

Writing Protocol:

At Djanogly Strelley Academy, our intent is to immerse children in good literature and authentic experiences so that they can produce writing which engages the reader. Children write more effectively if they can draw on experience, great literature and a wider vocabulary so that they have the background knowledge and understanding to write with clarity and impact.

Our children's writing journey begins in foundation stage. You will see a huge focus on the prime areas of Communication and Language, Physical Development and Personal, Social and Emotional Development. Children need to be secure in all prime areas of the EYFS before they are ready to move onto the subject specific area of Literacy. This is especially true of the skill of writing (within the literacy goal) which requires the development of several different areas of learning before a child would be ready to learn how to transcribe a sentence fluently. Our provision provides all children with multiple opportunities to develop their writing. (Appendix 1)

KS1-2

Our key stage one and two writing is planned so that pupils write for the four purposes of writing: entertain, inform, persuade and (in upper key stage 2) discuss. We teach English each day using the Teaching Sequence of Writing as part of Nottingham Priority Literacy programme. Our pupils are immersed in good literature and imaginative experiences. Sometimes our writing is also linked to our learning in other curriculum subjects so that children have the strong foundations of key subject knowledge to build their writing upon.

Early writers are supported to develop good transcriptional fluency with their handwriting and spelling. Using Little Wandle Letters and Sounds Revised programme, our children begin to form letters, learning rhymes for each grapheme taught. As children move through school, we continue to teach handwriting in letter families. This begins to be joined in year two. We use Letter Join to support our handwriting across school. Early writers follow the same sequence as others in year 2 and above but are scaffolded in their work in order to further develop their transcriptional fluency so they are more able to catch up with their peers. Pupils in key stage one and two who are not ready to write for a purpose continue to develop their transcriptional fluency in writing lessons. (Appendix 2)

Once transcriptional fluency is embedded, children use the given key vocabulary to help them in their writing and we spend time looking at what makes a good example impactful for our reader. Each unit has a clear SO THAT so pupils understand what we are writing and what effect we are attempting to have on our reader. We look at different grammatical features and link them back to the SO THAT, so pupils carefully choose how to incorporate them into their writing to have a clear impact on their reader. We plan, draft and review our writing using both editing and revising techniques. We then publish our work choosing the best way to present this. (Appendix 3)

So That...

Pupils will become independent writers who think about why they are writing and use appropriate vocabulary, spelling, punctuation and grammar to support this. They will have good transcriptional fluency and will take pride in their writing. They will know whether their writing should be formal or informal and use the correct register appropriately.

Appendix 1 - Writing in the foundation stage:

Communication and Language

Writing is a form of communication and nursery children need to develop oracy skills to become effective verbal communicators. To be an effective communicator, listening is also a key skill. There is much cross-over between C&L and Literacy, especially in nursery because C&L and oracy skills underpin literacy. Children need to be able to tell a story, before they can write a story.

To develop these crucial skills, you'll see this provision:

- Helicopter Stories (Nursery)
- Poetry Basket (vocabulary exploration, retelling, performing)
- Quality interactions in the environment
- Circle time activities
- Maths direct teaching
- Daily story time
- Daily, repeated singing of familiar nursery rhymes and songs
- Book of the Week – oral retelling of stories, lots of book talk
- Role play
- Small World play

Physical Development

Children need to develop both gross and fine motor skills to be able to successfully manipulate writing tools. Gross motor precedes fine motor, and a strong and stable core is necessary to support the development of the fine motor skills needed for writing.

Gross motor

To develop gross motor skills, you'll see this:

- Bikes and scooter for balance
- Stepping stones and other balance activities to engage the core
- Activities for developing shoulder pivots: water painting sheds, using an easel for painting, chalking walls, mark making on large paper
- Squiggle when you wiggle and scarf dancing

Fine motor

Fine motor skills are needed to develop the muscle control and strength, hand-eye coordination, and stamina required to manipulate a pencil to complete meaningful marks. This is a tricky process and takes a serious amount of physical development, as well as the knowledge of sounds and letter formation.

To support children to develop the fine motor skills they need, you'll see this:

- Malleable table (continuous provision)
- Timetabled Dough Disco
- Targeted fine motor interventions (F2)
- Specific activities (threading, tweezer sorting, peg activities)

Specific Areas - Literacy:

- Writing areas providing children with the tools to independently mark make
- Handwriting (F2)
- Listening to a varied range of reading materials
- Oral retelling (Book of the Week) (F1 and F2 – F2 progresses to transcriptional written tasks)
- Helicopter Stories
- Foundations for Phonics (F1 – sound discrimination / phase 1) (F2 – Phases 2-4, transcriptional writing)

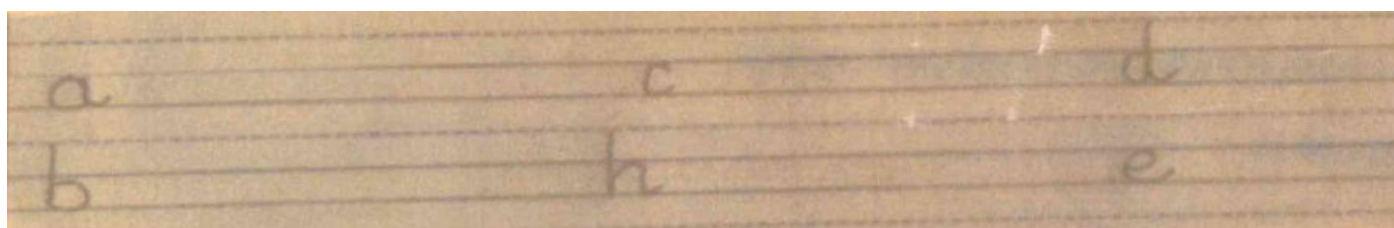
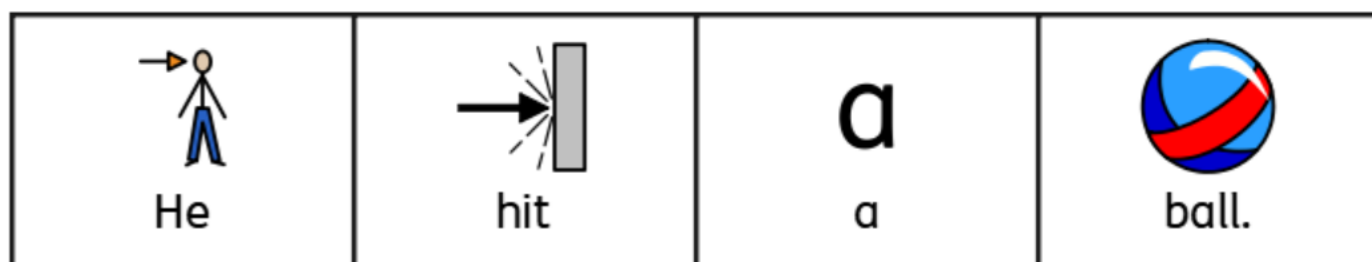
Appendix 2 - Writing for those pupils whose transcriptional fluency is not secure

Some pupils are not ready to write for a purpose. These pupils will have their work adapted so that they are able to develop their transcriptional fluency within the writing sequence, without teachers making demands which cause cognitive overload. Much of this work is linked to the dictated sentences which are taught in KS1. (If pupils are not ready for this step pupils will need to work on BSquared Early steps which reflects small steps of practice from early years – see appendix one).

This begins with letter formation. Letter formation is taught in line with the teaching sequence for phonemes from Little Wandle if pupils are still having phonics or phonics catch up. Pupils who can read but cannot transcribe will have letters taught in letter families. Pupils will rehearse their letter formation and teachers will model and expect the correct formation of letters. Pupils who cannot form their letters correctly will work on this in their independent learning. They may also have additional input from their teacher and/or TA to support them with this. Pupils may need specially adapted paper if their letter formation is not correct to support them forming the correct size, shape and placement of letters. In whole class writing these children will take part in pre-dictation 1. Some children may require exploration of different coloured papers for writing.

Pre-dictation 1:

Pupils listen to the dictated sentence. The dictated sentence is already stuck into their book with Communication in print to support. Pupils point to each word as the sentence is dictated. This allows them to hear how a sentence is formed and practice one to one correspondence, oral blending etc. Underneath the dictated sentence pupils will rehearse the letter formation they are working on.



Pre-dictation 2:

Pupils rehearse the sentence. Communicate in Print sentence is cut up enabling pupils to order the sentence and stick it into the books. The pupils then copy the sentence underneath with correct letter formation. Pupils who are struggling to keep the sentences in correct order in their head, may need a reduced number of words in their sentences initially or the use of a talking tin to enable several play backs. This will be built up over time. Repeated verbalising the sentence enables pupils to hold it in their head better.

Dictation

The adult (or talk tin) says the sentence – pupils repeat the sentence focusing on how many words and repeat each word. Pupils should be reminded of demarcation and letter formation. Pupils learn to write the

sentence while the adult/talk tin holds the sentence for the child, repeating constantly. This is then live marked for precision. Children who are working at this level are not expected to create whole texts, but are still working on their transcriptional fluency and understanding of sentence construction. This sentence is live marked for accuracy before any further writing is completed. Common exception words are available to children, as are letter formation charts.

Challenge

Some pupils will be ready to add additional information words or phrases into a dictated sentence. He hit a _____ ball. He _____ hit a _____ ball.

These four dictation steps can be completed all together as each child is working at their level. As pupils become more transcriptionally fluent then they begin to form independent sentences. This work may begin with a dictated sentence until pupils are completely secure on sentence construction and letter formation.

Appendix 3 – Writing Sequence

Teaching sequence		Teachers:	Pupils:	Dynamic and supportive writing environment Assessment for Learning Talk	Empowering boys to become successful writers
Immerse ↓	- Real audience and purpose with a clear outcome. - Broad, rich and engaging reading curriculum. - Planned drama, speaking and listening opportunities. 	Establish clear purpose and audience. Choose quality challenging texts. Model reading strategies, i.e. searchlights, inference and deduction, writer's use of language. (Assessment focuses). Make links between shared, guided and independent work. Start to unpick the writer's craft. Begin to gather ideas for writing	Enjoy reading a range of quality texts. Ask questions. Link to own experience. Visualise . Evaluate. Identify audience and purpose. Talk about how they are thinking and learning. Role play, improvise.		
Analyse ↓	- Define features and characteristics of text/genre. - Agree and understand the success criteria.	Are secure in knowledge and understanding of structure and language features of text type. Prioritise which features of text children need to learn – sentence, text, word. Provide interactive, investigate activities to meet learning intentions e.g. construct, classify 	Identify key features of text type/genre and agree success criteria. Practise using different features e.g. paired work constructing and varying sentences through speaking and listening activities.		
SPAG ↓	- Teach the aspects of the success criteria that the pupils have not met or find challenging. - Focus on grammar / punctuation / vocabulary	Are secure in the subject knowledge in order to deliver quality first teaching. Prioritise which features need to be specifically taught – differentiating where necessary e.g. past tense verbs / specific vocabulary	Investigate the skill needed for the specific text type. Practise writing / using the skill taught in order to be able to apply this in their main writing.		
Plan ↓	- Use the success criteria. - Planned drama, speaking and listening opportunities.	Provide stimulus for gathering ideas e.g. visual literacy, integrated technologies, drama activities. 	Talk about ideas and begin to map them out on a plan e.g. writing skeleton, or story map. Refer to checklist of success criteria.		
Write ↓	- Demonstration, teacher scribing and supported composition. - Self and peer assessment. - Use knowledge of reading to help compose and make informed choices in writing. - Structured, visual and dynamic Literacy environment.	Are secure in understanding and use of three shared writing techniques. Model the use of success criteria developed from analysis to inform and evaluate writing. Integrate word/sentence level with text level to exemplify their application. Provide stimuli and resources to support and enhance the writing process. Provide an element of choice.	Are fully aware of the purpose and audience and write accordingly. Develop a piece of writing over a number of sessions. Refer to success criteria, review their writing and edit in response. Respond to feedback. 		
Review ↓	- Clear feedback linked to success criteria. - Understand next steps in developing writing. - Reflect on outcome against audience and purpose.	Are effective in linking feedback to the success criteria. Are confident in identifying areas of success and those for development that will impact on raising the standard of writing, they can explain and set clear 'next steps'. Provide further opportunities to write in that particular genre setting up the audience and purpose.	Can reflect on their successes and areas for development. Can identify factors contributing to success and those causing barriers in their work. Are clear in their next steps in learning and engaged in addressing them. Are enthused by the challenge of using their knowledge to produce written work for a particular audience and purpose.		

We use the Teresa Heathcote writing sequence for writing. In Key Stage one, early work is completed using transcriptional fluency work, well before any attempt is made at writing whole texts.

In Planning

One page planning document for MTP. Saved on Subject Leaders, English, Planning and progressions maps, one page plan.

We have a structure to present out writing lessons on using a yellowish background and Sassoon (to match Little Wandle) writing on PowerPoint, where possible to provide consistency.

Pre-planning 1. Plan the writing. 2. Plan the writing. 3. Plan the writing. 4. Plan the writing. 5. Plan the writing. 6. Plan the writing. 7. Plan the writing. 8. Plan the writing. 9. Plan the writing. 10. Plan the writing.	
Write 1. Write the writing. 2. Write the writing. 3. Write the writing. 4. Write the writing. 5. Write the writing. 6. Write the writing. 7. Write the writing. 8. Write the writing. 9. Write the writing. 10. Write the writing.	
Review 1. Review the writing. 2. Review the writing. 3. Review the writing. 4. Review the writing. 5. Review the writing. 6. Review the writing. 7. Review the writing. 8. Review the writing. 9. Review the writing. 10. Review the writing.	
Publish 1. Publish the writing. 2. Publish the writing. 3. Publish the writing. 4. Publish the writing. 5. Publish the writing. 6. Publish the writing. 7. Publish the writing. 8. Publish the writing. 9. Publish the writing. 10. Publish the writing.	

Djanogly Strelley Academy

KS2 Writing Sequence



Tuesday 10th September

To identify purpose and audience

RR:

This unit we are going to practise our letter formation and correct joins as our revisit.

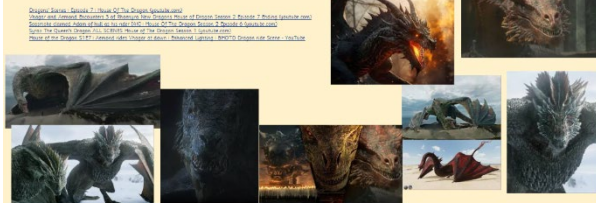
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The Teaching Sequence for Writing		
Teaching sequence	Teachers	Pupils
Identify • Identify the purpose and audience of the text. • Identify the purpose and audience of the text. • Identify the purpose and audience of the text.	Identify the purpose and audience of the text. Identify the purpose and audience of the text. Identify the purpose and audience of the text.	Identify the purpose and audience of the text. Identify the purpose and audience of the text. Identify the purpose and audience of the text.
Plan • Plan the content of the text. • Plan the content of the text. • Plan the content of the text.	Plan the content of the text. Plan the content of the text. Plan the content of the text.	Plan the content of the text. Plan the content of the text. Plan the content of the text.
Write • Write the text. • Write the text. • Write the text.	Write the text. Write the text. Write the text.	Write the text. Write the text. Write the text.
Review • Review the text. • Review the text. • Review the text.	Review the text. Review the text. Review the text.	Review the text. Review the text. Review the text.

To identify purpose and audience

Who is our audience? People interested in mythical creatures

What are we going to write? We are writing to ENTERTAIN using description SO THAT our description creates a vivid image in our reader's minds.



Each section has an infographic to support the pupils know which part of the writing sequence they are on.

In classrooms

Working walls reflect the current writing sequence and are in place before the unit begins. This includes:

The purpose – what we are writing and what effect we want to have on the reader (so that).

The grammatical features that will help have the desired effect on our readers.

Vocabulary to support writing of the text to engage our reader.

An example of what a good one looks like.

A space to record pupil's own ideas – so that they see their work as important and valued.

shackle

odour

respite

deck

putrid

gruesome

sacrifice

echo

torment

conscience

temperature

aggressive

Purpose

Formally entertain SO THAT our writing describes the horrors of life on board a slave ship compared to the joy of Africa

Features

Grammar

descriptive devices:

alliteration, simile, metaphor, hyperbole

SPACE openers

Parenthesis () , - - to add more detail

Vary sentence length - simple, compound, complex, short to build tension

Expanded noun phrases

Modal verbs to show possibilities

In Books

Front cover for each new sequence with the SO That on.

Dual coded vocabulary stuck in on vocabulary days.

All writing sequence together, in front, including any planning children do.

Scaffolding for those pupils who require additional support.

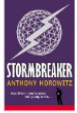
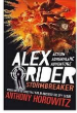
High expectations in terms of presentation and transcription.

Teachers correcting mistakes and suggesting ways for pupils to improve through live marking and/or distance marking/next steps.

Children responding to teacher guidance – this will be seen through use of purple pen.

Reading and spelling from spelling lesson in the back of the books.

Teaching sequence for shifts in formality – ALEX RIDER



We are writing to entertain using shifts in formality so that our reader understands how we feel about members of K Unit and how they have treated us.

Skills will include:

- To know the difference between formal and informal language so that we use the correct form for different people.
- Use idioms, cliché and slang in our informal writing so that our reader can easily see that we are a 14-year-old boy who is really annoyed!
- Use rhetorical questions and the subjunctive in our formal writing so we can question our reader and give them advice.
- Use modal verbs for degrees of possibility so that our reader can see what is important right now.
- Use simple and complex sentences so that it is clear who we are writing to.
- Use a range of punctuation so that our ideas are clear to others.
- Write in the style of Anthony Horowitz so that it is clear who our character is based on.

 rendezvous	 combat	 Brecon Beacons	 camouflage
 exhaustion	 binned	 hostile	 implore
 grenade	 burning	 survive	 climbing