language mat which will incorporate key language and SPAG children will encounter over the term, these must be displayed on the helpdesk and given to lower ability children as a resource to use when writing. Children need to write for audience, purpose and genre. All genres must be taught every school year with narrative and poetry each term.
2. In KS1 RWI is the phonics/reading element of literacy. Writing must be taught in a cross curricula way. In KS2 the same applies. Children must access literacy lessons and these must be differentiated to meet individual needs this can be done through writing frames, language mats and differentiated success criteria. Some SEN children will need a scribe or access to appropriate technology to enable them to write independently. These can be alpha smarts.
3. There needs to be clear progression in writing which includes familiarisation of the text type through reading, identification of structure and language features. Progression in writing resource to be used to ensure this across genres.
4. Children must be given opportunities to plan (using agreed planning frameworks) draft, edit. All planning, drafting of writing must be completed in literacy books. The left hand page must be left blank to allow space for drafting and editing.
5. All drafted writing must be rewritten as best final pieces, this will improve presentation skills and develop pride in work. Work can be presented in a range of ways, for example persuasive leaflets once writing is completed in books can be made into a leaflet. Art and design can be incorporated, for example illustrating work using a certain medium. Older children may choose how to present their written work.

6. Best work must be displayed around the classroom and school as Wagolls.
  
7. A good example (WAGOLL) must be used to set the expectation, this can be a high quality text such as a book or poetry written by a poet. For instructions/non chronological reports these can be other children's work, pre written or resources found by the teacher. Teaching reading is incorporated into this by reading good examples aloud (comprehension comes through teacher questioning once the text has been read, decoding comes through discussion of when we read this text how will we read words we are unfamiliar with) Reading can be taught across the curriculum in the same way. These can be shared to start the unit and annotated, then used to develop success criteria or during the teaching process e.g. prior to beginning independent writing to set the expectation, to compare their own work with.
  
8. At the start of teaching children should write a completely unaided piece. Teacher will take the unaided piece of writing and assess. Use the objective trackers for assessment. This will show what children can already do and what children need to be taught to do. Use the aspects they can't do to inform planning. This means teachers will be planning for progress rather than coverage.
  
9. Non negotiables - elements that need to be included in every piece of writing will be displayed and used by children in every piece of writing.
  
10. Writing needs to be taught through modelling, shared composition, guided writing and independent writing.

### Modelled Writing

The teacher talks aloud the thought processes as a writer. They have complete control over the writing and make explicit the structure, language features, spelling and punctuation of the text type as appropriate.

### **Shared Writing**

This is a collaborative approach; pupils contribute their ideas and thoughts for the teacher to select the most appropriate. The teacher needs to give reasons for the choices made.

### **Supported Composition**

The children work in pairs to provide the next sentence of the text. This may follow from either modelled or the shared writing process.

### **Guided Writing**

Pupils are grouped by writing ability according to their levels and/or target needs. The teacher works with each group in rotation during the week so that every child partakes in guided writing once per week. The task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the writing process as opposed to writing a complete piece. Tasks may include the processes of planning, drafting and editing pieces of writing. Teachers choose a target for each group to work on based on an assessment of their individual needs and previous writing. LSAs are also expected to take guided writing groups when appropriate.

### **Independent Writing**

All children are given opportunities to apply their understanding of the text type in their own writing. This is vitally important if children are to develop their skills as writers within different genres

11. At the point of writing children should be given differentiated success criteria. These should be explained to children so they are clear about what they should include in their writing. Children should be taught how to use these as they write to help them write to the best of their ability.

12. In their writing children need to include the elements of their success criteria and the class/group non negotiables.
13. At each stage of writing the teacher should mark the writing and give feedback in line with the feedback on learning policy.
14. For each genre after teaching i.e. after children have drafted edited and produced a final piece, they must be given an independent task relating to the genre to complete. This will then be assessed by the teacher use the objective trackers and kept with the initial piece of writing as evidence of progress and attainment.
15. For EYFS children are taught writing cross curricula as in KS1 with additional opportunities to practise writing independently relating to the genre through prompts provided across the provision. For these children there will be no reason to write an initial piece for assessment as this will be the first time children have come across different genres.

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