

Writing at Owston Park

Implementation:

Underpinning our writing curriculum is a series of high-quality texts which act as hooks for writing. These give children genuine purpose for writing, which is referred back to throughout the writing process. Children are guided to frequently reflect on the audience and purpose of their writing, allowing them to think about authorial intent and make choices of writing tools. Moving into KS2, children's understanding of writing purpose will also be underpinned by the concept of formality.

Each unit of work lasts for approximately 1-2 weeks in KS1 and 2-3 weeks in KS2, and is delivered through discrete English lessons. These are complemented by reading lessons, where children develop their skills in each content domain through reading the core or linked texts for the topic. Writing within English lessons frequently revolves around the quality core text or real life events, but may also be inspired by high quality linked texts, poems, video clips, song lyrics; in fact anything that might encourage excitement about writing. The unit of work is designed to build-up knowledge and skills and is outlined in the pedagogical process below, but teachers are given the professional scope to make adjustments as and when appropriate for their class. There is no expectation that the writing process will begin on a Monday and be completed on a Friday, however there is an expectation that most stages of the learning process are evident through children's work, the learning environment and planning.

The writing process at Owston Park

1. Hook

There must be a hook into the writing journey, in order to make the writing engaging and purposeful. These hooks can be small and simple or as extravagant as you want – it may be a staged break-in, a letter from the Prime Minister, digging up a time capsule, a request from the Police for the children to write a description of a suspect – anything which provides a genuine purpose for children to write. Vocabulary is taught explicitly, as per our curriculum drivers, and also as part of our reading lessons. However, any vocabulary which children will need during the writing journey will be explicitly taught here.

2. Familiarisation with the text type

Children will become familiar with examples of the text type. They will identify the features, collectively in KS1 and with increasing independence into KS2. This will involve picking out the features of the text, demonstrating to children the expectation of what they themselves are aiming for by the end of their unit of work. Throughout this process, there should be a focus on purpose and effect, thinking about why the author has used certain features and why certain features appear in certain text types, and how those features contribute to the purpose of the text. The formality of the text should be discussed, with discussion around how this contributes to the purpose and audience. These features will be displayed on the working wall, alongside a WAGOLL (ideally created by the teacher, to demonstrate the expectations).

3. Development of skills

The teacher will have identified two skills that should be a focus for development during this piece of writing. These must be related to the NC and school progression document. These are referred to as 'Writing Tools'. We will develop a 'writer's toolbox' on paper and add this to a washing line each time a new skill has been taught. Alternatively, these steps to success can be accumulated on one piece of paper and can be used as part of an ongoing 'Working Wall' and referred to for further units. E.g. Are these tools also useful in this unit? What is the same/different for this audience? Explicit input should be given to learn these skills. Children should be reminded of the purpose and audience of the writing outcome, and understand how these writing tools contribute to the purpose of the writing outcome. Children should be able to explain the desired impact on the audience, e.g. *I will use subordinating conjunctions as this will help add detail for the reader in relation to an opposite point.* Based on this first skill, the children will complete sentence level work in the context of the stimulus they are using to form their own writing, e.g if the focus is relative clauses, the children will write sentences based on the unit of work. Children will use the school metacognition colours to assess their own learning of each writing tool against. This should then be repeated to teach the second skill.

4. Consolidation of skills

Children will complete an activity to consolidate the two skills taught over the previous two days. They must also aim to include any vocabulary for the Learning Journey in this activity. Children will be expected to produce writing where they are applying the use of both skills learnt during the unit so far. This may be in the form of a character/setting description, a short extract etc. but ideally should be linked to the stimulus. However, this is not a final piece and should not be expected to be as such.

At this point, the teacher should utilise the whole class feedback form to ensure that feedback given highlights next steps for individual children and groups of children within this learning journey. During this consolidation of skills, children should be given the opportunity to analyse a WABOLL, providing opportunity for them to up-level writing, apply the skills taught and apply the vocabulary learnt thus far throughout the learning journey, without being distracted by the content and context. The WABOLL should focus on the use of the writing tools taught within this process, but otherwise should not contain mistakes so as not to detract from the focus. This process should be collaborative – including discussion, modelling and scaffolding on how the WABOLL can be improved. Writing tools from previously taught units should also be discussed, as a way of improvement.

5. Planning

Children will plan their piece of writing, based on the stimulus. At this point, the children will be given a planning frame where they are guided into using the skills taught as well as the vocabulary of the Learning Journey. A reminder of the writing purpose, audience and whether the writing is formal or informal will need to be included here. In KS1, planning will



usually be completed at class level, but at KS2 there's an expectation that planning will be completed by individual children.

6. First draft, with a focus on SPAG skills

Each first draft should begin with a shared write led by the class teacher. It is important for the teacher to 'think out loud', purposefully referring to the skills/writing tools and spelling rules. Children must be reminded to refer to their plans throughout this session and be directed to the 'Working Wall' to help them with their writing. This stage may require more than one session. A whole class feedback form should be completed by the teacher following the first draft, which can be used to inform the editing stage in the next lesson. Any common transcription errors can be addressed through handwriting and spelling lessons.

7. Edit and improve

Informed by the whole class feedback form, the teacher may model improvements using a child's work, with their permission, or by demonstrating some of the common errors. Children will independently or collaboratively read back through their own writing. They will look for errors in punctuation, spelling and grammar and text mark this in green pen. They will then use a footnote or overlay system to improve or add sentences or sections of work for their final draft.

In KS2, there is an expectation that they add/change 5 sentences or sections as a minimum.

8. Final draft with continuous improvements

This must be completed at the end of each unit and must include the edits and improvements that have been made during these sessions. Model to the children how we should continue to improve our work mentally as we write. This is so that self-improving and on-going editing becomes second nature to the children. The teacher should continue to 'think out loud' during this process. Constant reminders of audience are necessary here, to ensure that children are working to the highest standard.

9. Post consolidation

A follow-up lesson should be completed to address any skills that have not been fully embedded. This can be a stand-alone lesson or can be linked to the context of the writing done. The whole class feedback forms completed by the teachers during the writing process can be used here, both to identify areas which may need further development moving forward, to target specific needs in individual children, and to provide opportunities to challenge children – children who are secure in their understanding of the purpose and audience, and the writing tools learnt within this writing journey, may be given depth challenges here which encourage them to reflect on their own work.