How We Teach Writing at Martlesham Primary Academy



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# Writing Intent

***English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.* National Curriculum (2014)**

The 2014 National Curriculum for reading aims to ensure that:

‘**pupils should develop the stamina and skills to write at length, use accurate spelling and punctuation, be grammatically correct, write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations and write to support their understanding and consolidation of what they have heard or read.’**

The NC divides writing skills into two dimensions:

* Transcription (spelling and handwriting)
* Composition (articulating ideas in speech and writing)

At Martlesham Primary Academy (MPA), we recognise that writing is both a key skill within school, and a life skill to be utilised through everyday experiences and therefore high-quality literature and real-life writing purposes are at the heart of all learning. We aim to improve the life chances of our children by ensuring that every child has access to quality experiences of literacy and that all staff have the knowledge and resources to support children to become fluent, confident, happy and enthusiastic writers. We aim to prepare children for life after school and tackle social disadvantage; planning to enhance children’s cultural capital through our writing lessons. We aim for all children to be able to write coherent sentences using a range of different structures, to be able to spell and punctuate accurately and to enable them to plan, draft and edit.

Implementation:

Throughout Early Years, Key Stage 1 and Key Stage 2, we teach writing through a text-based approach, which allows us to meet the needs of the children that we are teaching – through choosing a text that will engage, inspire and motivate. As well as reading a wide variety of genres, children are given frequent opportunities to develop their skills in writing in different genres. We aim to develop children’s ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the audience / reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. In lessons, teachers clearly model the writing skills for their year group.

At MPA, we teach writing through a constant approach which enables children to engage, develop, apply and then reflect and edit their writing through a range of genres and subjects. Below outlines the different techniques and strategies we use to ensure our children not only become confident writers but also develop a love of writing that grows throughout their educational journey.

|  |  |
| --- | --- |
| Stage of writing | Techniques and strategies |
| Engage | * Use of high-quality texts. * Thematic approach linked to the curriculum. * Use of role-play, hot seating and drama. * Use of Pie Corbett- Talk for Writing * Exciting hooks and stimuli-videos, pictures etc. * Do the Write Thing (independent write) |
| Model | * Analysis of a WAGOLL to identify key features of the genre to be taught. * Teacher and child modelling writing during shared sessions. * Linked shred reading to writing. * Use of Dictogloss in year 5/6 * Upskilling writing. * Peer assessment and improvement- modelling improvements. |
| Develop | * Opportunities to develop new vocabulary using the working wall. * Teaching explicit grammar skills for writing. * Spelling sessions that take place daily. * Opportunities for children to experience different types/versions of texts |
| Apply | * Do the write Thing- every 2/3 weeks * Writing using IT * EYFS- use of writing area in classroom daily. * Cross curricula writing. |
| Reflect and Edit | * Editing session planned at least every two weeks. * Peer and self-editing using green pen against individual writing targets. * Use of writing conversations-1:1 with adult. |

# Impact - How we assess writing?

By the time our pupils leave Martlesham Academy, we aim to ensure that they are confident and creative writers who have made sustained progress since joining in Reception. By the time pupils are in Upper Key Stage 2, all genres will be familiar to them and teaching can focus on creativity, sustained writing and the manipulating of grammar and punctuation. Pupils will have made good progress from their KS1 results and their written work across the curriculum will be of a high standard. As well as being confident to write for a range of purposes, pupils will have fostered a love for writing and they will write for enjoyment.

Assessment is carried out on four levels:

* Formative assessments take place on a daily and weekly basis, enabling teachers to be sure children are understanding new concepts before moving on. They also inform future planning and provide support and challenge where necessary.
* Summative assessments are carried out termly. The purpose of these assessments is to review and record the progress the pupils have made, measured against school and national targets. This is done by drawing on class records of key objectives and any supplementary notes that have been made. All data is analysed by senior management, the English leader and the class teacher to support gaps analysis and progress judgements.
* Teachers formally assess pupils at four different stages throughout the year on O-Track, where they are identified as ‘Working Towards’, ‘Expected’ or ‘Working at Greater Depth’ for their age-related expectations. Teachers can also assess the children as working within the objectives of a prior year group if this is required.
* At the end of Key Stage 1 and Key Stage 2, each pupil’s level of achievement against national standards is included as part of their annual written report.

**Formative assessment / assessment for learning in Writing**

* **Clearly establish learning goals to enable assessment to take place.**

Ensure that lesson objectives are directly linked to Key Performance Indicators or National Curriculum objectives so that children and adults can assess learning against these in every lesson. Lesson objectives should be specific and skill-focused, for example: ‘To add information using relative clauses’. This allows for a multitude of assessment opportunities against the objective, using smaller component success criteria:

‘I can accurately punctuate my sentence.’

‘I can use a relative pronoun in the right place.’

‘I can add detail that is relevant an contributes to meaning.’

If the lesson objective is linked to a key learning objective in the curriculum, whether knowledge or skill, and the success criteria clearly breaks down the steps or component skills/knowledge required, then the learner and teacher can easily assess progress against them.

* **Write. Discuss. Assess. Set goals.**

To properly assess children’s learning in the moment, you will need opportunities to read their writing and discuss it with them. This best done in small groups, using a clear lesson objective and set of success criteria (as discussed above). Ensure that children lead the discussion by explaining where they have achieved the success criteria, or where they don’t understand. Model the specific learning that the child requires in the moment, and allow them to practice, and reflect. This allows the child to lead the assessment process. Set specific goals for the next lesson, text, unit.

* **Self-assess progress against targets**

Encourage children to highlight their own progress against goals. Children should be encouraged to annotate or mark in their writing where they have achieved a learning objective or personal target.

* **Plenaries, snapshots and exit slips**

It is always useful to have a quick written snapshot of learning at the end of a lesson. This could be in the form of a brief question relating to the lesson objective, a quick test of the skill being applied – i.e. write a complex sentence about… - or a meta-cognitive self-assessment response about the child’s success with the lesson objective. These quick tasks provide regular snapshots of children’s learning, which the adult can use to inform planning or individual targets before the next lesson.

* **Prioritise self-editing**

Ensure adequate time in every session for self-editing, with a focus, so that children can check their writing before the end of the lesson. This provides a lot of information about how well they have understood the specific objective of the lesson, as well as their continued progress in writing and engagement with the writing process.

* **Temperature Check and Follow-Up**

Give the children the opportunity to tell you how well they think they have understood at key intervals (after modelling, 5 mins into group/independent tasks, etc.) This can be as simple as a thumbs up/down exercise, but ensure that it is followed-up in the moment. Bring unsure children back to the carpet or to a guided group table to intervene directly before they continue to struggle.

* **Peer Assessment**

Train children to be judicious, critical friends. This follows from the very first point above about making the learning objectives clear so that assessment is possible for everyone, but it also requires clear instruction and practice for the children. They will also require language prompts to support their feedback to each other. Think about what children can effectively feed back to each other about: success against the lesson’s criteria, spelling with the aid of a dictionary, basic punctuation and sentence accuracy.

* **Guided groups**

Guided groups are crucial to moving children forward with specific skills/knowledge or intervening to correct misconceptions. The sessions should be short, targeted and allow the teacher to assess against children’s individual targets, as well as the objective for the group session/ lesson.

* **Moderate regularly**

Use marking parties to enable moderation with colleagues at any time, especially if you work in year group teams. This is crucial to ongoing assessment and informing day-to-day planning adjustments.

Statutory Assessments:

Year 2: Children are assessed in writing as part of the end of Key Stage 1 SATs.

Year 6: Children are formally assessed in writing as part of the end of Key Stage 2 SATs.