

# **English: Writing**

## **Intent**

At Harvills Hawthorn, our mission is for all of our pupils to be the very best they can be. It is our intention to provide them with a high-quality education in English that will teach them to become enthusiastic writers who can write fluently and communicate their ideas effectively.

Our pupils will be able to plan, revise and evaluate their writing. To be able to do this successfully, pupils will focus on developing effective transcription and composition. They will develop an awareness of purpose, audience and format and use an increasingly wide knowledge of vocabulary and grammar. Our intention is for all pupils to leave school being able to use fluent, legible, cursive handwriting.

With regards to spelling, we teach the relationship between words, how to understand nuances in meaning and how to use figurative language. We teach pupils to work out the meaning of unknown words drawing on their understanding of the context in which it is written.

## **Implementation**

At Harvills Hawthorn Primary School, we pride ourselves on the consistent approach to teaching and learning that can be observed across all phases of school. This is achieved through our commitment to cutting edge CPD and quality first teaching on a daily basis. Expectations of staff and pupils are high, resulting in good or outstanding progress in all phases. There is a universal understanding of what outstanding teaching, learning and assessment should entail. These strategies are consistently used throughout school and it is the expectation of leadership that all lessons will include a variety of these to enable learners to reach their full potential. Active learning is essential in all aspects of the lesson. All staff use the same terminology so that learners develop a knowledge and understanding of the different ways they learn.

At Harvills, we believe outstanding teaching, learning and assessment must include the following:

1. Challenge for all
2. Collaborative learning
3. Assessment for learning
4. Questioning
5. Progression within lessons and books
6. Learning behaviours

We are working hard to promote our pupils' English and ensure that they all achieve to the very best of their ability. Pupils are encouraged to read widely and often.

English is fundamental to all subjects. Consequently, we believe that all stakeholders have a role to play in supporting and developing our pupils' English skills to ensure they can communicate effectively in today's society. All children are expected to follow our school's non-negotiables for presentation. This includes a focus on learning to write in the cursive script

### **The delivery of English at Harvills Hawthorn**

At Harvills Hawthorn Primary School, we have designed an English curriculum, with reference to the National Curriculum Programme of Study, that meets the needs of our pupils. Transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) are the key focuses; it is essential that teaching develops pupils' competence in these two areas. In addition, pupils should be taught how to plan, revise and evaluate their writing.

- Although writing is an integral part of all lessons, new learning is introduced and taught discretely.
- At all phases, English lessons are an hour long and follow a set structure:

#### **KS1**

- A 5-7 minute Daily Review with a focus on revising previously taught spelling patterns or previously taught grammar objectives.
- 15 minutes of teaching the new concept and modelling the learning.
- 30 minutes of independent/group/paired or adult supported learning.
- A 10-minute plenary that includes AfL.

#### **KS2**

- A 5-7 minute Daily Review with a focus on revising previously taught spelling patterns or previously taught grammar objectives.
- 15 minutes of teaching and modelling the new learning.
- 30 minutes of independent/group/paired or adult supported learning.
- A 10-minute plenary that includes AfL.

- Quality texts, linked to the year group's theme, are used to supplement the pupils' writing.
- Pupils write for a range of purposes and audiences.
- Across each term, pupils will write fiction and non-fiction texts.

## **The Writing Journey at Harvills Hawthorn**

### **Genres**

- Each term, children will write both fiction and non-fiction texts for a range of purposes

**Structure** - The teaching of writing at Harvills Hawthorn loosely follows the Talk for Writing structure.

- A spelling lesson is delivered weekly. The purpose of this session is to teach children strategies that they can use when learning to spell the list of 8 words given to them. These words include spelling patterns from the appropriate year group; words from the statutory word lists and words that have previously been learned as part of the Daily Review.

### **Imitation**

- A creative hook will be used to engage the children
- Pupils will identify the PAF (purpose, audience and format).
- Warm-ups will include word, phrase and grammar activities.
- Short-burst writing to include grammar objectives
- A story map of the model text will be shared with the children so that the text can be internalised.
- Drama activities will be used to deepen the children's understanding of text.
- Children will 'read as a reader', focusing on vocabulary and comprehension.
- Once familiar with the text, children will 'read as a writer' by boxing-up the text, analysing features and co-constructing toolkits.

### **Innovation**

- Using their learning from the imitation stage, children will now create a new plan: story map, boxing-up and oral story telling.
- Shared writing will be used to model how to innovate the model text.

### **Independent application**

- Children will write their own text, using the toolkits and their new plan.
- Children will be given time to write independently. This may be broken down into sections.
- Children/teachers will assess the independent writing against the success criteria.

### **Editing and redrafting**

- In Year 1, there is no expectation for children to edit or redraft their writing. However, when children are reading their writing aloud to an adult, they should be encouraged to self-correct. Regular opportunities must be given for this.
- In Year 2, when children have written their final piece of writing, these will need to be marked in depth, focusing on errors in spelling, punctuation and

grammar. These codes should be written in the margin, corresponding to the line where the error has occurred. The error itself should be highlighted in green until the child becomes more able to spot their own errors.

- In Key Stage 2, when children have written their final piece of writing, these will need to be marked in depth using GAPS and ARMS.

#### GAPS codes

Gr (grammar)

AV (appropriateness of vocabulary)

Pu (punctuation missing/misused)

Sp (spelling error)

#### ARMS codes

A (add)

R (remove)

M (move)

S (substitute)

- These codes are written in the margin, corresponding to the line where the error has occurred. The error itself should be highlighted in green until the child becomes more able to spot their own errors.
- After editing and redrafting is complete, the children use their purple pen to write their paragraph of perfection (P.O.P.), which includes the improvements they have made.

### **Grammar and Punctuation at Harvills Hawthorn**

- Each year group has grammar objectives that they are to cover.
- Where appropriate, these objectives should be taught in context and not discreetly.

## **Impact**

The impact of our curriculum is clear: progress, sustained learning and transferrable skills. Pupils will make at least good progress from their individual starting points. The writing journey will support pupils to become more confident writers by the time they leave Harvills Hawthorn at the end of Key Stage 2. Our pupils will be able to write for a range of purposes and audiences, manipulating grammar and punctuation. They will be creative writers with a passion for English.

As all aspects of English are an integral part of the curriculum, cross-curricular writing will be of the same standard as that produced in English lessons. This shows consolidation of skills and a deeper understanding of how and when to use specific grammar and punctuation. We hope that we fulfil our school's vision: to prepare our children for the next stage of their lives to enable them to contribute positively to their community.