



Writing Strategy

2023 - 2024

Writing is a key aspect of the curriculum and along with reading, speaking and listening, it makes a significant contribution to the development of children as thinkers and learners. It is a central part of the school's role that all pupils develop their writing ability and enjoy the process of cultivating this lifelong skill. At Oxbridge Lane Primary we strive to provide children with exciting, purposeful and inspiring contexts in which to become writers. This strategy aims to ensure that there is coherence, continuity and progression within our teaching throughout the school.

Within our broader English Curriculum planning, our intent for writing is clear:

- Nurture the children's sense of themselves as writers
- Create an ethos of achievement in writing
- Encourage children to become enthusiastic, confident and reflective writers
- Provide purposeful writing opportunities where children write for a variety of audiences
- Enable children to independently produce high quality writing across all curriculum areas
- Encourage children to play with language and write for pleasure
- Ensure children can write using a legible, joined script.
- In particular our teaching of writing will increase children's abilities to:
 - Write imaginative, interesting and thoughtful texts
 - Produce texts which are appropriate to task, audience and purpose
 - Organise and present whole texts effectively, sequencing and structuring information, ideas and events
 - Construct paragraphs and use cohesion within and between paragraphs
 - Vary sentences for clarity, purpose and effect
 - Write with grammatical accuracy
 - Experiment with adventurous and effective vocabulary which are appropriate
 - Apply their understanding of phonics and spelling rules to all forms of writing

At Oxbridge Lane Primary, within writing, we follow the daily teaching sequence of Review, Teach, Practise and Apply. A daily review of previous taught concepts including grammar, spellings and text features begin each session. Therefore, underpinning our curriculum design, based on '**know more, do more, remember more**', is the assertion that students need a solid understanding of core knowledge if they are going to progress in their learning.

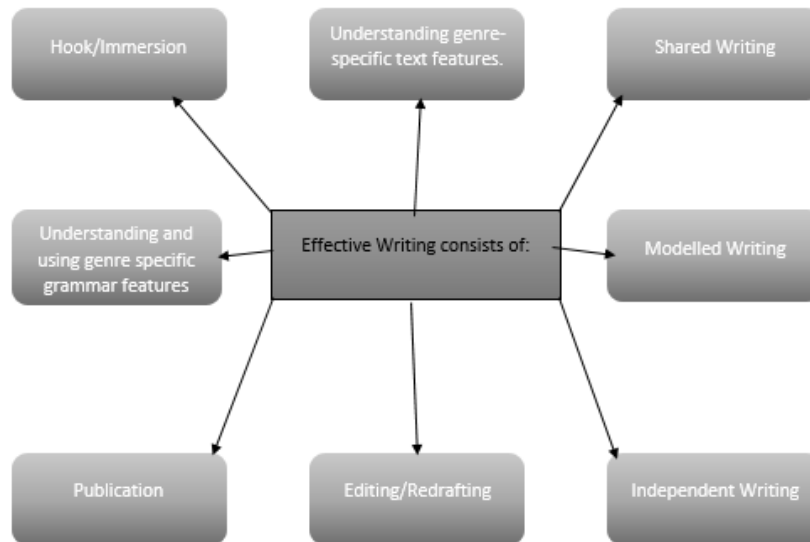
Early Writing at Oxbridge Lane Primary School

Writing down ideas fluently depends on effective transcription: that is, spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. This understanding begins in EYFS through daily, high quality phonics lessons.

In the Foundation Stage, children are encouraged to attempt their own emergent writing and their efforts are valued and celebrated. As their phonic knowledge increases, so does their ability to write independently. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. Legible letter formation is explicitly taught and modelled on a daily basis. A wide variety of opportunities are provided for children to engage in writing activities and independently apply their phonic skills through role play, creative activities, computing and the outdoor area.

KS1 and KS2

At Oxbridge Lane Primary, we believe that effective writing is developed through eight key elements across a 3 week writing process.



Hook

- In order to enthuse and capture children’s imaginations to want to write purposeful pieces for a wide variety of audiences, all writing units will start with a hook. This element of the sequence will give children the necessary desire and knowledge of content to be able to write high quality pieces of writing. This hook should be relevant, current and engaging. For example: current world or local news; engaging texts, images or videos; staged theatrical scenarios etc.
- Children’s prior experiences, knowledge and interests should all be taken into account when planning and ensure that children are not disadvantaged through a lack of the above outside of school.
- There is no expectation as to what the hook should be presented as; however, opportunities for speaking and listening, drama, research, ICT, debate, Talk for Writing.etc are all ideal vehicles in which should be used to immerse children into their writing.
- Good speaking and listening skills are crucial to the development of writing. Drama and role play opportunities are provided prior to writing. Teachers also plan for talking opportunities through drama, talk partners and group discussion to enable children to verbally rehearse their ideas before writing.

Spelling Rules/CEW

- Appropriate Common Exception Words and High Frequency Words will be identified and taught within the unit. These words will be incorporated into modelled and shared writing with the expectation that pupils will use them correctly within their own independent writing.
- A Spelling Rule and associated spellings will be taught within the unit also. These words will be incorporated into modelled and shared writing with the expectation that pupils will also use them correctly within their own independent writing.
- A spelling test is not required, but can still be completed, as evidence of understanding will be seen within independent writing and daily reviews.

Understanding and applying genre specific features

- Each unit will incorporate a focus around the features of the genre specific texts.
- Children will be presented with a variety of opportunities to engage with, analyse, and discuss the genre specific features that make up the unit.
- Children should see these features used across a variety of texts within the genre and be able to evaluate their effect and purpose, so that they can make informed decisions when creating their own piece of writing.

Understanding and applying genre specific grammar

- Wherever possible, discrete grammar lessons should be focused around the grammar specific features of the genre.
- These tasks should link to the current unit of writing and be implemented alongside other elements of the writing such as shared writing or editing.
- If the genre does not lend itself to the grammar objectives that are being taught, every effort will be made to apply the grammar activities to the content and theme of the current writing unit.

Modelled Writing/Planning

- Modelling is an important part of the writing process where children get to observe and learn from how expert writers think about the writing process.
- During modelled writing, the teacher thinks aloud while writing and models strategies in front of the children, communicating the strategies being used.
- Teachers may model writing skills such as punctuating, rehearsing, proof reading, editing, word selection, sentence construction and paragraphing.

Shared Writing

- This strategy can also be used in guided writing groups and should be used more frequently than modelled writing.
- In shared writing, the teacher skillfully invites contributions from the children and teaches writing skills such as rehearsal, proof reading and editing, and production of a final draft.
- Shared writing should be focused around smaller pieces of text in order to ensure that the focus is on the quality of the writing and deeper learning can take place around more focused content.

Re-drafting/Editing

Editing and Redrafting are considered essential elements of the writing process.

- Editing will often have a focus on syntax, spelling and basic punctuation; whereas, redrafting will have a more prominent focus around the vocab, composition and cohesion of the piece.
- Both of these elements need modelled to children frequently in order for children to observe expert writers improving their own work.
- Progression in editing and refining work document

Publication

We believe that writing should be purposeful and children should have a final product in their writing that they take pride in.

- At the beginning of the unit, an example of the purpose of their writing will be shared with the class and placed on display for children to refer to throughout the unit.
- Every unit, children will have a final piece written in their publication book. Some pieces may be used for projects or display work for a short amount of time.

Sequencing

- The sequencing of these elements will vary dependent on the year group, genre and ongoing assessment and there is no preferred sequence, leaving this to the discretion of the class teacher. There is, however, an expectation that all units will start with hook and immersion and will end with publication.

Steps to Success in Key Stage 1

The writing process will generally follow the sequence as outlined below. Teachers will use their knowledge of the needs of their class to determine how much lesson time is dedicated to each step to ensure that basic skills are secure and contribute to effective composition. The general writing sequence for one piece of writing will take between one to two weeks, to ensure secure understanding and strong application of skills.

Step 1 – Hook/Immersion
Through shared stimulus, children are hooked and immersed in language and explore the structure and sequence of a text.
Genre specific spellings/CEW introduced



Step 2 – Prepare
Understand genre specific features
The task is introduced and discussed with children; ideas, vocabulary and language are discussed in terms of audience and purpose.



Step 3 – Plan
Shared writing
Key ideas are planned, where children make decisions in relation to language, vocabulary and sequence/structure.



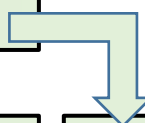
Step 4 – Practice
Apply genre specific features – modelled writing
Children have the opportunity to be taught word-level, sentence-level and/or SPaG skills to be applied within writing composition.



Step 5 – Draft
Independent writing
Children rehearse and compose sentences, experimenting with language and applying the skills previously practised.



Step 6a – Edit
Children read back their writing and check for sense. Corrections are made and language/vocabulary revised. This is based upon teacher marking and feedback.



Step 6b – Transform for Greater Depth
Children to complete transform task. Children to have task modelled before completing the task. Some children may work with a member of staff on a separate objective during this time.

Daily Steps
Dictation (twice weekly)
Children are given a sentence verbally to record, building up to English books. The sentence will incorporate high frequency words, phonics-linked spellings and an age-appropriate range of punctuation. Dictation sentences will be responsive to the needs of children.

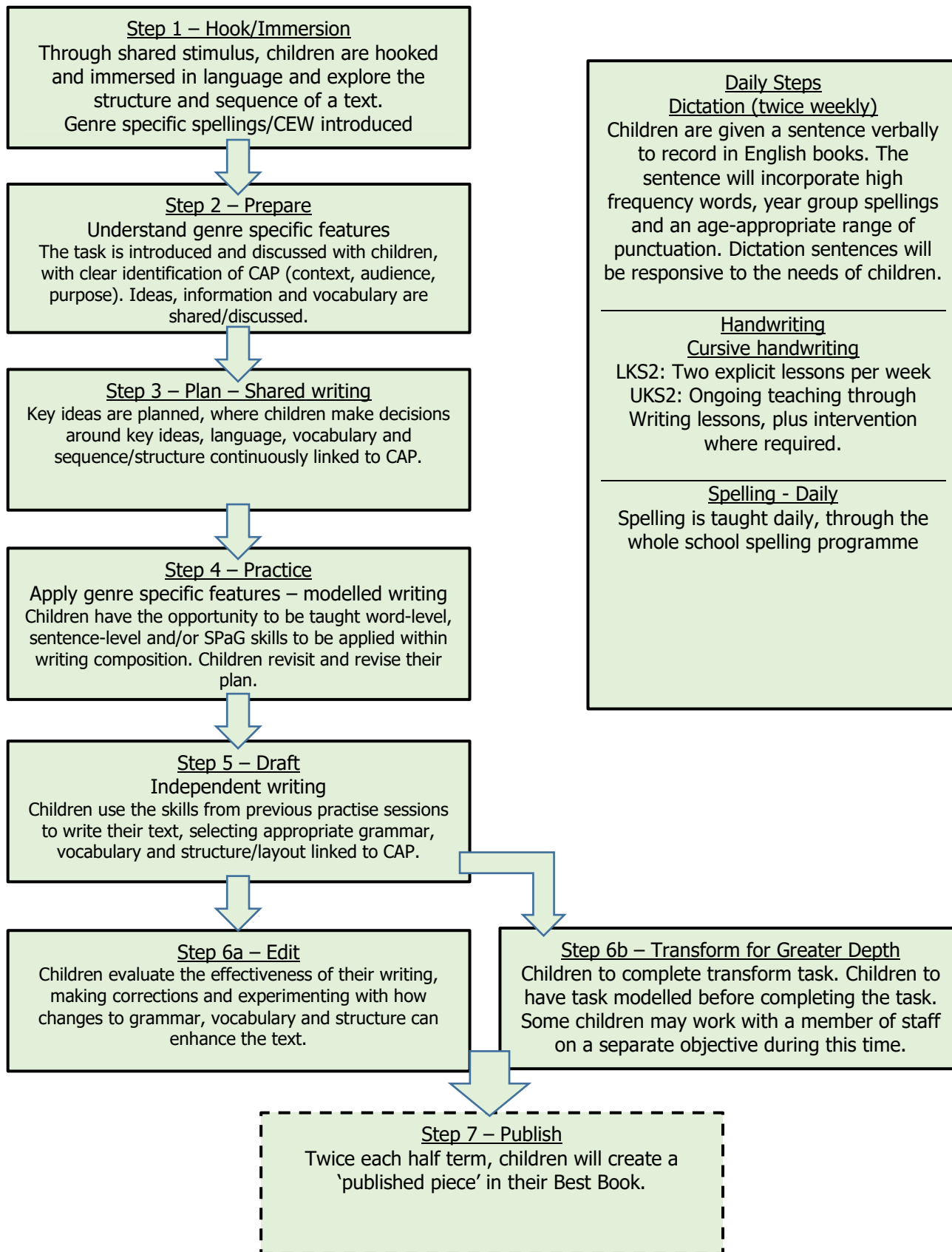
Letter Formation / Handwriting
Y1 – Daily letter formation (pre-cursive), additionally taught twice a week
Y2 – Daily letter formation (pre-cursive), additionally taught twice a week
(Cursive to be taught to GDS pupils or when approved by SLT)

Spelling
Spelling is taught daily, through Jolly Phonics sessions and the whole school spelling programme

As part of transition, Year 2 will publish one piece of their choosing at the end of the academic year.

Steps to Success in Key Stage 2

The writing process will generally follow the sequence as outlined below. Teachers will use their knowledge of the needs of their class to determine how much lesson time is dedicated to each step to ensure that developing skills become secure and contribute to effective composition. The general writing sequence for one piece of writing will take between two to three weeks, to ensure secure understanding and strong application of skills.



Progression in Genre

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------|-------------------------------|--------|--------|--------|--------|--------|--------|
| To entertain | Retell a story | ✓ | ✓ | ✓ | | | |
| | Recount | ✓ | ✓ | | | | |
| | Character profile | | ✓ | ✓ | ✓ | | |
| | Descriptive writing | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Narrative | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| To inform | Simple recount | ✓ | ✓ | ✓ | | | |
| | Non-chronological report | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Instructions | | ✓ | | ✓ | | |
| | Recount: letter | | | ✓ | | ✓ | |
| | Recount: diary | | | | ✓ | | ✓ |
| | Recount: newspaper report | | | | ✓ | ✓ | ✓ |
| | Recount: historical/biography | | | | | ✓ | ✓ |
| | Procedural writing | | | | | ✓ | ✓ |
| To persuade | Poster advert | | | ✓ | | | |
| | Advert script | | | | | ✓ | |
| | Persuasive letter/leaflet | | | | ✓ | ✓ | ✓ |
| | Persuasive speech | | | | ✓ | ✓ | ✓ |
| To discuss | Balanced discussion | | | | | ✓ | ✓ |
| Poetry | Different forms | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

✓ = first time genre is introduced – modelling and structure needed

✓ = second time genre is a focus – reminder of modelling and structure only (less modelling)

✓ = third time genre is a focus – less modelling of writing, more modelling of editing and refining

Traditional Tales Progression – Traditional Tales will be a thread throughout school. Children will be exposed to them initially in Early Years and Year 1, then revisited from Year 2 to Year 6. These can be used as stimulus for the cold writing tasks.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|---------------------|---------------------------|--------------------------------|---------------------------|---------------------|--------------------------------|
| Nursery | The Gingerbread Man | Little Red Riding Hood | Goldilocks and the Three Bears | Jack and the Beanstalk | Little Red Hen | The Princess and the Pea |
| Reception | Hansel and Gretel | The Tortoise and the Hare | The Three Little Pigs | The Ugly Duckling | The Enormous Turnip | The Pied Piper |
| Year 1 | Rumpelstiltskin | Stone Soup | Three Billy Goats Gruff | Frog Prince | Chicken Little | Rapunzel |
| Year 2 | | The Gingerbread Man | | Little Red Riding Hood | | Goldilocks and the Three Bears |
| Year 3 | | Jack and the Beanstalk | | Little Red Hen | | The Princess and the Pea |
| Year 4 | | Hansel and Gretel | | The Tortoise and the Hare | | The Three Little Pigs |
| Year 5 | | The Ugly Duckling | | The Enormous Turnip | | The Pied Piper |
| Year 6 | | Rumpelstiltskin | | Three Billy Goats Gruff | | Rapunzel |

Assessing Writing

It is vital that writing is continually assessed through school. Clear daily reviews and the use of AfL allows teachers and leaders to quickly identify what children should be able to do – and by when. This is key in the monitoring of writing and in the assessment of the children across the school.

Oxbridge Lane Primary adapt a feedforward approach to feedback in writing. Research has found that marking consumes too much time and productivity and focuses on past work which cannot be changed. Instead, teachers will read through every book on a daily basis and make notes in their feedforward journal on

- Children producing excellent work and why.
- Students who may need more support.
- Common misconceptions/errors
- Spellings and other details such as presentation.
- Concepts to reteach or reinforce.

Teachers will use this information to continue to plan and deliver effective writing lessons. The effectiveness of the lessons planning and feedforward assessment is monitored by the leadership team.

At Oxbridge Lane Primary School, all children are summative assessed in their writing ability half termly through a cold writing task. The writing is assessed against year group criteria (see assessment sheets) and pupils identified as being working towards, expected standard or greater depth.