

## **MELLING APPROACH TO 'WRITING'**

*“Be yourself. Above all, let who you are, what you are, what you believe, shine through every sentence you write, every piece you finish.” –  
John Jakes*

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. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### **Intent - Aims and objectives**

In line with National Curriculum, writing skills are divided into two strands:

- transcription (spelling and handwriting)
- composition (articulating ideas in speech and writing) Both these elements are essential to success and we teach the acquisition of both sets of skills through various methods. These areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary. We develop the child’s growing ability to construct and convey meaning in written language through carefully planned activities and opportunities.

In Melling Primary we have identified that being literate is part of our Learner Profile. In the teaching of writing we aim to ensure the following:

- that children can write for a variety of purposes and for a range of different audiences;
- that writing enables them to develop their thinking across a range of subjects
- that they can express themselves clearly in the written form
- that they enjoy their writing
- that their writing provides a communication tool for learning across subjects, in every day situations and in future life.

### **Implementation - Approach to teaching writing**

Each class (YR from Spring Term) will complete:

- a short daily piece of writing which will be assessed on their use of punctuation, handwriting, spelling and vocabulary.
- an extended piece of writing which has followed on from a read to write process. This will be assessed using the specific assessment sheets for their current ability

Through experience of different types of writing, the children will:

- derive an interest and pleasure from writing
- express their feelings in writing
- show logical thought in planning and editing
- be able to direct and instruct through writing
- write for a clear purpose
- write for a variety of audiences

- transmit information
- write coherently
- write imaginatively

### **Teaching approaches:**

Children have exposure to a range of different writing styles and genres. The organisation of the units is monitored by SLT to ensure breadth of coverage. Writing can be from English lessons or other areas of the curriculum. Children have the opportunity to share their work with members of the class and the wider school community. Specific learning objectives are shared with the children at the start of lessons and are written on children's work. All classes follow the Think, Say, Write, Read, Edit model for writing sentences. Teachers use a range of strategies to teach writing, including; note-taking, modelled writing, planning, shared writing, editing and assessment. If necessary, children will be modelled how to write or complete collaborative writing, sometimes supported by either the class teacher or teaching assistant as necessary. Children have access to display vocabulary/ grammar, dictionaries, thesauruses, scaffolding sheets to support them in their writing process. Teachers will use cursive handwriting, with particular support for children who find this difficult. All children will learn to use cursive handwriting in line with our policy.

Read into Write units have been planned by the Subject Leader that are linked to quality texts. The unit is structured so that the following are incorporated:

-spelling patterns

-Superspag: using the text to identify grammar and punctuation elements from the year group expectations

-teaching of specific writing skills of grammar and punctuation to enable children to build up skills in Mighty Writes

-after the build up of Mighty Writes, a final extended write to apply all elements taught

-children edit and improve their own work

KS1: Children read their work aloud to an adult. Improvements are made with the support of the adult. Spellings and letter formation is practiced at the end of a piece of work.

KS2 Self- assessment: Marking ladders are used by KS2 children as a guide for the features they should include in their extended writing.

Pupils use pencil or blue pen to write. Red pen is used to edit and improve their own work. Green pen is used by the teacher to mark writing. Pupils use red pen to correct work before or after marking.

Peer assessment is used to share writing, spot mistakes and make improvements. This is always emphasized as a positive, collaborative process.

Next steps are put into books for the next 'write' and pupils should refer to this whilst writing, ensuring these are included.

Children are given time to have a last read through (a day after writing) using fresh eyes.

Children read their work backwards to check their spellings.

### **Inclusion:**

Children whose progress is significantly behind the expected level receive specialist Intervention teaching as part of a target group. Their writing is assessed by the English Subject leader on a termly basis and individual targets are set. The class teacher is expected to plan and deliver intervention sessions/ methods which will ensure these targets are met by the following book scrutiny.

Any intervention lessons and the daily write are planned for and assessed using an intervention sheet

## **Impact: Assessment and Monitoring**

**Day to day marking:** Children's sentences are highlighted according to their writing ability: pink (below expectation) yellow (expected) and green (greater depth). After each session, time is given for children to respond to teacher's comments...highlighting is kept to a minimum.

Common errors are identified by the class teacher and are taught either in a class lesson or as a small group session.

An Independent, unsupported piece of writing work is levelled by class teachers each term and reported to the head teacher and English Subject Leader on a tracker form. Any concerns are addressed with the class teacher and target groups/ intervention reviewed.

Daily Edit tasks have been introduced in KS2 for those children who are not punctuating their work as they write or spelling homophones incorrectly. This will be checked every half term by the English Subject Leader.

Y2 and Y6 also use the interim framework form to assess progress and determine final standard.

**Termly assessment:** Writing levels are assessed using National Curriculum criteria to create a best fit. These are tracked termly using our own assessment sheets. We moderate writing as a school and staff attend moderating sessions within the cluster group. Year 2 and Year 6 teachers attend annual SATS update sessions and moderation sessions.

**Monitoring/moderation:** The Writing Moderation Toolkit is used to ensure consistency and accurate assessment. The Subject Leader and/or Headteacher/Assistant Headteacher moderate and monitor writing throughout the year.

## Enhancement

Quality class texts

Class Novels

Working walls to aid the process of writing

Trips

Topic weeks

Websites

<https://www.storybird>

Become a better writer with Storybird's creativity tools. Online courses, challenges, and reader feedback will help you improve your writing.

<https://www.not-just-scribbling-its-mark-making>

The Get Squiggling Letters game on the CBeebies website is designed for children who are starting to make the transition from mark-making to letter formation

<https://www.oxfordowl>

Top storywriting advice from Christopher Edge to inspire new children's stories!

[www.nationalliteracytrust](http://www.nationalliteracytrust)

[www.funenglishgames](http://www.funenglishgames)

Improve your English skills with a range of interactive [English games](#) covering topics such as reading, writing, grammar and vocabulary.

[www.storyjumper](http://www.storyjumper)

The Storymaker Be a 30-second author with our ever-popular Storymaker Game. Fun for all ages!!

