

Thirsk Community Primary School's Approach to Writing.

Familiarisation and Immersion

Children's English work will be based around a challenging, age appropriate text. Our introduction to the text begins with a hook which fires up the creativity and imagination of the pupils before they are immersed in the model text of the unit/genre they are completing. They explore the structure of the text and begin to investigate its different elements such as themes, characters, setting and events - they familiarise themselves with the text. They also begin to look closely at the language used and effects this has on the reader. The pupils '**read as a reader**' and '**read as a writer**' throughout the whole process. The working wall becomes a dynamic resource supporting new skills and ideas which support the pupils' understanding and their independent writing. This process can be revisited throughout each unit.

Skills and applications

With the end piece of writing in mind (the model text), children will learn new grammar and punctuation skills from their year group's curriculum, including recapping skills from previous year groups. This will include some sentence level work but this should only be quick activities. Teacher modelling is a crucial part of this process - '**read as a reader**' - what the impact of their writing will be on the reader and '**read as a writer**' - how I am forming my piece and why I am selecting specific skills and approaches. Skills and approaches should be added to the working wall once they have been taught to support independent writing. Children should have the opportunity to apply the skills and approaches they have learnt to independent writing within lessons. In Year 1, children will apply their phonological skills as reader into their writing and focus on gaining control of sentence structure and the fundamentals of what makes a sentence. In Year 2, these skills will be refined and children will begin to be introduced to different sentence types. To start with, in LKS2, this may be writing independent sentences, moving on to short pieces of writing, and in UKS2, this should be a short paragraph of writing which links to the end piece. All work in this part of the writing process should link back to the novel. Any independent work children produced should be able to be applied and used in their final piece of writing. During the application stage, children will use their first editing phase/

Planning

Planning for writing gives children the opportunities to structure their final ideas from the understanding they have gathered along their writing journey so far. Children will be exposed to differing planning formats throughout their time at school, which will be modelled to them initially. Planning may include: Oral rehearsal (verbally practising what they will write), text mapping (pictorially representing their ideas), block planning (creating a structure for beginning, middle and end) and specific plan recording (planning use of openers, conjunctions, vocabulary and grammatical phrases).

Children will be given a success criterion to help them achieve in their writing. Where writing is a final independent piece, these criteria will not be given but children will be able to access the writing working wall for support.

Write

Children understand that writing can be produced for a variety of reasons. Depending on the genre and purpose of the writing, children will have a clear understanding of what the expectation is for their finished piece and features of specific genres will be included, for example, the purpose of a letter is to inform- has this been fulfilled effectively?

If writing is being published as a final piece then children will know that it must be edited and redrafted to its highest standard and presented in an appealing way.

Editing and Improving

Children understand that editing can take many forms throughout the writing process. They will be exposed to a three-phased model for editing including:

Phase 1: Editing as you go: during this stage, children will make changes as they are writing or reading back through what they have written.

Phase 2: Editing for improvement: changes will be made to vocabulary and sentence length/structure to achieve desired impact on the reader. This will be done a section of writing at a time.

Phase 3: Proofreading: during this stage, children check their work makes sense, is in the correct tense, is punctuated correctly and spellings are correct, They'll make changes as appropriate.

Writing beyond ARE

More confident writers will evaluate their work, reflecting on the impact of their writing on the audience. Control of 'voice' and consistency in style related to purpose will be strong. Children will be provided with opportunities to self-reflect and peer assess along their writing journeys.