

# Writing Strategy - Growing Success Through Writing

## Intent

Our school’s philosophy is that the teaching of writing has a crucial role to play in equipping learners with the language skills they need to become effective members of their own communities, the world of work and of society in general. Helping children to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects. We intend to give our learners the opportunity to develop their writing skills in all areas, giving them opportunities to write for a wide range of audiences and purposes, whilst being inspired by a range of high quality texts from a variety of genres, styles and authors. We intend to give children the foundation and skills they need to succeed throughout life as writers. We have used research from a range of sources, such as the EEF ([see here](#)), to ensure our curriculum is based upon evidence-based research and current educational recommendations. We teach towards the criteria set out in the National Curriculum ([see here](#))

## Implementation

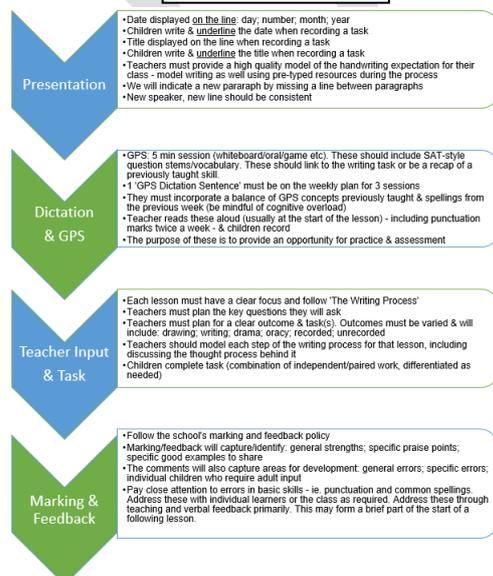
### Writing Entitlement at Northwood

At Northwood, we believe that our writing curriculum reflects the benefits of our cultural and linguistic diversity and provides learners with positive images through their writing and discussion of literature. All our pupils, irrespective of age, ability, gender and ethnic origin are entitled to participate fully in, and benefit from a broad range of appropriate writing teaching and learning activities at every stage of their education. They are entitled to experience success and enjoyment from their English learning activities.

### The Writing Process:

We have developed a writing process that is followed in all classrooms across KS1 and KS2. This allows children to become familiar with different styles of writing, develop skills specific to a range of audiences and purposes, learn how to plan writing and follow a drafting process (planning, drafting, revising and adapting a piece of writing) before publishing their final piece. Opportunities to practise basic skills through handwriting, SPaG and dictation sessions are built into the process, alongside many opportunities for pupils to share and celebrate their written work. Teachers model each part of the writing process explicitly to enable children to develop a deeper understanding of what it means to be a writer. Our writing opportunities are carefully planned to ensure they utilise high-quality stimuli (for example, novels, picture books, videos and poems) to inspire pupils. Pupils also learn how to write for a range of purposes and audiences throughout the process: learning how to entertain and inform in KS1; entertain, inform and persuade in LKS2; and learning to entertain, inform, persuade and discuss in UKS2.

### Daily Overview



### Example of weekly process overview

Year	Week	Day	Focus for Lesson
Y2	1	1	Hook into text &/or task Immersion in story. From Spring 2, introduce identification of features This lesson should be engaging and interactive <ul style="list-style-type: none"> <li>• A hook into the text</li> <li>• Reading &amp; responding to the text (words &amp;/or pictures)</li> <li>• Comprehension activities</li> <li>• Re-telling the text</li> <li>• Oral rehearsal of a section</li> <li>• Talking about the text</li> <li>• Drama activities (eg Hot Seating, Conscience Alley, Freeze Framing)</li> <li>• Vocabulary work</li> <li>• Analysing the text</li> <li>• Grammar in context</li> <li>• Identifying the structure of the text – what makes it that type</li> </ul> Writer's Toolkit
		2	Skills lesson linked to outcome (often with a GPS focus) - This should be the discrete teaching of any elements needed to reach the end written outcome (eg Correct use of inverted commas for quotes, drama activity to understand stage directions, creating interesting characters, use of figurative language, expanded noun phrases to describe, creating their own chocolate bar to teach persuasive features, experience to enable them to understand the writing clearer, discussing a certain image/video to gain an understanding etc.)
		3	
		4	
		5	Writing, sharing & evaluating – first attempt at text type

## Key Writing Experiences at Northwood

We guarantee to provide all pupils of our school with the following key experiences:

- access to a wide range of fiction, non-fiction and multi-media based materials from the school's library and classroom stocks, alongside the chance to explore these within their own writing
- access to a range of writing materials, implements (including ICT), styles and presentational devices for self motivated and teacher directed writing
- opportunities to present writing in a variety of formats each year e.g. plays, posters, information leaflets, menus, comic strips etc.
- to engage in whole class, guided, paired and individual writing activities
- the opportunity to engage in various forms of drama as a tool for learning and for presentation to a wider audience, as part of the writing process
- access to relevant materials in classrooms at appropriate levels of interest and difficulty and from a range of text types
- access to material of high quality which is up to date, relevant, and balanced in its presentation of ethnicity, culture and gender
- classroom environments which are conducive to good writing
- opportunities to transfer and consolidate writing skills taught in English in other subjects
  - opportunities to write for a range of audiences and purposes, which develop in complexity as pupils make their way through school (see below for a small selection of these)
  - opportunities to plan, draft, edit, publish and share their written work in a way that is appropriate to their age and writing ability

Writing to entertain (KS1)	Writing to inform (LKS2)	Writing to discuss (UKS2)
<p><b>Text Types</b></p> <ul style="list-style-type: none"> <li>• Stories (including re-tellings)</li> <li>• Descriptions</li> <li>• Poetry</li> <li>• In-character/role</li> </ul> <p><b>Text Features</b></p> <ul style="list-style-type: none"> <li>• Time sequenced</li> <li>• Begin to differentiate between past and present tense to suit purpose</li> </ul> <p><b>Other Style Ideas</b></p> <ul style="list-style-type: none"> <li>• Focus on oral work first</li> <li>• Use opportunities to reading own work aloud</li> </ul> <p><b>Grammar and Sentences</b></p> <ul style="list-style-type: none"> <li>• Use <b>coordinating conjunctions</b> to link two main ideas. <i>They pulled <b>and</b> pulled of the turnip to get it out.</i></li> <li>• Use <b>noun phrases</b> which add detail to description. <i>very old grandma, brave woodchopper</i></li> <li>• Use the <b>progressive form</b> for verbs. <i>Goldilocks <b>was sitting</b> through the woods.</i></li> <li>• Use <b>exclamation sentences</b> where appropriate. <i>What big eyes you have, Grandma!</i></li> </ul> <p><b>Adverbials</b> First Then Next After Later The next day...</p> <p><b>Conjunctions</b> and but so or when</p> <p><b>Punctuation Content</b></p> <ul style="list-style-type: none"> <li>• Use <b>finger spaces</b> between words</li> <li>• Use <b>capital letters &amp; full stops</b> to mark sentences</li> <li>• Use <b>capital letter</b> for first person 'I'</li> <li>• Use <b>apostrophes</b> to mark contractions, e.g. <i>didn't</i></li> <li>• Use <b>exclamation mark</b>, particularly in relation to speech</li> <li>• Begin to use <b>inverted commas</b> to mark direct speech where appropriate.</li> </ul>	<p><b>Text Types</b></p> <ul style="list-style-type: none"> <li>• Explanation</li> <li>• Recount</li> <li>• Letter</li> <li>• Biography</li> <li>• Newspaper article</li> </ul> <p><b>Text Features</b></p> <ul style="list-style-type: none"> <li>• Paragraphs used to group related ideas</li> <li>• Subheadings to label content</li> </ul> <p><b>Other Style Ideas</b></p> <ul style="list-style-type: none"> <li>• May be built around a key image</li> <li>• Use techniques to highlight key words (bold, underline, etc.)</li> </ul> <p><b>Grammar and Sentences</b></p> <ul style="list-style-type: none"> <li>• Use <b>subordinating conjunctions</b> to join clauses, including as openers. <i>Although they have a fierce reputation, the Vikings weren't all bad.</i></li> <li>• Use <b>expanded noun phrases</b> to inform. <i>A tall dark-haired man was seen leaving the scene.</i></li> <li>• Use <b>commas</b> to separate adjectives in a list. <i>You will need flour, eggs, sugar and water.</i></li> <li>• Use <b>relative clauses</b> to add further detail. <i>We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.</i></li> <li>• Begin to use <b>present perfect tense</b> to place events in time. <i>This week we have visited the Science Museum.</i></li> </ul> <p><b>Adverbials</b> First Firstly Before After Later Soon Also In addition However</p> <p><b>Conjunctions</b> when before after while because if</p> <p><b>Punctuation Content</b></p> <ul style="list-style-type: none"> <li>• Consolidate four main punctuation marks (., ! ?)</li> <li>• Use <b>capital letters</b> for proper nouns</li> <li>• Use <b>commas</b> to mark fronted adverbials <i>After lunch, we went into the museum</i></li> <li>• Use <b>commas</b> to mark subordinate clauses <i>When he was a boy, Dahl did not like reading.</i></li> <li>• Use <b>inverted commas</b> for direct speech</li> <li>• Use <b>bullet points</b> to list items</li> </ul>	<p><b>Text Types</b></p> <ul style="list-style-type: none"> <li>• Balanced argument</li> <li>• Newspaper article</li> <li>• Review</li> </ul> <p><b>Text Features</b></p> <ul style="list-style-type: none"> <li>• Appropriate use of cohesive devices</li> <li>• Use of subjunctive form where needed</li> </ul> <p><b>Other Style Ideas</b></p> <ul style="list-style-type: none"> <li>• Use paragraphs to structure arguments</li> <li>• Maintain formal / impersonal tone</li> </ul> <p><b>Grammar and Sentences</b></p> <ul style="list-style-type: none"> <li>• Use <b>modal verbs</b> to convey degrees of probability. <i>It <b>could be</b> argued... Some <b>might say</b>...</i></li> <li>• Use <b>relative clauses</b> to provide supporting detail <i>The rainforest, <b>which covers almost a third of South America</b>...</i></li> <li>• Use <b>adverbials</b> to provide cohesion across the text. <i>Despite its flaws... <b>On the other hand</b>...</i></li> <li>• Use <b>expanded noun phrases</b> to describe in detail <i>The dramatic performance by the amateur group, <b>was</b>...</i></li> <li>• Begin to use <b>passive voice</b> to maintain impersonal tone. <i>The film <b>was made using</b> CGI graphics</i></li> </ul> <p><b>Adverbials</b> Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion</p> <p><b>Conjunctions</b> if because although unless since even if rather whereas in order to whenever whether</p> <p><b>Punctuation Content</b></p> <ul style="list-style-type: none"> <li>• Use <b>brackets or dashes</b> for parenthesis, including for emphasis. <i>This performance—the first by such a young gymnast—was a masterpiece!</i></li> <li>• Use <b>semi-colons</b> for to mark related clauses. <i>Some argue...; others say...</i></li> <li>• Use <b>commas</b> to mark relative clauses</li> <li>• Use <b>colons and semi-colons</b> to punctuate complex lists</li> </ul>

## Special Educational Needs

Once identified, pupils with special educational needs within writing will have their needs assessed and appropriate action taken in line with Northwood's special needs policy. This may be in the form of additional adult support, intervention, writing aids or differentiated curriculum, for example.

## Whole Class English Lessons

At Northwood, children are taught in year group classes where all children achieve in a supportive and focused environment. Lessons are differentiated and adapted to suit the needs of our pupils. Children have the opportunity to practice their writing skills throughout other areas of the curriculum in addition to within English sessions. Our English lessons follow a clear and structured sequence, where pupils work towards an end written outcome by developing their composition and transcription skills, their grammatical knowledge, ability to write for a purpose and audience, planning skill and then both publishing and sharing their end pieces. In KS2, children will also advance their writing skills by drafting pieces of writing, and editing and revising written pieces, before the publishing and sharing stage. These lessons are all based around a quality stimuli and builds towards a specific piece of writing. The following tables show what this offer looks like across KS1 and KS2 in a half term, as well as Reception.

Autumn 2, 2021-22							
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
Y1	<i>Ning Nang Nong, Spike Milligan</i> <b>To entertain (poetry):</b>	<i>Beegu, Alexis Deacon (2003)</i> <b>To inform:</b> diary about time on Earth	<i>Beegu, Alexis Deacon (2003)</i> <b>To inform:</b> letter back to the small Earth creatures	<i>Can't You Sleep Little Bear? Martin Waddell (1988)</i> <b>To inform:</b> instructions for getting ready for bed/going to sleep	<i>Can't You Sleep Little Bear? Martin Waddell (1988)</i> <b>To inform:</b> write facts about the moon &/or stars	<i>Stick Man, Julia Donaldson (2008)</i> <b>To inform:</b> postcard(s) from Stick Man to his family recounting his adventures	<i>Stick Man, Julia Donaldson (2008)</i> <b>To inform:</b> make a Stick Man (chocolate fingers or sticks) & write instructions
Y2	<i>Ten Things Found in a Wizard's Pocket</i> <b>To entertain (poetry):</b> own version using same structure (list poem)	<i>Grandad's Secret Giant, David Litchfield (2017)</i> <b>To entertain:</b> character description (start of story)	<i>Grandad's Secret Giant, David Litchfield (2017)</i> <b>To entertain:</b> character description (end of story)	<i>Gorilla, Anthony Browne (1983)</i> <b>To entertain:</b> describe the parcel Hannah finds	<i>Gorilla, Anthony Browne (1983)</i> <b>To entertain:</b> write a story about the next adventure Hannah & the gorilla go on	<i>Burglar Bill, Janet &amp; Allan Ahlberg (1977)</i> <b>To entertain:</b> character description (wanted poster)	<i>Burglar Bill, Janet &amp; Allan Ahlberg (1977)</i> <b>To entertain:</b> write own version of the story
Y3	<i>Hodgeheg, Dick King-Smith (1987)</i>	<i>Hodgeheg, Dick King-Smith (1987)</i> <b>To entertain:</b> character descriptions	<i>Hodgeheg, Dick King-Smith (1987)</i>	<i>Hodgeheg, Dick King-Smith (1987)</i> <b>To entertain:</b> story about Max's next adventure	<i>When the Giant Stirred, Celia Godkin (2002)</i>	<i>When the Giant Stirred, Celia Godkin (2002)</i> <b>To entertain:</b> re-tell the story (3 <sup>rd</sup> person & with dialogue)	<i>My World</i> <b>To entertain (poetry):</b> own version using same structure (free verse senses poem)
Y4	<i>There's a Pharaoh in Our Bath! Jeremy Strong (2009)</i>	<i>There's a Pharaoh in Our Bath! Jeremy Strong (2009)</i> <b>To entertain:</b> comical description of finding the Pharaoh	<i>There's a Pharaoh in Our Bath! Jeremy Strong (2009)</i>	<i>There's a Pharaoh in Our Bath! Jeremy Strong (2009)</i> <b>To entertain:</b> travelling back to another period of time	<i>Tad the Explorer (video)</i>	<i>Tad the Explorer (video)</i> <b>To entertain:</b> story	<i>The Crocodile, Lewis Carroll (1865)</i> <b>To entertain (poetry):</b> own version (different animal)
Y5	<i>In Flanders Fields, John McCrae</i> <b>To entertain:</b> own poem with symbolism.	<i>The Midnight Fox, Betsy Byars (1968)</i>	<i>The Midnight Fox, Betsy Byars (1968)</i> <b>To entertain:</b> description of the fox (fox-spotter notebook)	<i>The Midnight Fox, Betsy Byars (1968)</i>	<i>The Midnight Fox, Betsy Byars (1968)</i> <b>To entertain:</b> story of discovery of a different special creature (finds creature, dilemma, resolution)	<i>The Piano (video)</i>	<i>The Piano (video)</i> <b>To entertain:</b> re-tell the story, focusing on figurative language
Y6	<i>The Boy at the Back of the Class, Onjali Q. Raúf (2018)</i>	<i>The Boy at the Back of the Class, Onjali Q. Raúf (2018)</i> <b>To entertain:</b> diary entry to entertain (eg Tom Gates)	<i>The Boy at the Back of the Class, Onjali Q. Raúf (2018)</i>	<i>The Boy at the Back of the Class, Onjali Q. Raúf (2018)</i> <b>To entertain:</b> own story (same or similar characters; someone affected by homelessness)	<i>Leon and the Place Between, Angela McAllister (2008)</i>	<i>Leon and the Place Between, Angela McAllister (2008)</i> <b>To entertain:</b> re-telling of story for different purpose or audience (change of atmosphere, writing for older children etc)	<i>Sky in the Pie, Roger McGough (1983)</i> <b>To entertain (poetry):</b> own version

	Main Text	English Opportunities	Related texts (if applicable)
Autumn 2 Reception Topic - Africa	Handa's Surprise	Expressing favourite part of the story, illustrating and guided writing  <b>Speaking:</b> Describe the animals/fruits in order.  <b>Reading/Listening:</b> Suggest how story might end.. Sequence pics- read key words.	<ul style="list-style-type: none"> <li>Handa's Hen</li> <li>Beautiful Bananas</li> </ul>
	Leaf Man	Labelling <b>Speaking:</b> Use full sentences to describe the animals. TTYP  <b>Reading/Listening:</b> Sequence pics- read key words. Listen to partner retell.	<ul style="list-style-type: none"> <li>Stickman (JD link)</li> </ul>
	African Fact Files (NF)	Fact file – writing key words <b>Speaking:</b> Recalling facts from HMK and text.  <b>Reading/Listening:</b> read fact file (guide reading)	<ul style="list-style-type: none"> <li>Non-fiction Africa texts/books</li> </ul>
	The Ugly 5	Sentence writing linked to the story <b>Speaking:</b> Use full sentences to describe the animals. TTYP  <b>Reading/Listening:</b> Sequence pics- read key words.	<ul style="list-style-type: none"> <li>Range of Africa related texts</li> <li>Link to other JD books we know already</li> </ul>
	The Jolly Christmas Postman	List writing <b>Speaking:</b> T2YP Discuss what they would like (Xmas)  <b>Reading/Listening:</b> Read the list to Santa (shred reading task)	<ul style="list-style-type: none"> <li>Father Christmas Needs a Wee</li> <li>The Dinosaur that Pooped Christmas</li> </ul>
	The Dinosaur that Pooped Christmas	Sentence writing linked to the story <b>Speaking:</b> Explain why he ate/what he ate/when he ate...TTYP  <b>Reading/Listening:</b> read simple captions/follow the story and recap	<ul style="list-style-type: none"> <li>The Christmas Story/Nativity</li> </ul>

## SPAG

Each day our English lesson begins with a spelling, punctuation or grammar activity. The expectations for each year group are reinforced and consolidated throughout English lessons and extended writing sessions, during English and in other subjects during the week. Children are exposed to age-appropriate spellings during SPAG to enable children to reach end of year expectations. At Northwood children will develop a technical understanding of how the English language works and are given a wealth of opportunities to practice these. Children will get the chance to develop their transcription skills through dictation over the week where they will consolidate taught areas of grammar and spelling. As well as this, children will develop their spelling skills inline with the National Curriculum expectations. They will be taught a new set of spellings each week that aligns with a set rule or pattern, before practising their spellings over the week before a spelling test. In reception, the teaching of spelling is through our phonics program, Little Wandle Letter and Sounds Revised.

### Speaking and Listening (Oracy) within Writing

Speech is a prime mean of communication and is fundamental to the development of understanding. We expect our children to develop confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking
- adapt to a range of circumstances including paired and group discussions and speak to an audience
- use varied and specialised vocabulary
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate
- listen with understanding and respond sensitively and appropriately

Children are given numerous opportunities throughout the writing process to share their thoughts and ideas with peers and staff to aid in this development. Staff also model high quality speaking and listening within all lessons, with a focus on modelling this and their thought process throughout the writing process.

### Writing across the curriculum

Many lessons include and depend on written communication. Whilst being a significant focus during English sessions, we also utilise opportunities to write in the wider curriculum. We want our students to develop increasing confidence and competence in writing so that they are able to:

- write in a variety of different forms for different purposes e.g. to interpret, evaluate, explain and explore
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently
- present their writing using accurate punctuation, correct spelling and legible handwriting from the line
- apply word-processing conventions and understand the principles of authoring multimedia text
- use dictionaries, glossaries and thesauruses to increase vocabulary choices
- use a range of strategies to learn spellings
  - develop handwriting through a clear and planned structure, developing their fine motor skills and letter formation in taught sessions within Reception and Year 1, before being taught how to join in sessions within Year 2. In KS2, handwriting will primarily be taught through intervention and high quality modelling and expectations from staff, with whole class teaching sessions delivered as needed

### Measuring Impact

#### Assessing Writing in Northwood

All children produce an extended piece of writing at least fortnightly. Additionally, teachers may also use opportunities across the curriculum to enable children to apply their skills in a range of situations for a range of purposes. At the end of each half-term children's written work from the whole half-term is used for assessment purposes. This may be evidence from English lessons or from wider opportunities. Teachers particularly identify written features within extended pieces of writing, marking in the margin when evidence of each objective is shown.

When responding to children's extended writing, we make notes on areas to celebrate with pupils and areas where further support is needed. Specific areas are highlighted where appropriate to guide children and enable them to improve their work. Whole class editing sessions allow children to work independently and with peers to revise and improve their written work. Opportunities are created for students to reflect on the quality of their own work, share and celebrate their writing and for peer assessment. Teachers capture their notes across their marking journals and their draft feedback forms. Teachers will formally assess children's writing each half-term, with their progress towards the 25 identified Trust Statements for writing being tracked at this point. This data is then analysed at school level half-termly and trust level termly; pupils will be supported to make accelerated progress where needed and will be pushed to reach their full potential.

#### Monitoring and Evaluation

Monitoring and evaluation in regards to writing will take place in a variety of ways, including through: data analysis focussing on progress made and attainment levels; whole school book scrutiny; English learning walks; identifying training needs of teachers and teaching assistants; pupil and staff voice; and moderation of work, within school and across the trust.