



Writing at Hunsbury Park Primary School



INTENT

At Hunsbury Park Primary School, we strive to generate a genuine love for writing and the written word in our children encouraging them to see writing as an interesting and enjoyable process. It is our intention that children learn to speak, read and write fluently

We recognise the need to focus on vocabulary in order to develop writing – if a child can't say it then they can't write it. In order for children to reach their full potential we know they must develop strength and stamina for extended writing; being able to use fluent and legible handwriting.

We aim to provide opportunities for children to write for a range of purposes across the curriculum as children write at their best when they have a sense of purpose – seeing themselves as real writers and developing ownership for their outcomes. We strive for children to acquire the ability to plan, revise and evaluate their written work

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

IMPLEMENTATION

The direct teaching of Writing

Quality writing and extended writing opportunities are expected across a range of curriculum areas.



Talk 4 Writing Lessons

Writing lessons are taught using Talk for Writing. The three stages of the process are followed through a unit of work. Fiction and non-fiction units are taught every half term. The overview for genres to be taught and texts to be used are on Writing Curriculum Maps. Each term a poem should be learnt to develop a bank of poems that the children can recite.

The Talk 4 Writing Process – the 3 ‘I’s

The COLD Task

The children must be asked to write a piece of independent writing based on the genre of the unit. This should be clearly labelled as COLD TASK in their English books. It must be used to find out key teaching points and planning must be adapted accordingly.

IMITATION

Start with a hook to capture the children’s imagination (e.g. a drama 4 writing activity, a WOW moment etc.).

Learn and internalise a model text using text mapping and HPPS common actions.

Explore the text type through reading.

Box up the model text to understand the structure. Co-construct toolkits as the text type is explored.

HPPS grammar colour code used to identify grammar in the model text.

INNOVATION

Shared writing to model how to innovate on the model text based on ‘boxing up’.

Write own example – use ‘boxing up’ to plan.

Self/peer/teacher assess with developmental feedback marking and opportunities to edit and improve.

Guided writing tasks as necessary.

INDEPENDENT APPLICATION – HOT TASK

Children independently write own example.

They edit and improve their own work independently.

Consider audience – publish and share work.

HOT TASK to be clearly labelled in English books.

All Talk 4 Writing lesson planning should carefully consider the following aspects.

High expectations set throughout	Pupils are made to feel they can achieve – they want to learn and enjoy learning English. The teacher is enthusiastic and positive about English and the current learning. Specific praise focuses on effort, engagement and success throughout the lesson.
Talk Partners	<ul style="list-style-type: none"> ○ Carefully thought out partners or trios which enable optimum talk ○ One hundred percent participation is expected ○ Eye contact and clear standard spoken English must be used at all times by children and adults ○ A confident voice is encouraged from all children when they speak to the class
Model Texts	<ul style="list-style-type: none"> ○ All model texts must be proof read to ensure there are no errors ○ They must demonstrate a high standard of written English modelling the grammar focus for that unit
Shared writing	<ul style="list-style-type: none"> ○ Shared writing is used as an opportunity for teachers to model their thought processes out loud ○ Explicit teaching of grammar, vocabulary and spelling ○ Content of shared writing (including intentional mistakes to discuss) has been well thought out before the lesson ○ Shared writing must be grammatically accurate with correct spellings ○ Sessions are clear, simple, engaging and delivered at a good pace ○ Children’s ideas are regularly drawn upon and used (although the teacher doesn’t just accept the first answer offered) ○ The craft of writing is clear and words are chosen for effect.

The Writing Process	<ul style="list-style-type: none"> ○ Every child knows what to write when they begin ○ Children are engaged and enjoy their writing ○ Children are encouraged to regularly check their work by reading it carefully out loud ○ When children are unsure of a spelling they are encouraged to only ask for the part of the spelling they are finding difficult. ○ All children use their writing toolkits to assess their work. ○ All children’s writing must be marked using the HPPS marking code and the children must be given a chance to respond to this marking to improve their work. ○ Short burst writing tasks are used to enable children to practice the grammar and writing skills they have learnt, before they apply them to their T4W pieces of work.
Toolkits	<ul style="list-style-type: none"> ○ These toolkits set out a clear expectation for each genre of writing being taught. ○ The ‘Toolkit for all my Writing’ indicates a writing expectation that should be set for writing in all subjects across the curriculum.

Spelling

Spelling is taught using Sounds-Write or the No-Nonsense spelling programme.

Phonics is taught every day in EYFS and 4/5 times a week in Phase 1. This becomes a spelling lesson taught 3 times a week in Phase 2.

Spellings lessons include the teaching of the Common Exception Words relevant to the year group or ability. There is also an expectation that children learn the Common Exception Words at home. Children are tested on these at the end of term 2, 4 and 6. See homework section for further details about learning spellings at home.

Handwriting



Handwriting is taught throughout the school using the Kinetic Letters scheme.

Lessons are based on 4 main strands:

Making bodies stronger

- Physical strengthening of the body
- Motor and spatial preparation

Learning the letters

- Dynamic movements for learning letter shapes
- Sensory experiences for memory and recall
- Brave Monkey and Scared Monkey help to retell the story of each letter formation
- Teachers and teaching assistants must use the correct language to describe the formation of each letter.
- All teachers and teaching assistants must model the correct handwriting expectation in all their written communication with children.

Holding the pencil

- Optimal pencil hold for speed and legibility
- Diagnostic photos for addressing issues
- All teachers and teaching assistants must ensure the children complete their pencil checks in order to hold their pencils correctly
- Good pencil grip must be modelled by all teachers and teaching assistants

Flow and fluency

- Speed and stamina developed
- Economy of movement and use of rhythm for speed
- Joining letters in a 12-week programme
- All joins must be modelled correctly by all teachers and teaching assistants in all written communication with children

Each class in EYFS, Year 1 and Year 2 must have a Kinetic Letters display which includes a tree for BraveMonkey and Scared Monkey.

Handwriting is taught at least 4 times a week in EYFS and Phase 1 and at least twice a week in Phase 2.

IMPACT

By the time children leave Hunsbury Park Primary School and move to Secondary School, they will have a good understanding of a range of plot patterns in narratives, as well as text types in non-narrative writing. They will competently be able to apply this knowledge and understanding to their own written pieces of fiction and non-fiction work, engaging the audience through the writerly tools they have developed. They will also have a good command of the English language and a wide vocabulary that they can apply to their reading and writing, preparing them for tackling more complex and challenging texts at KS3.