



Hawthorn Primary School

Writing Strategy

Our Intent:

At Hawthorn, pupils develop a love of writing, giving them the foundations to be a competent, confident and fluent communicator. We have a rigorous and well organised curriculum, which builds on the knowledge and skills developed as pupils progress through the school.

Our curriculum closely follows the aims of the National Curriculum for English 2014:

- Acquire a wide range of vocabulary, an understanding of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literacy heritage
- Write clearly, accurately and coherently, adapting their language skills and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded in the writing curriculum. Fundamental to becoming a Hawthorn writer, the pupils are given the techniques to write for different purposes with a progressive grammar, spelling and punctuation foci threaded through the writing curriculum. Furthermore, writing is linked closely to reading so that pupils can use their reading experience to inform their written work.

At Hawthorn, children take pride in their work. In KS2 they will be encouraged to complete a final draft of their work which they are proud of, demonstrating a high-regard for the work they have produced.

When Hawthorn pupils leave year six, they have confidence to take risks in their written work and are eager to refine this independently or collaboratively with peers.

Implementation

The following sections detail how Writing at Hawthorn is implemented. It details the coverage and skills as well as timetabling, resourcing, teaching sequences and assessment.

Organisation of Writing:

EYFS

- Writing is taught through the EYFS Framework areas: Literacy, Speaking and Listening and Understanding of the World.
- Within continuous provision, children have access to a writing station situated in both classrooms. They also have writing tools – pens and pencils – in all areas of the provision including outside provision.

- One teacher plans a unit of work, which is taught by both class teachers. Guided group work is taught in flexible groupings across both classes. In addition, the teacher planning the different units will switch on a fortnightly basis.
- When the children move onto the Ditty Read Write Inc Phonics level – based on robust phonic assessment – the children are introduced to the concept of holding a sentence and writing a sentence.
- From term 3 (Spring Term 1), the children in EYFS have a mixture of discrete and immersed teaching of Literacy skills linked to the writing and grammar progression documents based on the EYFS framework.
- The children are given the opportunity to really immerse themselves in the story focus: listen to the story, talk the story, step out the story, map out the story, rehearse the story, write the story. This structure allows the children to have a clear understanding of the story or writing focus and ideas for what they are going to write.

KS1

- Writing is taught 4 days a week, with 45minutes per session dedicated to written skills.
- This is delivered using **The Write Stuff** structure by Janes Considine, but we have adopted some **Talk for Writing** by Pie Corbett to enhance the learning opportunities for the younger children.
- There is a 3 week structure which is applied (please see below).
- Plans are written on a Word Document, and they follow an agreed proforma developed by the writing lead. PPTs are also created to support the flow of the session.
- Grammar objectives are mapped out and taught within the writing lessons.
- Grammar objectives can be taught discreetly when this is deemed necessary by the class teacher.
- Writing is closely linked to Reading when possible, using high-quality texts.

KS2

- Writing is taught 4 days a week, with 1 hour per session dedicated to written skills.
- The writing is delivered using **The Write Stuff** structure by Jane Considine. With this approach, the children gather their ideas for writing in their Writing Toolkit which focuses on the lenses in the Writing Rainbow (see below).
- Plans are written on a Word Document, and they follow an agreed proforma developed by the writing lead.
- Grammar objectives are mapped out and taught within the writing lessons.
- Grammar objectives can be taught discreetly when this is deemed necessary by the class teacher.
- Writing is closely linked to Reading when possible, using high-quality texts.

All staff have access to *The Write Stuff* online training materials to ensure they are familiar with this process.

Writing for a range of purposes

Children in EYFS and KS1 write for a range of purposes, and this is developed and strengthened in KS2, with children enhancing their understanding of a writer's craft and seeing themselves as authors. In KS2, writing purposes (see below) are repeated across the key stage to solidify understanding of sentence text types and to enhance skills in grammar, sentence construction and punctuation.



The Writing Approach EYFS:

In EYFS, the children are immersed in writing through the use of books listed in the Reading Spine. Continuous provision enhances the children's learning through the EYFS framework. From the Spring term, children are exposed to more discrete teaching of writing as a whole class. They will then work in small focus groups with teacher support. Throughout the year, the children are introduced to the fantastic symbols to help them link vocabulary to this part of the writing rainbow. As the year progresses, the children are encouraged to chat to make word banks.

From term 3, in continuous provision, the children are exposed to colourful semantics. Sentence strips using who and what doing are provided for the children to say a sentence using the pictures. There are opportunities for the children to have a go at writing the sentences, too. This could be mark marking, initial sounds or writing full words depending on the child.

Independent Writing

From October, the children take part in independent writing sessions. At first, this is about the child e.g. writing their name, and will develop into using pictures to create 'I can' sentences. In this session there is lots of talk and modelled structure for saying full sentences. Writing is modelled with the children to see formation of letters as well as letter sitting on a line.

The Writing Approach KS1: The Write Stuff by Jane Considine

The children in year 1 (and SEND year 2 children) use colourful semantics in terms 1 and 2 to help build their understanding of sentence structure. This is used within the same session the children have with the year 2 children. If the children are ready, they can move away from the use of colourful semantics and use the green and red pencil approach to help with their sentence structure. Some children may need to carry on using colourful semantics throughout the year depending on their level of ability.

The children in KS1 use a green pencil to identify their capital letters and a red pencil to identify where their full stops need to go. As the year progresses – and dependent on the children – the children will drop using the different coloured pencils. If new punctuation is introduced e.g. question mark or exclamation mark, the children will be encouraged to use the red pencil.

Children in KS1 are taught handwriting 4 times a week, following the handwriting order of Read, Write, Inc. They write in handwriting books with coloured lines.

2023/2024 term 1 and 2 TBC in Summer Term – How can we develop the provision for year 1 and 2 for the first term?

FANTASTICs – all

GRAMMARISTICs – adverbials (then, first, next, after that, one day, finally etc.), sentence structure, punctuation, basics

BOOMTASTICs – Onomatopoeia

There is a split modelled sentence stack for the year 1 and 2 children. Modelled sentence stacking writing is aimed at an age-expected example which the children can reference to support their own sentences. The year 2 modelled sentence builds on the year 1 modelled sentence. Furthermore, when the children are writing their own versions, this will be available so the children understand the cohesion of where their writing needs to continue from.

The structure of a writing unit and the sentence stacking sessions are the same as KS2.

Independent Write

Year 1 children retell the story.

Year 2 change a part of the story e.g. change the character, the place, the problem etc.

The Writing Approach KS2: The Write Stuff by Jane Considine

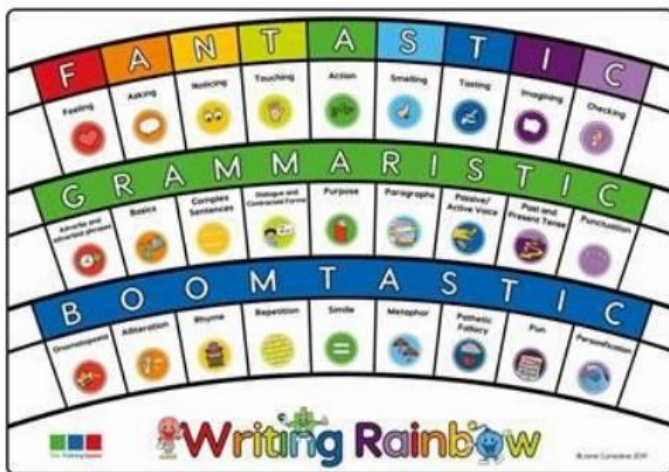
In KS2, Hawthorn follows The Write Stuff structure by Jane Considine.

The Sequence

In the teaching sequence, there are three different types of lesson: writing lessons, experience lessons and independent writing lessons. The teaching sequence for each unit may be different depending upon the content, but this is outlined at the start of each unit.

All units begin with an experience day to immerse the children in the unit of work. These experience days have purpose and link to the writing process the children will be completing in the upcoming week/s. Other experience sessions may also happen at different points in the teaching sequence depending on the needs of the children.

When planning, teachers use the writing rainbow to help develop the children's writing toolkits:



These are the zone of writing:

VOCABULARY (Ideas)

These are referred to as the Fantastic.

GRAMMAR (Tools)

These are referred to as the Grammaristics.

LITERACY DEVICES

(Techniques)

These are referred to as the Boomtastics.

Each writing session has 2 or 3 chunks, depending on the chosen focus for the lesson, and each chunk follows 3 clear structures:

Inspire – The children gather vocabulary, use talk-based activities (drama, role-on-the-wall, Newsround reports, conscious alley, hot-seating etc.) to be immersed in their writing. Ideas are collated on the working wall.

Model – The teacher models the sentence structures the children need to use. A model of the 'think aloud' demonstrates the writing process to the children. In this section, the children link their work from the inspire section to help inform their writing e.g. Newspaper report about the Australian bush fires used the inspire section to interview a farmer whose land had been destroyed. The quote would be modelled using direct or indirect speech, depending on the focus for this session.

Empower – Children to work on their sentence/s, using the model provided by the teacher. In this section, children are given 'deepening the moment' ideas to show how they can add depth to their writing.

Fiction Writing:

Plot points are shared with the children at the start of the lessons, to illustrate the cohesion in their writing from one day to the next. They will also see which part in the story they are moving onto as well as where the writing started.

Non-fiction Writing:

Children look at a model for the given text and develop the shape of the non-fiction text (see appendix 1 for shapes). The shapes being used are generic across KS2 to ensure consistency and familiarity with the scaffold for children to help develop their writing. This is then used as a basis for the children to hang their writing on.

At the end of the unit, the children create an independent piece of writing, applying the skills learnt in the sentence stacking sessions.

KS2 – Writing Toolkits

In years 3 – 6, the children are provided with a writing toolkit. This is a book in which they gather vocabulary from the inspire section of the writing process. This will allow them to develop ownership of the words they gather and use it as a reference point in either their sentence stacking work or later in their independent write.

Whole School Write

In terms 2 and 6, the school will use one book as a stimulus to develop a writing sequence on, which is chosen by the writing lead. Within each phase, the teachers will choose the focus and genre of their writing which is suitable for the children in their phase.

During moderation of writing (see assessment), teachers will be able to discuss and use the writing to help moderate the levels of children within their phase as well as across the school.

Planning, continuity and progression

Writing could be linked to the overall subject topics for the term and where possible the writing lesson should link to the reading lesson. The National Curriculum Programmes of Study provide the statutory content for each year group. Short term plans identify learning objectives and skills to be taught in each lesson. Teachers plan inclusive lessons and differentiate to ensure that all children can access the curriculum.

Drama Techniques

Overheard conversations	Good for when there is a group watching another character. The focus character completes the action. The children think about what the audience will feel. Point to audience members to share the thoughts.
Thought tracking	Focus character is completing the action. Could add music. Chn add thoughts of character by touching the character should and saying thought aloud. Repeat and build-up the thought tracking.
Conscious Alley	Main character walks slowly down the centre. Music can play. Slowly from one side to the other reveal the conscious thoughts. Needs to be modelled and clear thoughts need to be developed by the children first.
Role on the wall	Gathering ideas about a character and how they look on the outside as well as their feelings on the inside.
Freeze frame	Creating a still image of a given scene. This can link to thought tapping – see below.
Thought Tapping	Children are in character and are tapped. They share how the character is feeling at that point in the story.
Role Play	Children act out the scene, thinking about actions and dialogue. This could also include interviewing characters or key people for a chosen genre of writing.
Hot Seating	Adult / child in role. Answer questions in role. This is quite challenging as the person in role needs enough background knowledge in order to stay in characters.
Debates	Children act out their role of their opinion when there are two points of view.
Music	Use music to set mood / atmosphere

In writing, it is important that the children become immersed in the texts they will be basing their writing on. The children will take part in different drama techniques to become immersed in the text:

EYFS – role play, story stepping, thought tapping, freeze frames,

KS1 – freeze frame, thought tapping, role-play

LKS2 – Overheard conversation, thought trapping.

UKS2 - Drama techniques are often used within the Inspire section of the writing process.

Drama can also be used during experience sessions.

Classroom Environment

- Display of the writing toolkit symbols (EYFS display of the FANTASTICs)
- Display of the sentence stacking which is modelled by the teacher, using handwriting expectations for the year group (KS1 – UKS2).
- Display of the writing toolkits which have been developed as a class in the inspire sections of the writing process.

Consistent Spelling Approach

EYFS look at how words are spelt in their phonics sessions. If there are tricky words, songs are sung to help develop the letter pattern and order.

KS1

Year 1 – Children are taught to spell phonetically during their phonics lessons. Spelling is not taught as a subject.

Year 2 – Year 2 children have 3 x 20-minute spelling sessions per week, using the Herts for Learning Essential Spelling scheme. Each sequence is broken down into 3 sessions which are taught over one week.

KS2 -

KS2 follow the *Herts for learning Essential Spelling* scheme. The children have 3 spelling sessions for 15 minutes per week. The children are taught to understand how to apply patterns, strategies and knowledge to other words. The scheme ensures the children build on prior learning, make connections with existing knowledge and learn strategies that will help them develop their spelling competence. It is then fed into writing lessons to ensure spelling rules covered are being recapped.

Progression of Handwriting

EYFS

From term 1 EYFS follow the pre handwriting Scheme 'Squiggle Whilst you Wiggle' which takes place 4 times a week. Correct letter formation is taught in EYFS during their Phonics sessions, and the process of handwriting is practiced daily. Once the children reach Red group in RWI, we teach basic letter positioning with a focus of ascenders and descenders.

KS1

The children continue developing letter formation, with good teacher modelling in daily handwriting sessions. When the children are confident – and using the correct letter formation as well as pencil grip – they are encouraged to start joining their letters using the stage 3 approach in Read Writing Inc.

LKS2

Handwriting is taught for 5 – 10 minutes 2 times a week in LKS2 to ensure the pupils have legible joined hand writing, following the language used within the Read Write Inc approach. The phase follows the following letter formation plan:

Monday	Tuesday	Wednesday
l	t + l	i + li
c + lti	o + ltic	a + ltico
g + lticoa	d + lticoag	q + lticoagd
e + lticoagdq	f + lticoagdqe	j + lticoagdqef
h + lticoagdqefj	k + lticoagdqefjh	b + lticoagdqefjkh
n + lticoagdqefjhkb	m + lticoagdqefjhkbn	p + lticoagdqefjhkbnm
u + ticoagdqefjhknmp	v + ticoagdqefjhknmpu	w + ticoagdqefjhknmpuv
r + ticoagdqefjhknmpuvw	s + ticoagdqefjhknmpuvwyr	x + ticoagdqefjhknmpuvwyr

<https://rebuckedu.wordpress.com/2020/04/14/handwriting-an-8-week-fix-it/>

UKS2

Handwriting is taught for 5 – 10 minutes 2 times a week in UKS2 to ensure the pupils have legible joined hand writing, following the language used within the Read Write Inc approach.

Assessment of Writing

Children will complete between 2 and 3 pieces of independent writing across each term. In addition, an independent piece of writing will be produced in the whole-school write 3 times a year.

Independent writing follows the rules of the guidance released by the DfE guidance:

Writing is likely to be independent if it:

- emerges from a text, topic, visit, or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about
- enables pupils to use their own ideas and provides them with an element of choice, for example writing from the perspective of a character they have chosen themselves
- has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer, or group evaluation
- is produced by pupils who have, if required, sought out classroom resources, such as dictionaries or thesauruses, without prompting to do so by the teacher

Writing is not independent if it has been:

- modelled or heavily scaffolded
- copied or paraphrased
- edited as a result of direct intervention by a teacher or other adult, for example when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text
- supported by detailed success criteria that specifically direct pupils as to what to include, or where to include it, in their writing, such as directing them to include specific vocabulary, grammatical features, or punctuation

Children are given access to success criteria which covers the writing focus which the writing sequence has covered.

Teachers will track progress using Insight, using the statements to help with their judgements.

Regular moderation of judgements is done across the phases as well as across the school before data updates.

Teachers take part in Whole Trust moderations 3 times a year. These sessions are lead by a PF moderator.

Impact

The organisation of the Writing curriculum develops quality writers in the children at Hawthorn. Children are confident to take risks in their writing, and love to discuss and share their ideas. Outcomes of work in books evidence the high quality of work and the

impact of varied and cross-curricular writing opportunities. These enable children to write across a range of forms and adapt their writing successfully, considering the purpose.