

# Teaching Writing



What do you think you would want to see in a successful writing classroom?

# Aims for the session:

- ▶ To understand where to look for further information regarding the teaching of handwriting and spelling.
- ▶ To understand the importance of modelled, shared and guided writing.
- ▶ To understand the process of planning English writing from a long term overviews, to modelled, to guided.
- ▶ To reflect upon our own classrooms as an environment for stimulating and facilitating writing.
- ▶ To unpick the strands of the NC for writing and develop an understanding of what this looks like in practise.
- ▶ To understand the process for assessment of writing and the role of moderation.
- ▶ To understand the importance of relevant marking for helping children to make rapid progress.

# National picture

- ▶ Writing is a complex task. It requires the coordination of fine motor skills and cognitive skills, reflects the social and cultural patterns of the writer's time and is also linguistically complex (Myhill and Fisher, 2010; Fisher, 2012).
- ▶ Writing is the subject where pupils perform less well compared with reading, maths and science. In addition, there is a gender gap in pupils' performance in writing with girls outperforming boys.

Further reading:

This document includes the governments findings as to effective processes in the teaching of writing.

- Approaches for effective, whole-class teaching
- Approaches for struggling writers and pupils with Special Educational Needs and Disabilities (SEND)
- Reasons for the gender gap.
- Strategies for engaging boys.

## The research evidence on “writing”

Education Standards Research team

Education Standards Analysis & Research Division

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# Teaching of writing

## Approaches for effective, whole-class teaching

The following table lists approaches that have been found to be effective in the teaching of writing by research reviews of international evidence (What Works Clearinghouse, 2012; Gillespie and Graham, 2010; Andrews et al, 2009; Santangelo and Olinghouse, 2009).

- Teach pupils the writing process.
- Teach pupils to write for a variety of purposes.
- Teach the pupils to become fluent with handwriting, spelling, sentence construction, typing and word processing.
- Set specific goals for pupils and foster inquiry skills.
- Provide daily time to write.
- Create and engaged community of writers.

# The successful writing classroom?



What do you think you would want to see?

A successful writing classroom should have clear expectations, targets and regular observation and assessment of progress towards the targets

A stimulating writing environment should include these elements:

- ▶ displayed and celebrated examples of children's own writing
- ▶ purposes and opportunities for writing linked to activities across the curriculum
- ▶ frequent uses of writing to communicate, eg through notes, reminders, lists, etc.
- ▶ frequent access to and encouragement to use writing materials at every opportunity
- ▶ opportunities to use writing in play activities



- ▶ **adults** (not only teachers) as role models who use writing explicitly in the classroom or setting
- ▶ for a variety of purposes and demonstrate to children what they are doing, eg writing notes
- ▶ completing registers, making lists, completing forms, writing labels, directions, captions
- ▶ responding to children's work
- ▶ a wide experience of **reading** as the primary source of knowledge about how written language
- ▶ looks and sounds



- ▶ the systematic, regular and direct teaching of **phonics**
- ▶ the direct teaching of **handwriting** with daily opportunity for practice
- ▶ rich **oral experience** of telling, retelling and refining texts as a preparation for writing
- ▶ regular **shared writing** to teach the skills of text composition directly
- ▶ opportunities for supported, independent writing linked to, and developed from, shared writing
- ▶ displays of **word lists, notes and other formats for planning** which represent 'work in progress' and serve both to remind children of previous learning and to provide scaffolds, checklists
- ▶ support for independent writing

# Choices for writers

Writing is a complex skill, successful writers need to orchestrate a range of decisions to create a text. Children need to be taught how to control and co-ordinate two key aspects of writing, as they move towards independence:

## Transcription:

- ▶ How do I write it down? Phonic ie spelling and handwriting and graphic ie word knowledge.

## Composition:

- ▶ Planning: What am I writing about and who is it for? ie content, purpose and audience
- ▶ Composing: How do I say it in writing? ie word choice, sentence grammar and text organization.

# Teaching handwriting

- ▶ Transcriptional skills need to be taught explicitly.
- ▶ In Reception and throughout Key Stage 1, children should be taught transcriptional skills systematically and directly to develop accuracy and speed to an automatic level. These skills cannot be reliably taught as they arise ‘in context’, through shared writing, because they occur too randomly and infrequently. However, they should be continually and systematically *applied* in real writing contexts to secure the skills and to teach children how to draw upon and transfer their knowledge effectively.

- ▶ Transcriptional skills need to be practiced and ‘over-learned’ to a point where they become habitual - and correct! In order to secure this, teaching should be little and often - at least 15 minutes per day. ‘Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently.’ NC 2015
- ▶ Teaching transcriptional skills can and should be active, enjoyable and successful. They can be taught to the whole class at an accelerated rate through activities which help teachers assess as they teach and differentiate to support individual pupils. ‘Pupils should revise and practice correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.’ NC 2015
- ▶ Schools will use a range of handwriting schemes-you need to find out what your school is using and adapt your handwriting accordingly as a model of excellence.

# Developing handwriting

What should be taught in early years?

- ▶ Good gross and fine motor skills.
- ▶ A recognition of pattern.
- ▶ A language to talk about shapes and movements.
- ▶ The main handwriting movements involved in the three basic letter shapes. l c r



## Moving on through early years

- ▶ Skills for handwriting can be introduced from an early stage.
- ▶ Children should be allowed to pick up the writing implement themselves and decide which hand they prefer. Only then should they be given help with the pencil hold.
- ▶ Once children have found their preferred hand and are confident with flowing movements they can be introduced to smaller more controlled movements. Left to right - top to bottom.

# National Curriculum expectation for handwriting Statutory requirements Y1

- ▶ Pupils should be taught to:
- ▶ sit correctly at a table, holding a pencil comfortably and correctly
- ▶ begin to form lower-case letters in the correct direction, starting and finishing in the right place
- ▶ form capital letters
- ▶ form digits 0-9
- ▶ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.

# Y2

- ▶ Pupils should be taught to:
- ▶ form lower-case letters of the correct size relative to one another
- ▶ start using some of the diagonal and horizontal strokes needed to join letters (GD) and understand which letters, when adjacent to one another, are best left unjoined
- ▶ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- ▶ use spacing between words that reflects the size of the letters.



# Lower Key stage 2

- ▶ Pupils should be using **joined handwriting** throughout their independent writing. **Handwriting should continue to be taught**, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

# Upper Key stage 2

- ▶ Pupils should continue to **practice handwriting** and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

# Is there a recommended style of handwriting?

The Nelson Handwriting font for teaching handwriting.

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

1 2 3 4 5 6 7 8 9 0

## The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

The break letters (letters that aren't joined from) are:

b g j p q x y z s

puff traffic offer  
after loft raft often

In the case of 'ff' the cross stroke is drawn immediately after the ff.  
In the case of 'ft' the cross stroke is drawn when the word is written - the next letter is joined from the 't'

eg. often often  
but lraff lraffi traffic

23. C is the only capital letter which is joined to lower case letters

# You have to be a model of excellence

- ▶ There is no recommended style of handwriting-check what your school uses.
- ▶ Familiarise yourself with the school's handwriting policy.
- ▶ Learn the joins and adapt your own style so you model all writing in the agreed style.
- ▶ Familiarise yourself with the agreed 'patter' when talking about handwriting and letter joins - each school will have an agreed script!

## Continuing good practise through key stage 2

- ▶ Many children still require a great deal of support. (Bad habits are harder to undo further up the school-eg pen hold)
- ▶ Teaching children to develop a fluent style needs to be modelled in shared writing and taught frequently (often combine with spelling/phonics lessons)



Other strategies may help children who really struggle with their handwriting. This child is using highlighted paper to help them control their sizing and letter formation.

I can write an persuasive argument

In the book 'Pig Heart Boy' the main ~~char~~ character - Cameron - has ~~been~~ <sup>been</sup> ~~had~~ a horrible virus, which he has ~~had~~ <sup>affected</sup> for the past years two years. This infection has ~~been~~ <sup>been</sup> ~~been~~ <sup>been</sup> and there is only one option to save his life (Xenotransplantation). Due to not knowing how long he will live for, they know that he will get a better chance of being a normal boy again. With over 50 fifty thousand people on the waiting list he is the first to experience Xenotransplantation. <sup>could be</sup>

Most boys do lots of sports: football, which is very popular, and rugby, which is very rough. <sup>There is no</sup> <sup>negative</sup> <sup>relative clauses</sup> in having a new healthy heart which <sup>would be</sup> <sup>is</sup> like a new beginning to him, he ~~can~~ <sup>could</sup> do what he has always dreamed of doing with his friends <sup>his friends</sup>. Also he will have more ~~sp~~ <sup>freedom</sup> to do what he wants: Swimming, running, football, and more.

①

Fenton

who?

In addition, this is the only chance of a fabulous life, he might even live to his thirties and possibly <sup>sp</sup> he could live to his forties. If he is to go through this procedure with this procedure. <sup>Then</sup> <sup>Cameron</sup> <sup>he</sup> <sup>could</sup> <sup>also</sup> <sup>save</sup> the lives of others, if the surgery is a success: he could be a hero. Furthermore his name will go down in history, for the first person to have a Xenotransplantation and the first to have a pig heart boy. <sup>good development of ideas</sup>

Finally, Cameron could be rewarded the Victoria Cross for bravery and ~~not~~ <sup>for</sup> courage. As a result the whole country will be proud ~~the~~ <sup>his</sup> parents will be proud as well, if he ~~also~~ <sup>Also</sup> he will have more friends, life would be so much easier and less boring as Cameron.

②



Monday 29th February 2016

1 Lewis

→ Cameron

I can write a persuasive argument

✓ inverted commas

In the book, 'Pig heart boy', by Malorie Blackman, the main character, Cameron, ~~had a~~ has a damaged heart due to the fact that he had a viral infection.

Unfortunately for Cameron, there are fifty-thousand people on the waiting list so his chances of getting a heart are very slim. The doctors have predicted that he now only has a one year life and xenotransplantation is his only chance.

Firstly, if Cameron does have the xenotransplantation, he will be able to live a much longer life and be able to do things he has not been able to do.

Furthermore, there are not enough living <sup>organ donors?</sup> ~~organisms~~ to go around; this could mean Cameron could not get one.

In addition, there is not another way because he has <sup>tried</sup> tried using drugs however they did not work.

In addition, by going first with the ~~pro~~ procedure, Cameron could help thousands of other people

in a similar position because ~~If it does come out as a result~~

→ fully explain how.

②

LEWIS

✓ conditional sentence

If the operation is a success, then Cameron will be the first ever 'Pig Heart Boy'. Furthermore, if it is a result this could help Dr Bryce in his future transplants.

Moreover, this will mean Cameron does not have to wait for a human ~~org~~ <sup>organ</sup> organism.

Finally, if Cameron does have the pig's heart then his parents may stop arguing. Also, if it is a success then Cameron's friends may treat him normally. Moreover, other people may treat him normally. As well as this, his quality of life could improve because

To conclude, if Cameron goes ahead with the procedure then his life could change forever.

Please finish

# Where to look for further information:

- ▶ Developing early writing - DFE 2001
- ▶ National handwriting association - <http://www.nha-handwriting.org.uk/>
- ▶ Your school's policy and handbook for the teaching of handwriting.

# How do we plan writing?

- ▶ What are we looking for? What is the expectation for each year group?
- ▶ Writing is broken down into 4 strands or domains:
- ▶ **Transcription**
- ▶ **Handwriting**
- ▶ **Composition** (which can be further broken down into composition and effect, text structure and organisation and sentence structure)
- ▶ **Vocabulary, punctuation and grammar.**



# Transcription - *the skills of the secretary*

- ▶ The physical effort of writing
- ▶ Spelling
- ▶ Legibility etc

(parents often put a larger emphasis on these elements of writing than the composition)

# Composition - *skills of the author*

Composition is all about creating ideas, developing individual voice and being able to write in different forms for a range of purposes.

- ▶ At key stage 1 the emphasis is on vocabulary, sequencing ideas, full sentences, awareness of the purpose and audience and the role and influence of the literature children read.
- ▶ In key stage 2 the emphasis is on purposes and forms; widening vocabulary; linguistic and stylistic choices; organising text and, again, drawing on books read.
- ▶ For both key stages a range of forms are to be covered.

# Composition and effect

## Non-fiction

- Instructions
- Balanced argument
- Persuasive texts
- Newspaper reports
- Non-chronological reports
- Formal and explanation writing (including letters)
- Recount
- Diary entries
- Information texts
- Biography and autobiography

## Fiction

- Poetry
- Adventure stories
- Mystery stories
- Fables
- Myths and Legends
- Plays
- Stories with historical settings
- Stories from different cultures
- Stories set in imaginary worlds
- Story in the style of a significant author
- Classic narrative
- Flashback stories
- Study of a significant text

These are examples of the types of genres you will need to teach across KS2.

# Planning Writing

- ▶ Important to have whole school and year group specific overviews to ensure coverage and no doubling up
- ▶ Plan in aspects of spelling and SPaG that will be taught across every year to ensure coverage and make relevant links where possible eg teach contractions in spelling when writing informally (first person diary, letter writing) or teach use of formal conjunctions like 'in addition, furthermore' when writing a formal explanation or letter of complaint.
- ▶ Genres need to be varied and a mix of narrative and non-narrative need to be taught. Children need various opportunities to demonstrate particular skills.

# Overviews-Long term plans

Year group	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	Sum 1	Sum 2
Year 2 English units	Explanation Narrative Information text	<u>Bookstudy</u> -The Queen's Bag Poetry Letter writing Narrative	instructional writing list poetry	Book study –Little Answer recount letter writing information text	Book study Caterpillar shoes narrative Explanation Text letter writing	Book study - <u>Beegu</u> narrative recount poetry
Year 2 Class reader	The Guard Dog		Fantastic Mr Fox		Percy the Park Keeper	The <u>HodgeHeg</u>
Year 3 English units	<u>Bookstudy</u> -The BFG narrative	Narrative Persuasive writing non- <u>chron</u> poetry	<u>Bookstudy</u> -The <u>Afterdark</u> Princess narrative letter writing persuasive adverts		<u>Bookstudy</u> – The Tunnel narrative information texts letters	Book study-The firework makers daughter letter recount instructions newspaper
Year 3 Class reader	Flat Stanley	Bills New Frock	Spud Murphy		Cool	Butterfly Lion

Year 5 English units	Book study-The Midnight Fox newspapers letters diary poetry argument narrative information texts	Book study-A Midsummer Night's Dream persuasive adverts news reports PEEL ,poetry Book study-The Iron Man persuasive writing	Biographies Discussion Narrative Poetry	Book Study- Street Child instructions	Poetry- Highwayman Non <u>chron</u> explanations	Book Study- There's a boy in the girl's bathroom Narrative Book study
Year 5 Class reader	The Midnight Fox	Wolf Brother	Wolf Brother	Street Child Oliver Twist	Natural disasters	Classic Poetry There's a boy in the girl's bathroom
Year 6 English units	Book study- <u>Stormbreaker</u> newspapers narrative Mock SATS	Macbeth discussion narrative PEE recount persuasive speeches non- <u>chron</u> report	discursive persuasive letters non- <u>chron</u> instructions	Book study- Pig Heart Boy newspapers poetry argument	<u>Bookstudy-</u> Buddy instructions non- <u>chron</u>	production <u>playscripts</u> residential advertising (fair)
Year 6 Class reader	<u>Stormbreaker</u>	A Christmas Carol	Range of non- fiction texts linked to Animal/rainforest theme	Myths and folktales	Buddy	Production

# Year group overview-medium term plan

	Term/Week	1	2	3	4	5	6	7	8
Autumn 1	Writing Unit	Book study <u>Stormbreaker</u>	Book study <u>Stormbreaker</u>	Journalistic writing (Persephone's kidnap)	Narrative (Greek Myths)	Narrative (Greek Myths)	Read and respond (Greek Myths)	Mock SATS	
	Grammar	Word classes Fronted adverbials Verbs/adverbs	Apostrophe contractions	Speech punctuation	Subordinating conjunctions	Coordinating conjunctions	FANBOYS use of semi colon to link two main clauses	Relative clauses	
	Spelling	Self-assessment	<u>audi</u>	<u>tele</u>	trans	aero	bi	aqua	
	Class reading Text/ Focus	<u>Stormbreaker</u> – inference and deduction/ Language for effect							
	Writing Unit	<u>Playscripts (Macbeth)</u> (Heritage text) Writing application: Journalistic Recount Discussion Essay style answers Narrative settings		Biographies (Alexander the Great)	Argument (Parthenon)	PROJECT WEEK Argument (Parthenon)	Non Chronological reports (Ancient Greece)	Non Chronological reports (Ancient Greece)	Digital literacy use PPT to present information
	Grammar/punctuation	Past/present progressive	Passive/active voice	determiners	Antonyms and synonyms	Present perfect/past	Use of brackets,		



# Short term plan

Year 6 2018/19	Short Term Planning: Literacy Narrative writing week 3 (Descriptive writing blurred with explanation texts!)	Spring
<p>2014RICULUM OBJECTIVES    Spoken Word</p> <ul style="list-style-type: none"><li>▪ listen and respond appropriately to adults and their peers</li><li>▪ ask relevant questions to extend their understanding and knowledge</li><li>▪ articulate and justify answers, arguments and opinions</li><li>▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>▪ participate in discussions, presentations, performances, role play, improvisations and debates</li><li>▪ consider and evaluate different viewpoints, attending to and building on the contributions of others</li></ul> <p>Comprehension</p> <ul style="list-style-type: none"><li>• identifying how language, structure and presentation contribute to meaning</li></ul> <p>Writing composition    plan their writing by:</p> <ul style="list-style-type: none"><li>▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>▪ using a wide range of devices to build cohesion within and across paragraphs</li><li>▪ draft and write by:</li></ul>	<ul style="list-style-type: none"><li>▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>▪ writing and choosing the appropriate register</li><li>▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li><li>▪ Produce internally coherent paragraphs in a logical sequence and use devices to create cohesion between paragraphs, e.g. a range of appropriately selected conjunctions or adverbials</li><li>▪ Able to sustain appropriate style and fluency throughout writing, including adapting to the purpose for writing e.g quick legible notes, formal letters etc.</li><li>▪ Draw on a repertoire of sentence structures, including simple, compound, and complex to, for example, expand ideas, convey key information, provide emphasis, detail and description</li><li>▪ Manipulate the order of elements within a sentence e.g. fronted adverbials, subordinate clauses, embedded relative clauses</li><li>▪ Sentence structure varied in line with the expectations of English Appendix 2</li></ul> <p>Writing-G,V and P develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"><li>▪ using the perfect form of verbs to mark relationships of time and cause</li><li>▪ using semi-colons, colons or dashes to mark boundaries between independent clauses</li></ul>	

Day	Whole class shared reading or writing	Sentence & Word Level	Independent More Able	Independent	Independent Less Able	Plenary
Mon	<p>Play the- 'What happened next game.'</p> <p>Revise subordinate clauses - they are fragments that don't make sense on their own, they need to be separated by a comma from the main clause. They can go at the beginning, middle (drop in) or at the end of a sentence. This game helps us to remember how to use subordinate clauses at the start of sentences. Provide starter subordinate clauses and ask the children to think about what happened next?</p> <p>After Amy sneezed on the tuna salad, What did she do? Throw it away? Serve it on toast to her friends? Children write own sentences on mini boards.</p>		<p>Example sentences to use: Once Clare had stamped on the spider, Until Simon has finished his homework, When ... Although, Because .....Before...etc</p> <p><b>Introduce the focus for this week's work: using descriptive language and literary features we have learnt to help us write from our own imaginations.</b></p> <p><u><i>I can appraise a story in film form for its value, quality and usefulness.</i></u></p> <p>Watch 'The lost thing' by Shaun Tan. Discuss themes presented in the film. We can use the pictures taken from the book to promote thinking either before or after watching the film</p>			<ol style="list-style-type: none"> <li>1. What do you think you would do if you met a lost thing like this?</li> <li>2. Make a list of six questions you would ask the lost thing if you met it in the street. What, where, when, why, how, who?</li> <li>3. What do you think the lost thing is? Where do you think it came from?</li> </ol>
			<p>TA support</p> <p>Support -sit children with difficulty attending at front of class/carpet to view video with limited distractions. (Marcus, Luke M)</p> <p>TA to sit with Marcus and LA group to note down key themes as discussion arises during input.</p>			
			<p>Guided writing</p> <p>CT to model note taking collectively with LA children-notate their ideas on small whiteboard</p>			

Tues	<p>Re- Watch the film 'The lost thing' up to 4 mins 30 ish where the boy takes the lost thing to see his friend Pete. Pete uses a book to try to identify the lost thing. We have a copy of the book here.</p> <p>Shared reading of the text 'What miscellaneous abnormality is that? A federal department for Odds and ends field guide.'</p> <p>Identify literary features and technical language the author has used to write about the first creature.</p> <p>Draw up a checklist of what we need to include.</p>	<p><u>I can use technical or formal language in my descriptive writing.</u></p> <p>Shared writing - use <u>ADDSPICE</u> and the checklist as we write.</p> <p>Show the second page from Pete's book where we see the illustration of the Lost thing but no description for people wishing to identify this creature 'in the field'</p> <p>Write the page together for the first 2 paragraphs.</p> <p><u>Guided</u></p> <p>CT to help LA children generate ideas and technical vocabulary to describe the lost thing. Model writing up ideas into sentences as they develop their ideas. Ensure use of conjunctions.</p>	<p>Share your lost thing with a partner, peer assess using the checklist.</p> <p>What have they done well?</p> <p>Set your partner: a writing target for this week e.g try to start a sentence using a prepositional phrase.</p>
Wed	<p>Re-watch the ending of the film where we see the place where lost things go.</p> <p>Children to use the many different creatures they see here as a stimulus to plan their own.</p> <p>Generate technical vocab list to describe the lost things together. Try to include technical or formal words and hyphenated adjectives.</p> <p> </p> <p><u>E.g</u> metallic, portable, remote-controlled, machine washable <u>etc</u></p>	<p>Children to sketch, draw, paint or make their lost thing.</p> <p>Present in the same style as a page from What miscellaneous abnormality is that? With a number and name.</p> <p>Ask the children to consider:</p> <p>Where did you find it?</p> <p>What is it made of?</p> <p>What is it like? <u>Etc</u></p> <p><u>Guided</u></p> <p>CT to support LA to ensure they generate enough language to help with the description of their lost thing that is appropriate. Verbalise ideas first before noting down.</p> <p>TA to check in with FT, MW and OC to help them re-read and edit work.</p>	<p>Present the lost thing to your group, explain:</p> <p>Habits and behaviours,</p> <p>Materials it is made from,</p> <p>Personality type,</p> <p>Interesting features,</p> <p>Interesting facts we should know.</p>

# Modelled writing-what is it/why do we do it?

- ▶ Be clear on your focus.
- ▶ Plan in advance.
- ▶ Talk your process as a writer.
- ▶ Don't be afraid to be a learner/ edit/ discuss and review.  
The children need to see your cognitive processing
- ▶ In practise pace is key (It can be tedious if children are expected to sit and watch you write for too long. Keep it appropriate in length of text and time)
- ▶ You can simply show them the prepared modelled text on occasion but it is important that they see you/ hear you go through the process of a writer - a balance is good.

# Modelled writing-what does this look like in KS1?

- ▶ Use of phonics to attempt unknown words
- ▶ Emphasis on CL and FS
- ▶ High standard of handwriting in line with school's policy
- ▶ CT share thought process - what adjective could I use? How could I start my sentence?

# Modelled writing-what does this look like in KS2?

- ▶ Clear L.O. and explicit use of English vocabulary
- ▶ Verbal rehearsal of sentences
- ▶ Model use of spelling strategies to attempt difficult words
- ▶ Demonstrate punctuation accuracy and use of a full range
- ▶ CT model high standard of handwriting in line with school's policy
- ▶ CT model writing pace to keep children interested/focussed.
- ▶ CT share thought process - How could I begin my paragraph? What should I explain first? Could I use a rhetorical question to hook the reader in? What conjunction could I use to link these ideas?
- ▶ CT model re-reading and editing/improving vocab, openers

## How to capture a dragon

Are you afraid to sleep at night? Are you terrified whenever you hear the roar of a dragon? But, are you also capable of real bravery? Then do not worry, there is a solution, help is at hand. Follow these instructions and you will capture that pesky dragon!

### You will need:

A very large portion of poisoned meat,  
A reinforced wire net,  
A strong metal cage,  
Fire-proof armour,  
A sharp sword and tough shield.

### How to capture your dragon:

(You will need to locate the dragon's lair before starting this procedure)

1. First dress yourself in your fire-proof armour- be warned, this will feel rather heavy.
2. Next arm yourself with your sword and shield.
3. Now place the net just outside the entrance to the dragon's lair.
4. Position the poisoned meat on the centre of the net. (Be careful, don't let it slip through the gaps.)
5. Then wait. Tempted by the delicious smell, the dragon will emerge and eat the poisoned meat. Immediately it will fall fast asleep.
6. Finally, when it is safe, tie up the net and haul the dragon into the metal cage.
7. Padlock the cage and your dragon is caught!

You will notice the armour, sword and shield were not used. They are however essential equipment in case the dragon wakes during the capture. You shouldn't attempt facing a dragon without these items.

### **WARNING!**

Take care to lock the cage carefully as dragons have been known to escape!

Key learning outcomes:

Imperative verbs

Time conjunctions

Use of brackets

Range of sentence structures

Rhetorical question

Use of bullet points



# Using a prepared text-story starter

In the loft, right there at the back, I could see strange, dusty box. It seemed to be calling to me, willing me to examine it in more detail. Looking closely I noticed the small carvings in the wood, small scratches that formed the picture of a dragon, a sword and some curly patterns. On the top of the box, were strong leather straps, which were brown and clearly very old. At the very front, I noticed a rusty lock. I wondered how I could open it.

In the shadows I saw a glinting glimmer of light, which suddenly caught my eye. Moving through the loft was not easy. I had to step carefully over old bags of clothes, old boxes of toys and unloved furniture to reach the table where I had seen a flash of gold. It was a key! I had found an extraordinary, beautiful key. Would this unlock the box? I wondered. Fumbling with excitement, I hurried back to the box and slipped the key into the ancient lock. To my surprise it turned straight away and in that instant the room went black.....

When I next opened my eyes, I found myself in a thick green wood. Looking around, I realised what had happened - the box had sent me on a journey somehow. But where was I? Trees surrounded me on all sides and all I could hear was the soft hooting of the birds in the distance. Picking myself up, I slowly began to walk forwards, searching for a way out. The silence of the forest was eerie, only the crunch and snap of leaves and twigs under my feet echoed around me. Still I walked onwards. I needed to find my way home, as I searched the forest for any signs of life, I started to feel scared. It was then that I felt I was not alone after all.

Standing before me was a huge man: a towering giant dressed in green. He carried a large silver shield on his left arm and a sharp silver sword in his right. His clothes were made of animal furs and rough cloth; I could tell that he was a bold Viking warrior by his thick shaggy beard and long matted hair. The box must have taken me back in time! I realised. Sure enough this imposing figure wore the horned helmet of a bear Sark and eyed me cautiously, obviously he was trying to decide if I was a threat or a friend.

“You boy!” He finally uttered, “What brings you here to our camp?”

Stammering with nerves, I summoned the courage to reply, “I’m lost, I can’t find my way home.” With that the man stared deep into my eyes for several seconds, he seemed to make his decision and said, “Home? Home is wherever we lay our camp for the night boy. My name is Bjorn lad- have no fear of me. Come ..... I have use for a strong boy like you on my long ship.” He laid his large hand upon my shoulder and led me away to the shore, I had no choice but to follow.

# Modelled writing

- ▶ After the modelled text children have a clear understanding of what you are asking them for and how to hit their targets.
- ▶ Further scaffolding can then be given as necessary - word banks and sentence starters - be ready with these to get them going ASAP.
- ▶ Remember all input is to move children towards independent writing as smoothly as possible.

# Prepare a modelled text

Your turn:

Choose a story prompt and write a paragraph or two, ensure you are hitting the given objectives from the NC for year 4 in your writing. Try to incorporate a good range of sentence lengths and openers as well as the full range of punctuation appropriate to the year group.

She bent down and peered through the tiny crack.

Studying the diary carefully, he began read.

I could see it; it was sitting in the shadows, just waiting.

Every night I waited.

In the loft, right there at the back, I could see strange, dusty box.

Coffee  
break.



Shared writing-how does this look any different to modelled writing?

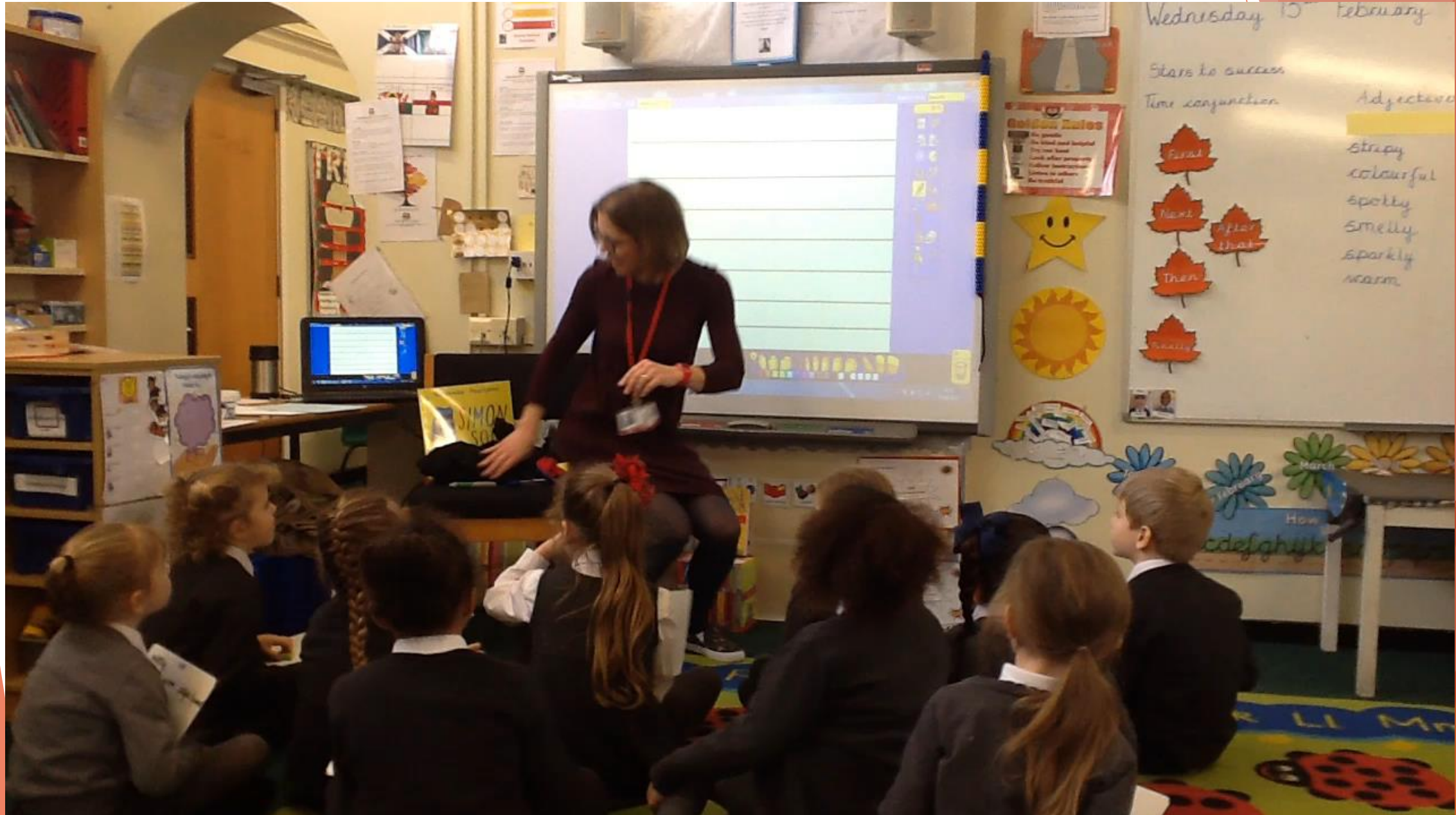
What does this look like in KS1?

- ▶ Use of phonics to attempt unknown words
- ▶ Emphasis on CL and FS
- ▶ High standard of handwriting in line with school's policy
- ▶ CT share thought process - what adjective could I use? How could I start my sentence?
- ▶ Composing sentences together- use of talking partner, magpie books, likes, dislikes
- ▶ Editing and 'uplevelling'



# Shared writing-what does this look like?

► Film KS1



# KS1 film

- ▶ Context of the film
- ▶ What was the teacher doing?
- ▶ How were the children involved in the shared process?
- ▶ What did the teacher model/scaffold?

# Shared writing-what does this look like in KS2?

- ▶ Clear L.O. and explicit use of English vocabulary
- ▶ Verbal rehearsal of sentences
- ▶ **Model/share** use of spelling strategies to attempt difficult words
- ▶ **Model/share** punctuation accuracy and use of a full range
- ▶ CT model high standard of handwriting in line with school's policy
- ▶ CT model writing pace to keep children interested/focussed.
- ▶ **Share** re-reading and editing/improving vocab, openers- **ch give ideas**
- ▶ **Compose some sentences together- use of talking partner, magpie books, likes, dislikes**
- ▶ **Editing and 'uplevelling' together**



Always have a clear L.O. which you will model.

Film KS2



# KS2 film

- ▶ Context of the film
- ▶ What was the teacher doing?
- ▶ How were the children involved in the shared process?
- ▶ What did the teacher model/scaffold?

# What is Guided Writing?

- ▶ Guided writing provides an additional supported step towards independent writing.
- ▶ Through guided writing, children are supported during the different stages of the writing process.
- ▶ The aim is to provide support that is going to help children to improve their writing and to work with increasing independence.
- ▶ As an activity, it should be carefully targeted towards a small group of children according to their current targets or specific needs.
- ▶ Teachers should consider carefully the purpose of the guided session and select the children accordingly.



# What is Guided Writing for?

- ▶ Provides the teacher with the opportunity to extend and challenge MA groups of children or to support the LA.
- ▶ Encourages the children to be active participants in discussions about writing.
- ▶ Builds confidence - the group are all grappling with the same issues.
- ▶ Allows the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement.

# When does Guided Writing happen?

- ▶ In the English lesson itself. It usually follows on from shared or modelled writing.
- ▶ After whole class teaching guided writing is used to consolidate the learning and focus more specifically on certain aspects of the writing process that you know the group are struggling with.
- ▶ Children might be grouped on the basis of ability and need.
- ▶ As a result of your AFL you set the focus for the session and who will need to be part of the group.
- ▶ The groups should be flexible to enable each child to achieve success. This may mean that a child attends two different guided writing sessions to consolidate a particular area of learning or to extend the child's learning.
- ▶ Can be a talk for writing session

# What does Guided Writing look like?

- ▶ Activating prior knowledge
- ▶ Model (teacher)
- ▶ Try (shared)
- ▶ Apply (children write independently)
- ▶ Review

# A typical lesson

## Modelled writing and shared writing

Wise

Great Citizens of Athens, as you may be  
aware <sup>pesty</sup> Pericles has <sup>proposterously</sup> suggested the most  
<sup>atrocious</sup> Stunning plan to us all. This architectural  
<sup>monstrosity</sup> genius will be a temple, erected <sup>to disgrace</sup> in honour  
of Athene, and will <sup>degrade</sup> stand upon the summit  
of the Acropolis. It is to be built to  
house a <sup>shameful</sup> magnificent 10m high golden  
Statue that will <sup>ruin us all</sup> celebrate Athene's glory.  
It is my firm belief that we should <sup>oppose</sup> support  
this <sup>ridiculous</sup> wise idea <sup>that will</sup> and bring <sup>ruin</sup> fortune to our city!

# Independent groups





# Should we build the Parthenon?

Amazing  
Glorious  
Clever  
Wise

citizens of Athens, you may have  
heard that the hideous foolish Pericles has  
the wise amazing

Cleverly put forward his idea; the Parthenon. This

~~boldly~~ <sup>architectural genius</sup>  
~~monstrousity~~ Will be a huge temple that will ~~drain~~ <sup>Promote</sup> improve  
Athens for years to come! It will house a brilliant  
marvelous

Guided writing group





~~Went~~ Wednes day 14th November

I can write an argument  
should we build the parthenon?

6 days citizens of Athens, you may have heard  
that the wise Pericles has ~~generally~~ put  
forward his idea; the Parthenon. ~~the~~ This acro-  
polis will be a huge temple that will  
accommodate Athens for years to come! I will  
have a brilliant gold and ivory statue  
10 meters high, how pleased do you think Athens  
will be? It is my firm belief that Athens  
will glorify Athens

# Planning guided writing

- ▶ The activities you do will vary depending on the targets of the children and the point in the writing process.
- ▶ Before writing - composing ideas, planning, oral rehearsal 'talk for writing'
- ▶ During writing
- ▶ After writing - editing, uplevelling etc
- ▶ Remember guided writing is anything you do to support the children towards helping them become successful independent writers.

## Further reading...

- ▶ *Writing under control - teaching writing in the primary school by Judith Graham and Alison Kelly*
- ▶ *Jumpstart Literacy by Pie Corbett*
- ▶ *Grammar for writing - DFE*
- ▶ *2018 teacher assessment exemplification materials - DFE*

## Assessing writing

- ▶ Many schools are using the KPI grids.  
(Key performance indicator)
- ▶ Others may be using the HIAS grids.
- ▶ All systems are very similar - based on the NC objectives for each phase.

# Moderation process

- ▶ **Assessing writing** can be daunting-you need to know what you are looking for in children's work.
- ▶ It needs to be seen where children are applying skills **independently**.
- ▶ **Moderate** within your team to build confidence.
- ▶ Try to moderate with **other teachers** regularly to help you secure your understanding of the statements.
- ▶ If statements are not ticked, this gives you clear **next steps** in your teaching.

# Assessment of writing-What does it look like in practise?

On your tables you will have a tray of work from Year 2 or Year 6

Use the HIAS grids and annotate for tray sample

In pairs, find evidence of what she can do to support judgement of ARE/secure

Tick sheets may help you identify what you have seen.

The pupil can, after discussion with the teacher:	A	B	C	D	E	F	G
PECE (see narrative, recount, newspaper, letter, diary etc)							
write sentences that are sequenced to form a short narrative (real or fictional)							
demarcate some sentences with capital letters and full stops							
segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others							
spell some common exception words							
form lower case letters in the correct direction, starting and finishing in the right place							
form lower-case letters of the correct size relative to one another in some of their writing							
use spacing between words							

Writing - Working At the Expected Standard							
The pupil can, after discussion with the teacher:							
write simple, coherent narratives about personal experiences and those of others (real or fictional)							
write about real events, recording these simply and clearly							
demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required							
use present and past tense mostly correctly and consistently							
use co-ordination (e.g. and/but) and some subordination (e.g. when/if/that/because) to join clauses							
segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others							
spell many common exception words							
form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters							

Writing - Working At Greater Depth Within the Expected Standard							
The pupil can write for a range of purposes and audiences							
write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing							
make simple additions, revisions and proof-reading corrections to their own writing							
use punctuation taught at KS1 mostly correctly (CL, FS ? ! commas in a list, apostrophes for contractions and for singular possession e.g. the girl's name) CL for personal pronoun 'I', spaces between words							
spell most common exception words							
add suffixes to spell most words correctly in their writing (e.g. -ness, -ful, -less, -ly)							
use the diagonal and horizontal strokes needed to join some letters							



# Moderation of your own tray of work

- ▶ Please use the sample materials and tray of work for a child in your year group to moderate.
- ▶ Take a copy of the relevant year group phase assessment document.
- ▶ Is your child below, secure, beyond for phase 1 and phase 2 objectives?
- ▶ Complete a moderation sheet for your child with their name only and leave for another pair to moderate.
- ▶ Do your judgements agree?

# Next steps - Marking and effective feedback

## Why do we mark?

‘Marking is the most important thing you do as a teacher. All the other stuff is of no use whatsoever if you don’t mark your books properly. You can be endlessly enthusiastic, have great subject knowledge, be fully cognisant of every rule and regulation, manage behaviour wonderfully, teach fascinating lessons at a cracking pace, which feature bucketloads of flannel-free praise, and it will be all to nought if you don’t mark their books. They won’t progress.’

# Types of marking

- ▶ Marking can happen at any point in the learning process.
- ▶ There are 4 different types:
  - 1) Marking can intervene at a certain point to **support**.
  - 2) Marking can intervene at a certain point to **consolidate**.
  - 3) Marking can intervene at a certain point to **accelerate**.
  - 4) Marking can intervene at a certain point to **challenge**.



Support	Consolidate	Accelerate	Challenge
Good try. Use the success criteria to help you.	Well done. Now try these (example), can you spot the preposition at the start?	Excellent! You've got the hang of this. Now have a go at including an oxymoron	Great, next use all of your skills to write a letter in response to the character.
A good start, it will be easier if you group your ideas together like this - give example	Great, now look back through and check my corrections. Can you edit this sentence? (attention to an error made)	Well done. You can do it! Next try adding a quote to support your answer.	Excellent. If this is the case how could you include all of the poetic features? Can you show me?



# What would quality marking look like for your child?

- ▶ 2 step/ Colour marking.
- ▶ Praise the efforts of the child related to their targets/ learning objective.
- ▶ Set next steps.
- ▶ Be clear as to whether we are: **supporting** the child who has struggled to meet the objective. Helping the child who has just achieved to **consolidate**. Moving the child who is ready on by **accelerating** them or **challenging** the capable child who has met the objective confidently.

# Where to look for further information on writing assessment:

- ▶ <https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing>

- ▶ Questions?