

Hill View Primary School
English Expectations and Guidance



Intent

At Hill View we believe all children are writers. Although the skills of a writer need to be taught, it is also important that the children are taught to appreciate the skill in being able to write for pleasure. We encourage a love of writing and we are dedicated to children being passionate about writing and offer opportunities for children to respond to their experiences, both inside and outside of the classroom. Competent writing skills are crucial to enable pupils to demonstrate their learning across the curriculum. Our Integrated Curriculum, with its cross-curricular approach teaches and reinforces English skills, allowing children to practise their skills with a purpose and apply them in all subjects. This active involvement from the learner ensures that they see the importance of the writing process and that they take responsibility for their own progress.

Implementation

Our approach to teaching writing is persistent and consistent, making sure that the writing curriculum is relevant and of interest to them. At Hill View we strive to promote a love of writing through a number of ways which may include focussed learning from high quality rich texts, opportunities for free writing, and frequent chances to take part in competitions and to meet and share the expertise of known authors. Pupils learn that purpose and audience lie at the heart of writing, which in turn informs choices about vocabulary, language and text structure, which inspires the writing process.



The ground began to shake. Breathtaking lives started falling from 10 metre trees. A hideous, vile, stoned faced giant, and out of the grass. Suddenly the stoned faced giant impressively, stood up and was 20 metres tall. Under the giant there were maggots, long worms, black, red and green ants. Behind the giant there was a 100 year old mansion that had been lived in for 100 year old mansion. the BFG lived in it and Sophie stays with him too.



How we inspire our writers

At Hill View we...

- Encourage the children to see themselves as authors in different contexts, linked to the integrated curriculum.
- Ensure the children are given weekly opportunities to have freedom in their writing (free-write), where they are given the opportunity to choose genre, specific topic and/or audience.
- Bring the writing alive by engaging the children through the purpose e.g through the project with a clear audience, purpose and vocabulary. (This should be displayed on the working wall / project board)
- Allow the children to flow with their writing. Technical editing can be done with a purple pen **afterwards** and opportunities taken for redrafting and publishing.
- Create a classroom culture of challenge, where the writers are prepared to take risks, enabling errors to be made and where children look to take ownership of their own learning and can articulate the writing and editing process.
- Ensure task design is engaging for all learners, promotes accountability and independence in writing, whilst being adapted to suit needs and experiences of children.
- Use technology, appropriate to need, to encourage quantity as well as quality, without the barrier of handwriting.

We do not want to put a ceiling on the children's potential.

Vocabulary

We know from research that the size of a child's vocabulary is the best predictor of success on future tests. We also know that a good understanding of a wide range of vocabulary supports success across the whole national curriculum.

We recognise the importance of helping children develop both the ability to understand spoken and written language, acquiring a control of language that enables them to express their ideas and feelings clearly. A key aspect of a child's language development is the growth of their vocabulary – the words they can understand and the words they use to communicate. When children write, a wider vocabulary gives them a rich palette with which to express their ideas, choosing a word to communicate with elegance and precision. Through our integrated Curriculum and range of writing strategies, as described in this document, we are able to further children's language development organically and through direct teaching.

As a school we further this through the use of our working walls. Where we identify and develop, with the children, key vocabulary, WOW words and super sentences.

How we teach writing

It is important to show ourselves as a writer, demonstrating the different stages of the writing process. Young writers need to both observe knowledgeable writers at work and participate in writing in authentic and well-supported ways. Your writing lessons will allow you to both **model** and **actively engage** children in the writing processes, prior to them embarking on constructing their own writing.

Writing can be difficult and time consuming for many children, but like any complex job, writing is easier if you have the right tools. Writing strategies are the tools writers use to do their work. At Hill View we use a variety of strategies which may include: Talk 4 Writing, Opening Doors, Reading Reconsidered and Free Writing opportunities.

Writing process could look like...

1. Genre toolkit
2. Planning
3. Success criteria for task
4. Shared drafts showing editing process (could be deliberate mistakes)
5. Examples of fully modelled pieces of writing

Shared writing is a good opportunity to model the writing process, including how to integrate your current grammar objectives and to show how we self-edit as we are writing.

Hand writing on a flip chart is more effective than typing- and it can go straight up on display!

Working Walls

What is a Working Wall? It is the public display of the learning process and evolves as each day progresses. It is not static. It can increase effective learning and teaching. The purpose of the working wall is to support children's independent writing.'

Why use them?

Children have ownership of them and so use them more

It encourages independence

Children are more engaged in their learning

Children have a better understanding of expectations

What will a working wall include?

- The **purpose** of why you're writing. (see ideas on handout)
- The **audience** (who is your writing for)
- **Key vocabulary** (project words / words they need to know and use)
- **Punctuation / grammar** focusses for a sequence of lessons
- **Wow words** (additional vocabulary that the children are attempting or you are introducing when modelling)
- **Modelled sentences** / exceptional sentences children have used
- **Additional resources** such as relevant word mats could also be displayed here



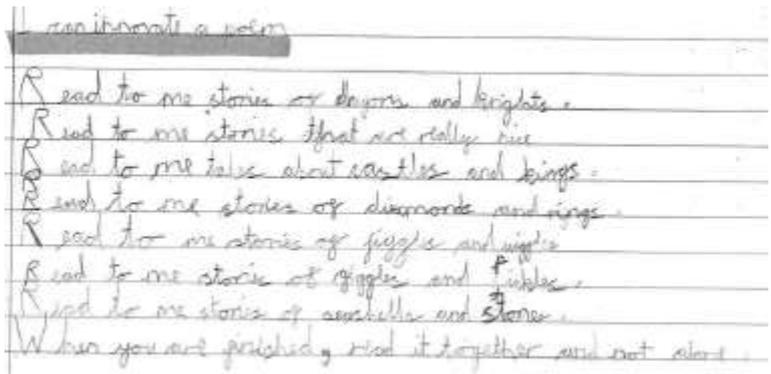
Talk for writing progression guidance.

Imitation

Talk the text, supported visually by text maps and acting out/role play/drama. Help children internalise the pattern of the language required. In this way the children hear the text, say it for themselves and enjoy it before seeing it written down. Once they have internalised the language of the text, they are in a position to read the text and start to think about the key ingredients that help to make it work. Understanding the structure of the text can be easier if you use the boxing-up technique and then help the children to analyse the features that have helped to make the text work. Then they can imitate (re-write) the text.

Innovation

An opportunity to adapt text maps, Story Mountains or boxing up. Demonstrate how to use grammar features and investigate in shared writing. Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. This could begin with more advanced activities to warm up the key words and phrases of the type of text focused on so the children can magpie ideas and focus on grammar. Younger children and less confident writers can alter their text maps and orally rehearse what they want to say, creating their own version. The key activity in this stage is shared writing, helping the children to write their own by “doing one together” first. This could begin with using a boxed-up grid (innovating on the exemplar plan) to show how to plan the text and then turning the plan into writing. This allows the children to see how you can innovate on the exemplar text and select words and phrases that really work.



Invention

This stage will continue to focus on the next steps needed to support progress so the children can become independent speakers and writers of this type of text. Perhaps some more examples of the text are compared and followed by more shared writing on a related topic and then the children can have a go themselves on a related topic of their own choosing. This process also helps the children internalise the toolkit for such writing so that it becomes a practical flexible toolkit in the head rather than a list to be looked at and blindly followed.

Free Write Opportunities

Free writes should be happening in class every week. For year 5 and 6, the focus should be improving stamina so you may consider longer sessions every two weeks.

They are distinct lessons that, where possible should be linked to the current topic or they should offer the opportunity to re-visit prior learning. We want children to have the opportunity to enjoy writing, as well as write for a range of purposes and genres. Through free writing, children have the opportunity to apply their skills and knowledge through a creative and enjoyable activity. It is important to allow the children planning time, using talk for writing strategies where appropriate, to help them develop their ideas and vocabulary.



Children set their own targets using sentence starter prompts if required.
(‘What I did well...’ and ‘Next time I need to...’)

Children are encouraged to refer to the class non-negotiables and make improvements using a purple pen.

This time is used to discuss, in pupil conferencing, next steps and children’s targets.

The Learning intention have a clear link to either the grammar focus or assessment criteria grid. Success criteria guide children on what to include in their writing and should be displayed throughout the writing process.

The task provides a discussion point to get the children talking about the prompt (this could be an object, picture or video). Additional pictures (or the original prompt) are used to encourage planning based on vocabulary. Creating discussion and excitement around generating interesting vocabulary with the children. This is vital to encourage writers to use varied and well-chosen vocabulary. It also creates a vocabulary rich environment for all children.

Pupil Conferencing

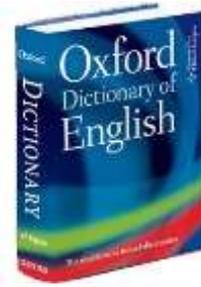
- During the week teachers will carry out pupil conferencing to discuss the pupils writing and next steps, use the learning walls as a basis for this discussion. Teachers may focus on specific children each week to ensure all children have a 1;1 conferencing opportunity to reflect on their writing, review and set targets at least twice a term.
- Encourage children to reflect on their written work with regards to the writing learning wall, letting them be a part of the discussion too.

Assessment Criteria Grids and Success Criteria

- Share or where appropriate establish with your class a clear success criteria for writing, to support the children through the writing process.
- Assessment criteria grids need to be a working document, displayed at front of the Integrated Curriculum Book.
- Share the assessment criteria grid at the beginning of a week / English unit of work and outline (highlight) which will be the focus for that week / unit / day. This could easily be

Resources to aid independence

- Clearly shared Learning intention
- Success criteria or where appropriate establish with your class a set of non-negotiables for writing to inform the success criteria. (These should reflect the expectations of the English curriculum and focus on previous learning.)
- Writing Walls - to include: audience, purpose, vocabulary, spelling, grammar, toolkit, high quality examples
- Word and sound mats, project book marks
- Dictionaries and Thesauruses available
- Peer and self-assessment
- Editing using purple pens
- Talk partners



How we teach sentence structures

Each classroom has a set of sentence pictures on coloured card to support with structuring different sentence types. These are displayed in each classroom but progress through the year group for example, the red simple sentence card will be introduced in Year 1 and then will be built on with the question mark and exclamation mark card.

For editing children will also have the prompt of an editing bookmark. Using COPS and ARMS as acronyms for supporting this process.

Improving		Proof Reading	
A	Add Words or sentences	C	Capital letters To begin sentences Proper nouns
R	Remove Words or sentences	O	Organisation Order of ideas Paragraphs
M	Move Change the order of sentences	P	Punctuation End of a sentence Within sentences
S	Substitute Words that are more exciting	S	Spelling Check words Use word mats, dictionaries

Presentation

When working in integrated curriculum books, the long date should be written on the in the learning intention grid, at the start of each days learning. Underneath this should be the Learning Objective. All written work should follow the schools handwriting policy and demonstrate the progression in cursive handwriting.

Annex 1

Covid 19 Spring term update

Assessments carried out in the first term will focus on the previous year's learning, teachers will use the KPI grids to address and prioritise gaps that need to be focussed upon in the upcoming learning. If needed year groups will reorganise the curriculum plans to allow for this.

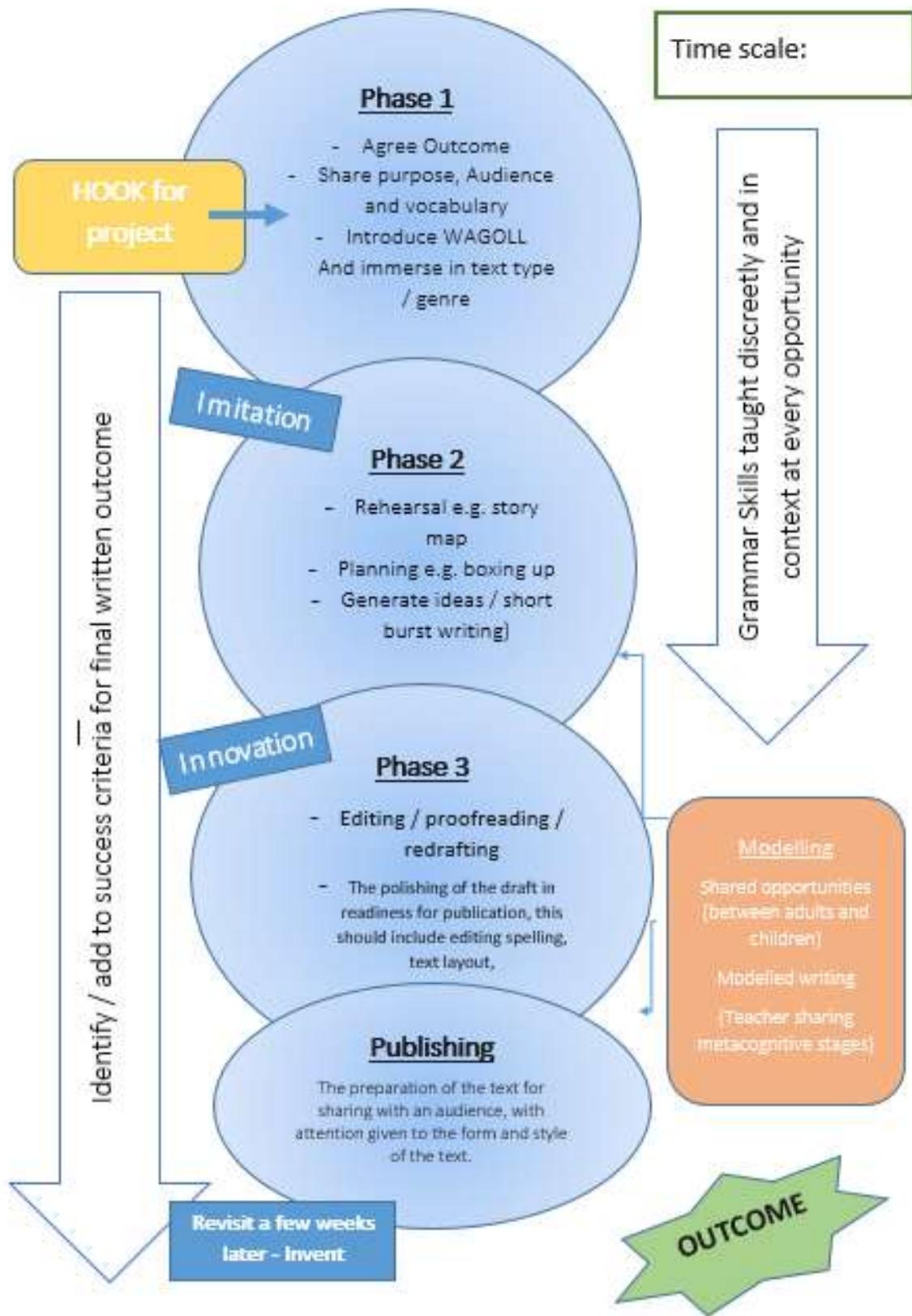
Use free writing opportunities and independent writing opportunities, which recap on prior learning and the learning that was offered during the remote learning to identify areas where children have retained learning or gaps.

Years 2-6 to utilise SPAG assessments/prior SATS papers to identify gaps and build opportunities to address these. EYFS and Year 1 to use teacher judgements.

There should be daily opportunities for writing in all classes and the same expectations for writing and presentation are high in all subjects' areas across the curriculum. Year 1 will provide ready to learn sessions in the afternoons, this will be a follow on from the Receptions continuous provision. These sessions will offer daily additional writing opportunities, opportunities to focus on key skills such as fine motor and speaking and listening.

In terms of planning and modelling the focus will need to be on basic sentence structure and punctuation for the first half term. Baseline assessments will allow teachers prioritise what needs to be revisited or taught for SPaG teaching through starters and modelling in all lessons where there are opportunities for writing. The project overviews and information shared through CPD from the English team will support teachers to have learning intentions in writing that identify the writing skill that is a focus and the teaching of writing is progressive.

Pre-teaching of vocabulary is provided and vocabulary that will support projects are sent home for the children to have further opportunities to practice.



More information into the Writing Process

Phase 1

Immersing and Sharing: Sharing WAGOLL's at this stage is vital. This could be done by reading the text that is the focus or reading a range of texts that focus around the same genre or text type and help unpick. This could be when writing traditional tales children can be immersed in reading and experience a number of tales and unpicking the features etc. Be sure to include your WAGOLL, ideas, 'wow' words and success criteria on your learning wall, in font large enough for pupils to see. Encourage pupils to contribute to/engage with the learning wall as part of the writing process.

- Making good use of word and sentence games/drama activities designed to generate ideas and excitement.
- brainstorming ideas for writing
- helping the students select a writing focus from a suite of possibilities
- modelling how initial ideas for writing might be noted (as pictures, mind maps, notes, etc.)
- jointly listing the key parts of the text. "As a class, let's list as dot points what we need to include in this piece of writing."
- thinking about the genre or text type that might be appropriate for different writing focuses
- talking to peers to generate ideas.

Phase 2

Planning / Drafting / Short burst writing: "Getting started" on a piece of writing can be a challenge for many students, so the teacher's role in supporting students at this planning stage might involve students needing support for recording ideas in an initial draft. Teacher modelling or joint text construction can be very supportive for students at this point. This might involve:

- modelling how to convert ideas or speech to written text. So, the teacher engaging in a 'think-aloud protocol' might be of benefit, such as, "I need to remember that I am writing this for people who were not there when the events happened. So, I'll need to include information like where the action took place and who was there. Let's see—how will I start ..."
- enlisting student support to collaboratively construct a text (or sections of a text). "Who has a suggestion for what important details we need to add here?"
- demonstrating risk taking strategies in undertaking ambitious writing. "I'm not sure how to spell extrovert—but it's a perfect word to use here. I'll have a go at it, underline it and check the spelling later. I need to get my ideas down first."
- making connections from texts read to those being drafted. "Remember how E.B. White started Charlotte's Web with dialogue? Why don't you try that in your narratives?"

- explicitly drawing attention to linguistic structures and features of different text types. “Remember, this is a recount. It happened in the past, so we need to use past tense verbs.”

Phase 3

Editing / Proofreading/redrafting: As individuals, with classroom peers and with the teacher (incidentally or at a more formal conference), students need to be actively rereading over written drafts with a focus on meaning and form. Important considerations here are whether the text makes sense, ideas are presented clearly and sequentially. Actions might include:

- expanding noun groups to provide more detail
- removing redundant or unimportant information to make the piece clearer
- focusing on more precise, technical language word choice
- using connectives to improve transitions between paragraphs.

Students edit their texts focusing on conventions (spelling and punctuation) to ensure they are incorporated correctly and in ways that will assist the reader. The teacher’s role in supporting students to edit their writing might be:

- ensuring that if the writer is mindful of the reader at all times, making visible the proofreading strategies writers need to enact. “I’m not sure about my spelling of that word extrovert. Let me say it slowly in syllables: ex-tro-vert. What sounds do I hear? How might I record them? Does it look right? I better check using a dictionary or spell check”
- orchestrating a peer-review process. “When you share your written pieces with each other, always begin with positive feedback. Two stars and a wish is a good approach—offer two compliments, then a constructive suggestion”
- modelling word substitution. “Instead of saying ‘We got bored’, what could we write? What’s a better word than got? ‘We became ... what ... disinterested ...’”

Publishing: The final form of a written piece might be a digital publication, a paper-based text, an audio-recording or podcast, among many options. Rich models of published texts serve as exemplar texts that students might strive to emulate. So, the teacher’s role here can be around, you may not publish at every stage of writing:

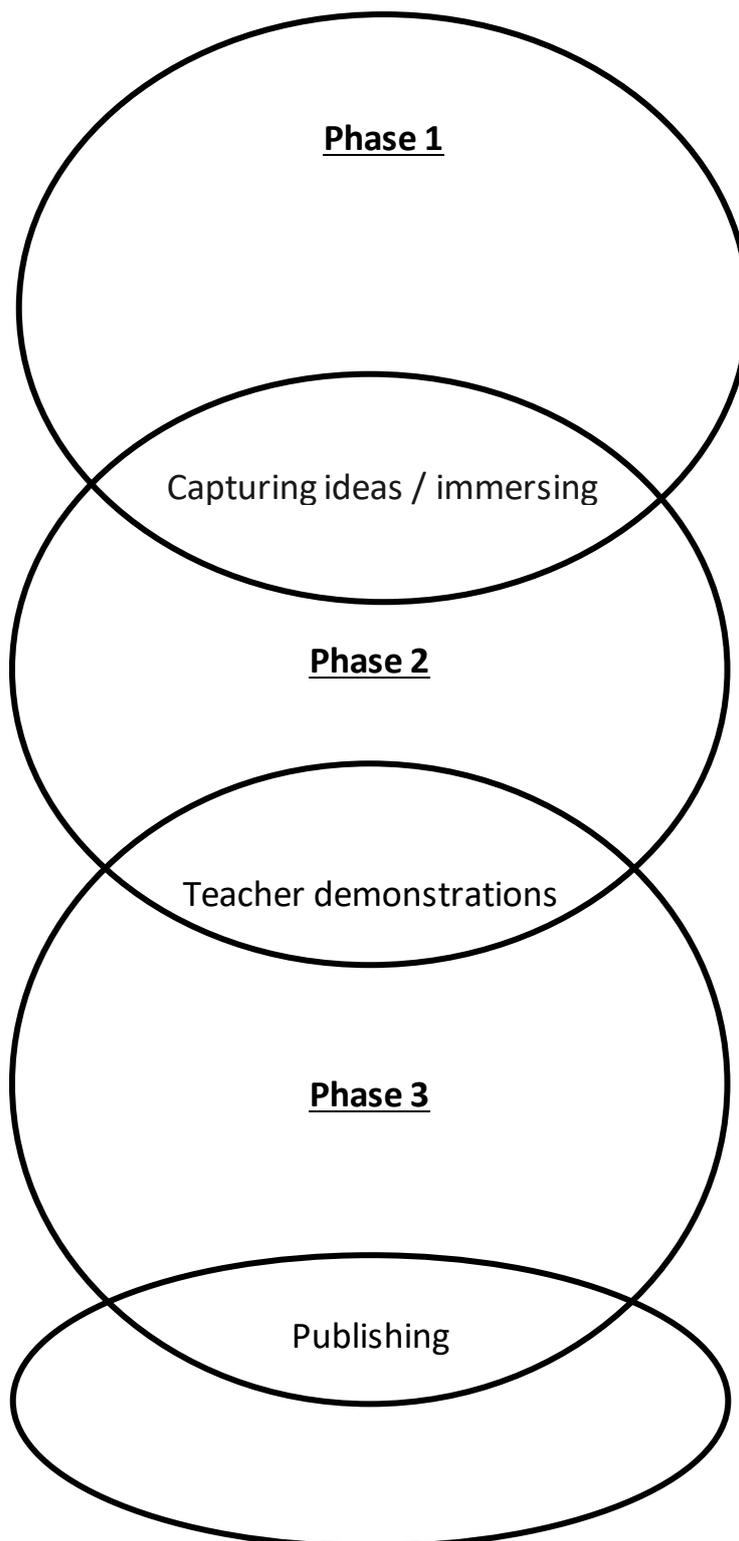
- modelling and deconstructing existing texts as mentor texts for students: these might be web pages, picture books, graphic novels, podcasts, pamphlets, information texts, etc.
- supporting students’ publishing by recognising different strengths and talents in the classroom: the students who have an excellent eye for layout.
- encouraging students to offer feedback on published pieces of classroom writing. This can include students reflecting on their own successes. “Was there something you did with this publication that you’d never done before?”
- celebrating successes and the mastery of new skills around text creation. This can take the form of special classroom celebrations (as mentioned earlier) but can also

take the form of ongoing feedback. "Can I just share some really amazing things I'm noticing as you are all working away on your publications?"

Annex 3 Writing process

NAME OF UNIT:

Number of days / weeks:



OUTCOME / AUDIENCE / PURPOSE: