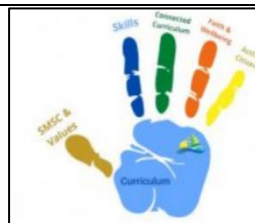




## Why Writing?



## Skills

### A message from Mrs Stevens , our Writing lead:

Writing at Darlinghurst is interesting and stimulating and encourages our children to be creative and imaginative. We challenge them with adventurous vocabulary and always encourage them to improve their work through focused editing. A writer is rarely satisfied with their first draft and this is a skill we want to instil in the pupils here – you can always make it better; maybe with a word or rearranging a sentence to make it more effective. I want the children to see themselves as authors and to be proud of the writing they produce. Seeing the enthusiasm from a child when they share their work with an audience is always a joy and it is these moments I want to see across our academy.

### Design and Do

Writing is a core subject that permeates the entire curriculum and is used to inform, discuss, persuade and entertain. We have a structured writing approach that we adopt in Writing lessons four times a week. This includes offering children modelled examples of what we expect them to achieve, word mats (with vocabulary that may help and stretch them) and scaffolds to work with.

Children start their journey in the Early Years, engaging in Writing through mark making and developing fine motor skills needed to develop pencil grip. Children become aware of the meaning of their marks and use them symbolically to communicate their ideas. From Key Stage 1, children develop their writing through sharing texts and working collaboratively to build simple sentences. Punctuation is introduced through action. Our writing cycle allows children to adapt their writing to incorporate their own ideas and word choices.

The progression of writing is mapped out across a range of different text types including both fiction and non-fiction. Narrative pieces include story writing, diary entry and recounts. Non-narrative examples such as reports, discussion texts and biographies allow children to explore different styles regularly. Each piece is carefully planned to ensure that all elements of the writing curriculum are covered and children are exposed to a wide variety of vocabulary, punctuation and grammar.

At the end of each writing cycle (2 weeks), we expect the children to write a well -composed, independent piece of writing. Children will be offered opportunities to write within their topic books, developing their cross-curricular links and deepening their subject knowledge i.e. when studying World War they might write a soldier's diary letter or a letter from an evacuee. They might write about their science experiment, writing instructions, making hypothesis or extrapolating results. We incorporate grammar, punctuation and spelling within the writing cycle.

### Difference

Children gain a range of knowledge, skills and techniques in Writing that advance and deepen over time. Due to the connections made across the curriculum children are able to use and apply Writing to a wide range of subject areas. They can apply their writing skills when crafting a scientific report or produce an historical report that includes techniques taught in writing lessons. They are aware of how to write for a particular audience and are able to adapt their writing accordingly.

Our children learn to be successful learners through building on and scaffolding their basic writing skills in the first week of our writing cycle, which is called 'Our Write'. Using the skills developed ie how to use adverbial openers (Amazingly, A year later etc...) in the first week of the cycle enables them to use these skills independently therefore becoming writers that are more independent in the second week of the cycle, which is called 'My Write'.

They develop the skills of spelling, editing and using different grammatical forms and punctuation through practice and the 'Build' part of our writing cycle.

The 'Build' lesson is a shared, modelled writing session where children write sentence-by-sentence together using peer partners and their steps to success.

They gain the knowledge of how to improve their writing and support their partners in improving their writing, making them effective contributors in lessons.

Our children are equipped to be confident individuals as we challenge them to constantly develop their writing skills.

Over the course of the year, children will be given class and personalised targets, for example using commas in a list, including dialogue to advance the action or use modal verbs. These are regularly checked and children become confident in identifying when they have met their targets.

The focus has been on creative writing and giving our children the opportunity to be free with their imaginations. Teachers have given classes a range of exciting and inspiring stimulus and encouraged the children to use their own agency and choice. These have included pictures and images, discussions and even video literacy to get creative juices flowing! Children have been proud to share their writing and outcomes have included stories about all manner of interesting characters and settings, emotive poetry and even non-fiction reports. The pupils have been excited and engaged and have shown real enjoyment of their work and learning.

We have also introduced a focus on GPS as part of our daily writing sessions. This has enabled children to become familiar with grammatical terms and features, which they are becoming increasingly confident using in their independent writing. These short sessions also incorporate Sir Linkalot and handwriting practise time.

### **'Achieving Excellence Together'**

## **Reflections and Celebrations**

### **Examples of Writing**

**In the Early Years**, children are beginning to form lower case letters holding a pencil correctly. They are able to identify which letters belong to particular families and know these letters are formed in the same way. Children in Reception enjoyed reading the story of 'The Tiger who Came to Tea' and wrote sentences about who they would invite to their own tea party. The children have worked hard to practise their pencil grips.

**During Key Stage 1**, children can compose sentences orally and sequence events to make sense. They can join sentences together using and as well as being able to use full stops, capital letters, question marks and exclamation marks. Children can spell the names of the days of the week, common exception words. Handwriting is correctly sized and spaced and letters

**Year 1 children** are to leaving spaces between words, use joining words and joining clauses using and , are beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Our Year 1 children did some hot-seating when looking at a text based on 'Owl Babies' to imagine how the characters were feeling and created instructions on how to grow a sunflower.

**Year 2 children** can build on their knowledge from year 1 to write narratives about personal experiences and those of others (real and fictional), write about real events, write poetry and write for different purposes. Instructions in Year 2 included when children wrote how to make an origami dog.

By the end of this milestone children can write sentences with different forms: statement, question, exclamation, command, are able to use expanded noun phrases to describe and specify [for example, the blue butterfly] and recognise the present and past tenses correctly and consistently including the progressive form. They are also familiar using subordination (using when, if, that, or because) and co-ordination (using or, and, or but).

As children advance across the school, should be able to write down their ideas with accuracy and with good sentence punctuation. They develop as writers and can edit and improve their writing to make it more appealing to their readers.

**Year 3 children** draft and write their ideas using increasingly rich and varied vocabulary and sentence structures. They can organise paragraphs around a theme and develop characters and plot in a narrative. Our Year 3 children have been international with their writing and created travel guides for Guatemala and stories based on the Mayan creation. They have also used a discussion text to debate whether homework is a good or bad thing.

**Year 4 children** can extend sentences using a range of conjunctions and are able to choose suitable fronted adverbials to enrich their ideas. Year 4 used a question to create balanced argument, 'Should we eat chocolate?'

By the second milestone, children have had the opportunity to write across a variety of genres and develop their skills of punctuation and grammar.

During upper Key Stage 2, children use a range of prefixes and suffixes and explore spelling patterns which are then applied in their written work.

**Year 5 children** can plan their written work according to the audience. They can select appropriate grammar and vocabulary and are able to work with a partner to edit and improve their writing. Linking to the academy-wide theme of diversity, children in Year 5 wrote biographies on celebrity members of the LGBTQ+ community including Elton John and Tom Daley.

**Year 6** are confident writers and can demonstrate a wide variety of skills across a range of text types and purposes. Writing is well structured and planned with the audience in mind. Vocabulary choices are deliberate and literary language is used effectively. Our Year 6 children have written newspaper articles based on the escape of characters in 'Harry Potter and the Prisoner of Azkaban' and also created horror stories inspired by a short film called 'Alma'.

By the final milestone, children are confident and competent writers who use their individual style to produce well-constructed writing that is accurately spelt and punctuated. They enjoy writing and like to share their work with audiences.

## Examples of parental and community engagement

Being creative and celebrating the Platinum Jubilee has been central to writing across the academy. Children have enjoyed creating a range of text based on literature inspired by the Queen including 'The Queen's Knickers' and Katie in London. Linked to the long reign of Her Majesty, year groups across the academy have researched decades and used their findings to write instructions on how to play 1980's inspired games in Year 3 and non-chronological reports in Year 5. Poetry has also been a key aspect with all years groups exploring poems in different forms. Year 2 wrote haiku poems whilst Year 4 created narrative poems based on 'A View from a Railway Carriage' and Year 6 wrote monologues about The Lady of Shalott. Our youngest pupils in the Rockpool have been excited by a range of stories including The Rainbow Fish and Octopants, which has encouraged them to write independently. A creative writing week took place across the academy, with children being given the freedom to write in their preferred style. It was amazing to see so many brilliant ideas from stories set 40,000 years in the future to the formation of the Spice Girls. We hope to encourage this creativity in writing in the next academic year.

## Useful websites

### **BBC Bitesize**

Use BBC Bitesize grammar, some interesting games and activities. I like the verb tense ones. There are also some great videos on here for introducing spelling rules.

<https://www.bbc.co.uk/bitesize/topics/zhrrd2p>

### **British council**

Use British Council's grammar games, great for verb tenses

<https://learnenglishkids.britishcouncil.org/grammar-vocabulary>

### **BBC Teach**

BBC Teach, some great video stimulus on here for writing. Spelling songs are great ie Supermovers for Key Stage 1

<https://www.bbc.co.uk/teach/ks1-english/z67ncqt>

### **The School Run**

The School Run's grammar worksheets are quite good

<https://www.theschoolrun.com/subject/worksheets/grammar/all>

### **Literacy Shed**

The Literacy Shed has a vast array of animations to inspire creative writing

<https://www.literacyshed.com/home.htm>

## Writing Gallery

