

English Writing Processes

Our main intention for our writing curriculum is to increase children's confidence, enjoyment and ability in writing and communication. We provide all children with depth, breadth and ambition in their learning – ensuring they have access to a well-sequenced curriculum, which builds on knowledge and skills gained as children progress through school. We promote a love of writing, whereby children want to write spontaneously with enjoyment. We strive for our children to develop a passion for English to aid them in later life and to enable them to become lifelong learners.

Planning Expectations

In our English lessons, reading and writing skills need to show development and progression. Each year group / key stage will be expected to complete a full long term plan, as well as a medium term plan, as part of the whole school curriculum policy. The long term plan will highlight what you will cover in each topic / term. The medium term plan will highlight the sequence of the genres and progression of learning. This needs to be a consistent approach across the phases.

Sequence of Work

The planning is demonstrated by following the sequence below in each unit of work:

- Units of work begin with a cold write, in order to gain knowledge of the children's prior understanding and show a clear starting point from which their skills can develop. Y1 pupils will begin cold writes in the summer term unless they are deemed ready earlier by the class teacher.
- To demarcate the piece as a cold write the following should be stuck in the child's book before the piece of work is started (please use below as a template for all cold write pieces):



- Children should then have 'Crucial Knowledge' title page in their books. This will act as a self-assessment tool also. These will be generated by the key stage / year group team, taking information from the crucial knowledge for each genre, as well as the generic crucial knowledge for writing (in conjunction with the LTP)
- English books should show a clear progression of lessons. Children should be exposed to a variety of genres, recognising the features and planning their writing before the written piece is complete. This will ensure they have the skills and knowledge to complete work to their full potential.

- Longer pieces of writing or extended stories should be written over a sequence of lessons to provide children with the opportunity to include all of the taught skills, re-read and edit their work before submitting it.
- Longer pieces of writing may need a separate checklist or success criteria, in order to show the necessary requirements. This can also be reviewed when children are re-reading, editing and commenting on their work or while pupils undertake peer assessment (see marking policy).
- Hot writes will be demarcated by use of the following:

Hot Write

Title of Genre used

- Lessons teaching skills such as grammar and punctuation should accompany a sequence of lessons and fit in, where appropriate. This will help develop the children's writing and further demonstrate progression in assessment.
- We recognise that some pieces of work will be completed in one lesson or stand alone. Whilst this is accepted and acknowledged, English books should demonstrate several sequences of work in order to show clear progression and provide enough quality samples of work for assessment.
- A typical sequence of work should entail:
 1. *Cold write for the main genre the unit of work is focused on (this does not mean that other forms of writing cannot be used within the teaching of the unit)*
 2. *Text analysis and reading activities related to the genre type and focused on the key skills in reading – including language use, text features, comprehension and inference.*
 3. *Work linked to the development of the written piece within the genre:*
 - *Grammar activities related to the text type (as well as to individual pupils needs)*
 - *Pieces of writing linked to the genre type e.g. if your main genre type is diary then you may do a writing task around first person as this skill links into the overall task, you may do a short diary entry on some other topic area to develop skills before moving onto the final piece.*
 4. *Hot write of the main genre focus*
 5. *A redraft or edit where applicable*

This process should take between 2/3 weeks per text type – it could be shorter or longer than this.

If you are working within a topic you could cover multiple genre types within the unit of work over time under the above structure. There must be the development of work between a cold and hot write.

Matched Learning

The purpose of matched learning is to ensure that marking provides a link between the individual needs of learners and the work expectations, closing the marking circle between instant follow up and long term development and improvement.

System of Matched learning (Personal Focus)

English writing skills – across the curriculum

- Mark work as normal, identify fix it's as needed and allow children time to complete fix it (see marking policy).
- On the next piece of work (if it is appropriate) the children look at their previous marking to see what they need to improve (not necessarily just the last piece of work), if there is nothing the class teacher may give a verbal improvement point or the children may use their self-assessment targets to identify their own learning improvement for the piece.
- Under the title the children write: PF and then they write their personal focus for the piece (example below)
- Some work will not link to previous improvement points, some work will be individual one off grammar skills etc.. (some of this may link and still have a PF for the child). If there is no link and no personal focus the children do not put a PF.
- PF is written in purple pen which will link it to the marking system.
- When marking the teacher simply writes PF and puts a tick or a cross next to it (comment can be made if the teacher wishes)

Using PF shows the marking circle is closed, that the instant improvements made through fix its or next steps are then applied to pupils future learning as skills and will allow for a more personalised approach to teaching for individuals. Linking to the self-assessment system will also allow children to have more ownership of their work.

Example:

Previous marking:

Re-write paragraph two using more impactful descriptive adverbs.

The raging bull rampaged violently through the tiny winding city streets, carving deep gouges into the sandstone walls with its curved horns. Etc.....

Next piece of writing:

PF: use impactful descriptive adverbs