



# The Orchards Primary Academy

*Where learning has no limits and personal growth is endless...*

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## Our Approach to Writing

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### The research and rationale behind the Writing process

*The National Curriculum states that it is essential that teaching writing develops pupils' competence in the 2 dimensions of:*

- *“transcription (spelling and handwriting)*
- *composition (articulating ideas and structuring them in speech and writing)*

*Pupils should be taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. (DfE 2013)*

From this, we have built a bespoke writing approach that is inextricably linked with reading as OECD (2002) writes that reading for enjoyment is positively associated with reading attainment and with writing ability. Children are able to demonstrate a wider general knowledge, a better understanding of other cultures (Meek, 1991) and more complex insights regarding human nature, motivations and decision-making (Cunningham and Stanovich, 1998).

Our writing approach is designed to enable all pupils to develop a love of writing through high quality texts chosen to develop their knowledge of different genres, authors and expand their literary techniques. We engage children in rich writing experiences, providing stimulating lessons chosen to engage, challenge and support them to be confident and informed writers.



## Statement of intent

At The Orchards Primary Academy, we intend to create confident writers who develop stamina for writing throughout school. We aim for all of our children to be independent writers, building on a range of skills as they work through each journey of writing. Throughout this journey, we ensure the children are immersed in a range of genres and have a clear understanding of purpose. Our children will have a secure understanding of the purpose of a text type, the purpose and intended impact of writing skills/tools and the ability to carefully select vocabulary paying attention to the desired effect on the readers' thoughts and feelings. They are challenged and encouraged to take risks and view mistakes as another part of the learning process. We always set high expectations for all where children take pride in all aspects of learning and in everything they produce.

- 🌳 We recognize the effect that a confident, fluent and coherent understanding of English will have on a child's progress, both inside and outside of the school environment.
- 🌳 We understand how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- 🌳 We will provide a balanced and broad curriculum, which encompasses writing practice, including handwriting, spelling, vocabulary instruction, and writing for distinctive styles, purposes, and audiences, as well as focusing on spoken English, reading, grammar and pronunciation.
- 🌳 We will ensure that all staff members are aware of the planning, assessment and teaching and learning requirements for the new English approach.
- 🌳 We will ensure that all pupils know how to plan, practice and evaluate their work, as well as carry out an effective edit and review process.
- 🌳 We will ensure that all pupils understand all elements of English, as per the national curriculum so that they leave The Orchards Primary Academy as confident writers.

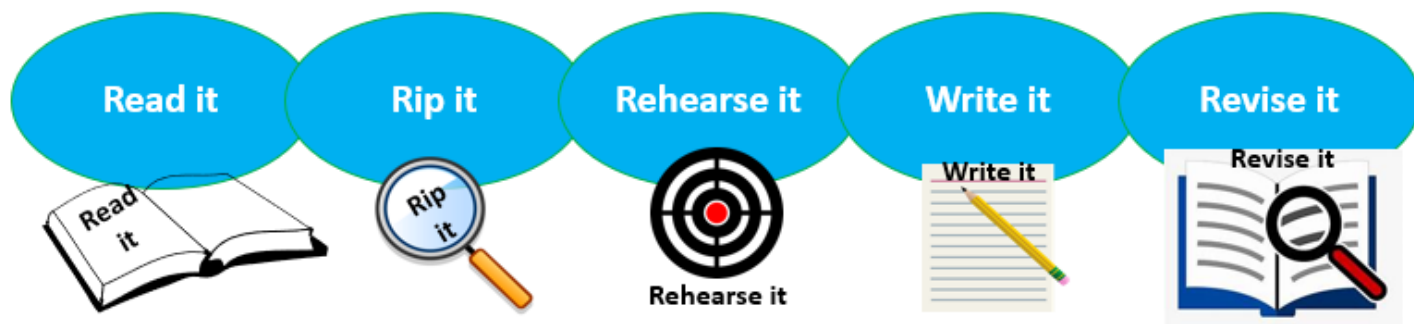
## Daily Lesson Structure



English lessons follow The Orchards Primary Academy teaching and learning structure (see separate Teaching and Learning policy). Each unit of writing will take approximately 1-2 weeks (EYFS), 2-3 weeks (KS1) and 3-4 weeks (KS2). English is taught daily in one-hour sessions following 'The Writing Cycle' journey. Although the pedagogical process is detailed for each lesson, teachers have the professional scope to make adjustments where they think they are needed. For example, if more than one lesson is needed to embed a skill then this can be done, or if an extra lesson is needed for drama/speaking and listening then teachers have the freedom to do so. There is no need for The Writing Cycle to begin on a Monday or to be completed on a Friday. This being said, there is an expectation that each stage of The Writing Cycle takes place and is evident through books, learning environments and planning. The Writing Cycle will be based on a high-quality text but videos, real life events, images or lyrics from a song can also be used to continue to engage and stimulate the children.

## The writing cycle

We have created a bespoke approach to the teaching of writing using the 5Rs which is fully explained below.



### 'Read it'

Initiate Inspiration 'Hook': This will form the first lesson of every new text introduced to the class. This is the part of teaching where a stimulus is introduced to engage pupils in learning. It is initiated by the teacher to capture children's imaginations and is 'the spark' that ignites their interest in a particular experience with the core purpose of this stage to inspire and captivate by:

- drama: hot-seating characters, freeze-framing, conscience alley
- artefacts: related to fiction or non-fiction e.g. a letter from a character, a suitcase full of objects, a map of an explorer, dig up a time capsule
- music: enhances the mood as a backdrop to storytelling and can help introduce new vocabulary
- film: play short animations to be used as context for writing or footage related to non-fiction texts
- pictures from a range of books
- newspaper articles
- imaginary artefacts: e.g. a dragon's egg, footprints in the forest
- an experience: walk in the community, a visit to the library, walk in the woods, visitor into school (author or historical theme)

Through the stimuli, resources and experiences that we provide above, the intent of the inspiration 'hook' part of the lesson is to entice pupils into learning and awaken intrigue and interest about what is to come.

Through this bespoke approach, we aim to grow their:

**Imagination**

**Creativity**

**Memories**

**Excitement**

**Possibilities**

**Magic**



### **'Rip it'**

At this stage, we provide children with a powerful piece of written text loaded with textual features to explore either fiction, non-fiction or poetry. High quality WAGOLLS will be produced (either by the teacher or sourced from quality resources) when not using the original text. Looking at the features within the genre demonstrates to the children the expectation of what they themselves will be aiming to produce by the end of their unit of work. This will include:

- The specific language and layout features of the genre to be covered
- New vocabulary
- Alan Peat sentence styles
- Punctuation

### **'Rehearse it'**

In this part of the lesson, pupils have a chance to showcase new learning and apply taught skills within contextualised experiences. Here, they will orchestrate new skills learnt and rehearse and practise the ongoing development of their English understanding. From the 'Rip it' stage, teachers will plan a sequence of 'Rehearse it' lessons that focus on the chosen skills required for their independent writing. This will include: grammatical features, technical/topic specific vocabulary, Alan Peat sentence types, language techniques, text layout and punctuation.

Teachers will compose and model writing together with the children so that it is a lively interactive learning exchange where they are exposed to modelling of the writer's internal voice as the teacher verbalises aloud word, phrase or clause choice.

Children will be taught explicitly the skills relating to the outcome of their independent writing piece. Contextualising these skills is the most effective way to strengthen learning and memory to ensure that these are consolidated effectively. Depending on your year group, these elements should be rehearsed within this stage of the writing process: decoding, vocabulary, text structure, sentence types, grammar, punctuation and cohesion.

There are a range of effective methods to help children understand this stage of the writing process to ensure consistency of language. Some key methods that will be used in the 'Rehearse it' stage are highlighted below:



## Shared writing

Shared writing is when a teacher will use ideas from pupils to physically show the decision-making process when composing high quality writing themselves. A child may have an idea about the content but the teacher models how it becomes a sentence. This is beneficial because we learn by being actively involved with something and the modelling of writing to a class facilitates this. This may be done as a whole class or in small groups. Also, this enables the teacher to highlight when other rudiments of writing (such as spelling and grammar choices) are required.

## Paired writing

In paired writing, children work together to talk through their ideas. They then decide together what to write and how to write it. By working together, pupils have more opportunities to refine and extend their own writing. It helps children evaluate the impact of their writing too. Moreover, it prompts them to say the words they wish to write- which in turn helps to ensure they are writing in complete sentences.

## Guided writing

On occasions, it may be appropriate for teachers to model sentences (without any pupil input). This modelling of writing can be used to show how specific sentences enhance the effect of a piece. It is also a useful vehicle when introducing a brand-new sentence type or idea. Obviously, a teacher can use a mix of any of these approaches within this stage.

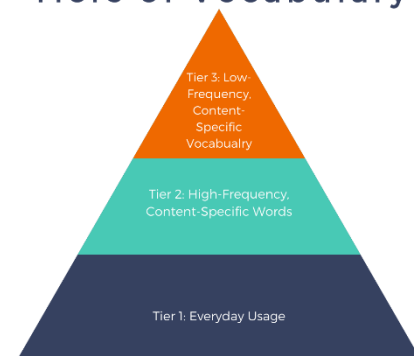
## Vocabulary Instruction

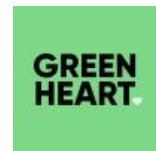
Lemov et al (2018) '*...A primary goal of Explicit Vocabulary Instruction is to model for students the depth of knowledge that is involved in mastering words: to own a word is to know **not just its definition but its different forms, its multiple meanings, its connotations, and the situations in which its normally applied.***'

Key words will be displayed on the working wall for children to add to during each new text. This will increase the number of words that they are being exposed to over the course of the year. The vocabulary gathered will be explained to the children with examples given and the use of these words will be modelled so that pupils have a secure understanding of how to use vocabulary appropriately and in context. In EYFS/KS1, children will be encountering words orally, acting them out, drawing them and using them in spoken language: writing simple sentences when they are able to do so.

Both implicit approaches (e.g. reading stories to children and promoting reading for pleasure) and explicit approaches to teaching vocabulary (e.g. directly teaching new vocabulary) are essential for developing and broadening children's language.

### Tiers of Vocabulary





## Skills

The National Curriculum English PoS will be used to formulate the required skills to be taught per unit of work. These lessons are vital so that children understand the purpose of the skill they are using and its desired impact on the reader. Each skill taught will be delivered in context relating to the desired outcome.

On teaching the skill, the children will complete word/sentence/paragraph level work in the context of the stimulus they are using to form their own writing. E.g. For the video Alma, if you were focusing on the skill of using relative clauses, the children would produce sentences that apply this skill:

- Alma, who was a carefree girl, skipped through the icy streets of the city.
- The workhouse, that was notorious amongst the desolate children of London, was the last place I wanted to go.

This process will be repeated for the desired number of lessons appropriate to the features of the particular genre.

## ‘Write it’

This is the stage where the children begin to showcase their skills by planning their piece of writing based on the provided text/genre. Here, children are given a planning frame where they are guided into using the skills taught as part of The Writing Cycle as well as the vocabulary words gathered. Please see examples of planning templates:

The image displays four distinct writing planning templates. The first is a letter template with sections for 'Address', 'Dear', 'Opening paragraph', and three 'Main argument' sections, each with a sub-section for 'Bracketed sentence and contrasting conjunction sentence'. The second is a story arc template featuring a vertical timeline on the left and a horizontal sequence of seven circles connected by arrows. The third is a modal verbs template with four columns, each starting with a question ('Who did you see?', 'What did you hear?', 'Anything else you can tell us?') and followed by 'Modal verbs I will use:' and 'Appropriate for possession sentence I will use:'. The fourth is a 'Story Writing Planning Grid' with a table structure for 'Title', 'Who?', 'Where', 'The start', 'Events/Dangers', 'What happens?', and 'The ending'.

Before they write their independent piece, children will complete the planning part of the ‘Write it’ cycle.

Before a first draft is complete, the class teacher will lead a shared write with the children so that they will have an idea of where to lead their own writing. During the shared writing session, it is vital that you ‘think out loud’, purposefully referring to the skills/writing tools and spelling rules you are focusing on. When children write their first draft, it is important that they are reminded to refer to their plans and refer to the working wall to help them in their writing.



## 'Revise it'

The 'Revise it' cycle will be used to acknowledge and praise, to revise and improve writing:

- re-reading it for clarity and purpose, use of punctuation to enhance meaning
- choosing vocabulary
- how words and phrases can be strengthened or given greater precision
- where and why more complex sentences might be appropriate
- cohesion
- use of conjunctions
- consistency of tense, time, person
- consistent use of pronouns

To focus on the above points, we will be using a succinct editing process (E1/E2/E3).

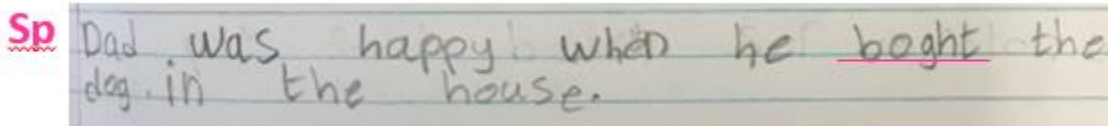


### E1 - Revise

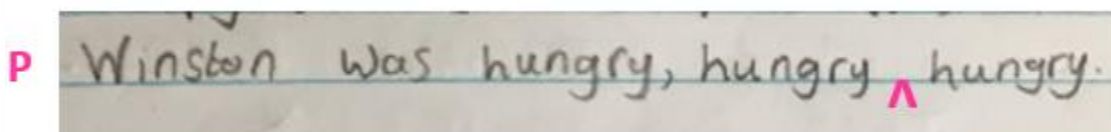
E1 combines all the below features: spelling, punctuation, +/- words.

The following steps must be followed until the cycle is fully embedded when the prompts will be taken away.

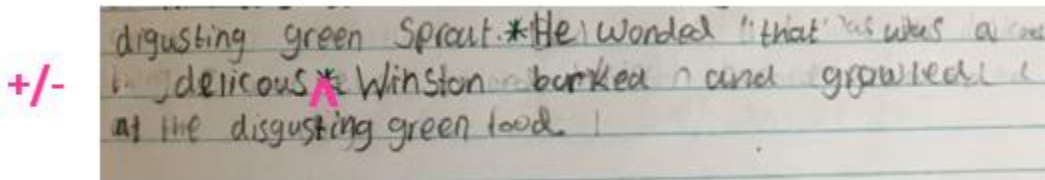
- Spelling/Capital letters (CL)
  - Add **Sp/CL** in the margin on the row where the spelling/CL mistake is.
  - Depending on the need of the child, underline the word/s that need correcting.



- Punctuation
  - Where punctuation is missing, write **P** in the margin
  - Depending on the need of the child, following the marking policy, prompt where the punctuation needs to go with a **Λ**.



- +/- words
  - Where a child has repeated a word incorrectly, or missed a word/s out, write +/- in the margin.
  - Depending on the need of the child, following the marking policy, prompt where the editing needs to take place with a  $\Delta$ .



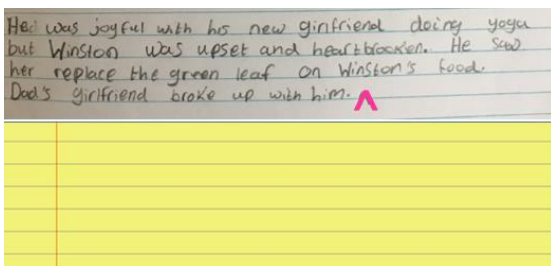
- \*\* When children become familiar with the editing process, you can then write in the margin
  - $E1 = Sp - 8, P - 2, +/- 4$  \*\*

## E2 - Rewrite

- Where you want children to improve a sentence, add \* \* at the beginning and end of the sentence.
- Children to rewrite this sentence at the **bottom** of their piece of work using their **PURPLE PEN**.
- **THIS SECTION IS TO ONLY REWRITE THE SENTENCE IDENTIFIED, AND NOT TO REWRITE A PARAGRAPH.**

## E3 – Reimagination (add more)

- After a full stop add  $\Delta$
- This signals to the child that you want them to add more detail onto an editing flap.
- This section is where you want the child to improve a paragraph.



During the editing process, the children will be provided with high quality resources to aid their editing, e.g.

- dictionaries/thesauruses
- word mats
- specific vocabulary mats
- Alan Peat sentence examples
- adjective/verb/adverbial mats
- Year group specific spelling lists (or lists according to individual abilities)
- phonic mats
- CEW/HFW mats
- punctuation pyramids



## Assessment

Assessments will be completed at the end of every independent writing piece using TOPA writing assessment grids.

GREENHEART  
LEARNING PARTNERSHIP

Year 2 Working towards the expected national standard. The pupil can, after discussion with the teacher:							
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							
Year 2 Working at the expected national 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. or / 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							
use spacing between words that reflects the size of the letters							
use expanded noun phrases for description							
know the difference between a statement, question, exclamation and command							
Year 2 Working at greater depth within the national standard. The pupil can, after discussion with the teacher:							
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							