



## **Writing Agreements (composition) – September 2023**

*(For agreements on spelling, handwriting, vocabulary and grammar see separate documents)*

### **3 Pillars of Knowledge**



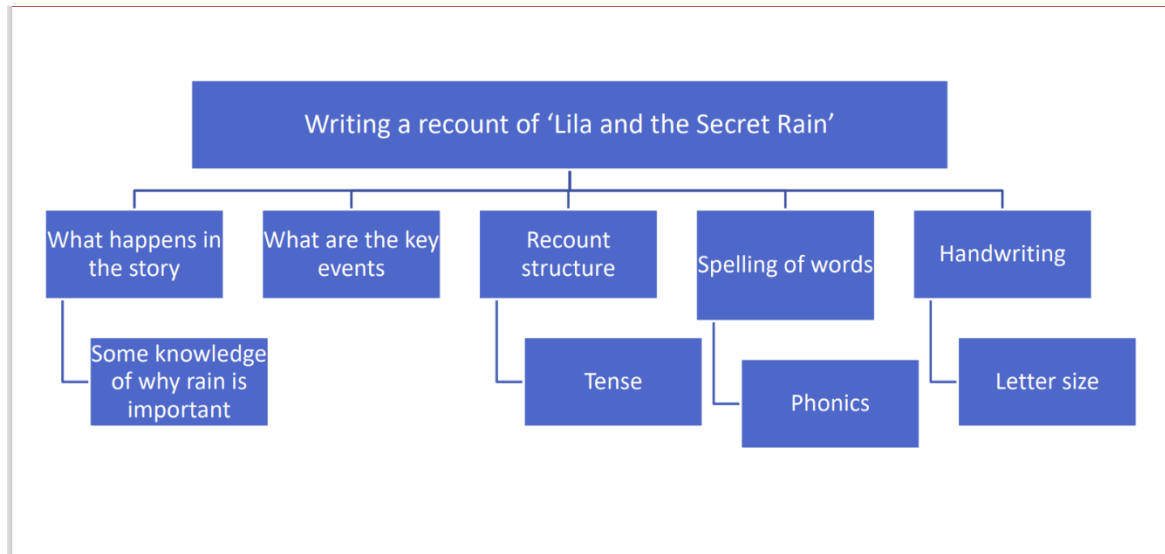
#### **Transcription**

Transcription refers to the physical processes of handwriting or typing, and spelling. Children must develop fluency in these skills to the point that they have become automated. If children have to focus all their concentration in to ensuring that their transcription is accurate, they will be less able to think about the content of their writing. A large amount of purposeful practice, supported by effective feedback, is required to develop fluency. Consequently, transcription is given high priority in KS1 at Wales Primary School in order for children to be fluent in these skills and be able to focus on compositional development moving through KS2.

#### **Writing Tasks**

Writing tasks set by teachers at Wales Primary School are well thought-out so that pupils can be successful in their writing. Children need enough transcriptional knowledge and knowledge of the content/text so that there no cognitive overload when writing. Transcriptional accuracy, sentence structure and sentence punctuation is focused on first before text structure.

*An example below of all the components children need before they can be applied in this composite task.*



When teaching writing, the genre (fiction, non-fiction, poetry), form, purpose and audience of the writing is made clear to the children. Children TAP any writing that they do (**Task, Audience, Purpose**)

The focus for the writing is based on the following:

**Writing to inform** – blog, biography, newspaper report, non-chronological report, letter, fact file, factual description, instructions, recount, retell

**Writing to entertain** – setting description, podcast, 1<sup>st</sup> person narrative, poem, retell, story opening, character description, alternative ending, narrative based on a text

**Writing to persuade** – speech, email/letter to MP, travel brochure, advert, leaflet, complaint letter

**Writing to discuss** – debate (balanced argument), review of an event/novel

Once the focus has been discussed along with the audience and task, features relevant to the task are discussed in terms of both language features and organisational features (See genre checklists for guidance).

Writing tasks are based on the planned novel but other secondary texts are used as well. For example, children could be learning about the Victorian era through the novel *Oliver Twist* but if the writing task was to inform the reader about what it was like working in the coal mines, for example, then relevant non-fiction texts would be used with the children as well. Knowledge of a novel and children being immersed in that time period helps the children when composing non-fiction tasks as well as fiction.

## **Early Writing – early stages develop composition orally**

Adults dictate sentences for children to write that contain only the taught letter-to-sound correspondences. This dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills without having to compose written sentences by themselves. It requires them to distinguish between the sounds they hear in order for them to choose the correct graphemes to represent the sounds and to form the letter correctly.

Say one word at a time

Let

Let me

Let me get

Let me get a

Let me get a fat

Let me get a fat red

Let me get a fat red plum

Before children can write independently in a way that can be read by others, they need to know:

- what they want to say
- how to identify sounds in words
- at least one way to spell each of the sounds of English
- how to form letters

Young children need to be read to repetitively from the same books with the children joining in. This can help children begin to acquire the sorts of patterns needed as a writer.

## **KS1**

In KS1, fragments and paragraphs of writing are built up over time from sentences. Poetry is composed orally in KS1. By the end of Y2, pupils build up to full pieces of writing with a beginning and ending. However, the focus in KS1 is on becoming confident in transcription and accuracy.

## **KS2**

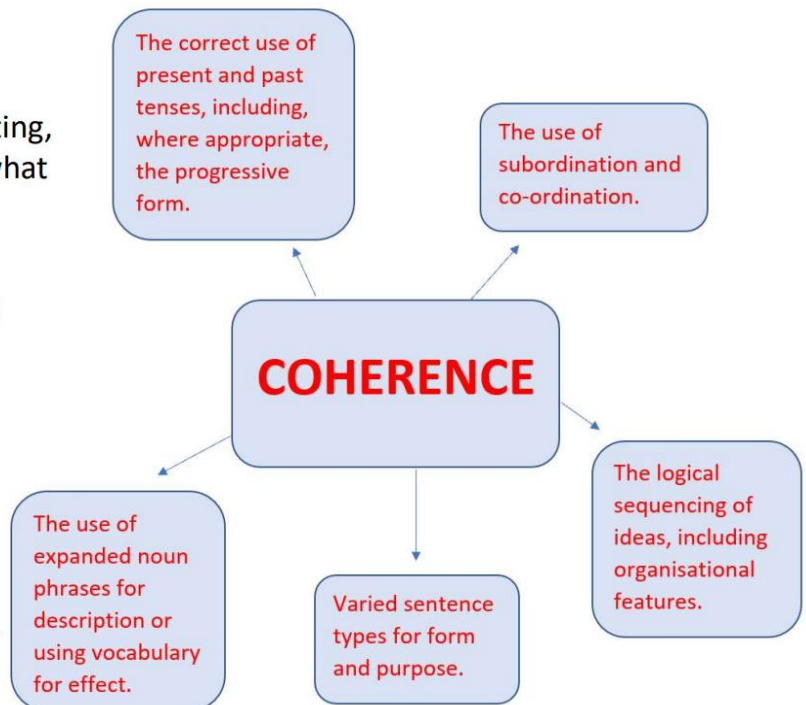
In KS2, once children's transcriptional skills are embedded, they begin to write longer texts working on compositional skills and building up cohesion. Sentences progress from single main clauses to constructing multi-clause sentences. Children begin to develop their creative voice and develop their editing and revising skills.

## Cohesive Devices

Children are taught to write cohesively through KS2 following the range of devices below:

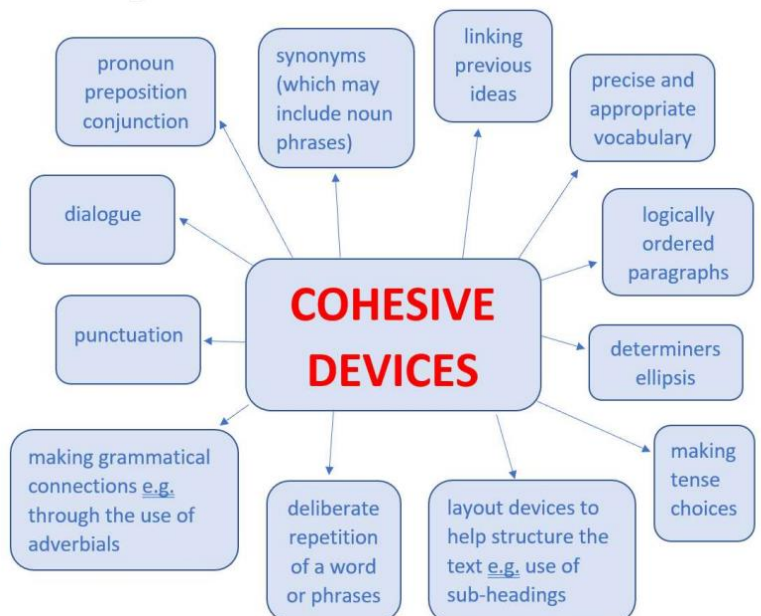
Coherence relates to clarity in writing, enabling a reader to understand what the writer is trying to say.

At GDS, coherence in pupil writing relates to **purpose** and to an **awareness of the reader**.



The national curriculum states that pupils should be taught to:

- *'choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition'*
- *'draft and write by using a wide range of devices to build cohesion within and across paragraphs'*



## **Hooks into Writing – these can take different forms:**

As well as using real texts from high quality authors as a model for writing (could be just a few sentences of it or a whole text), a variation of hooks into writing are used alongside the model texts:

- Photographs/pictures
- Drama techniques – conscience alley, sculpting, hot seating, freeze frames etc
- Objects
- Video clips

## **Planning for Writing**

*Oral rehearsal is key*

- Children are taught to plan for writing starting in year 1 (when the child is ready) through simple key words. When ready in Y2, they are introduced to the spider/caterpillar gram planning format. This is the main format used throughout school where **3 or 4 key words** are to be written at the end of sticks coming from the paragraph boxes. However, other planning formats can be used where the teacher feels it is appropriate depending on the task.
- For narrative, children in FS and Y1 start with picture planning before moving on to the spider/caterpillar gram.
- Once children are confident in planning in KS2, they add appropriate conjunctions on the sticks in and between paragraphs to help with the flow of their writing. Children are encouraged to cross off words from their plan as they write.
- The skills of planning are worked on and modelled by adults as and when it is needed. For example, watching short video clips and picking out the key words, turning weak plans into stronger ones, turning a paragraph of writing back into a plan, or a full piece.
- Only full pieces of writing are planned as a spider gram; if the children are writing short pieces, they could just write notes.
- 4 or 5 sentences per paragraph is a guide so the children structure their writing well and write enough! But as they progress as writers, teachers teach children that paragraphs don't always have 4 sentences in them and sometimes for effect and variety, they might have only one. This is especially true for more confident writers.
- Children always talk through their planning before using it to compose a piece of writing.
- Planning is kept and stuck into books

## **Writing Process**

- Children have the opportunity to write individual plans and pieces of writing as well as paired/group writing. In paired writing, they might follow the 'pass the pen' approach whereby one child writes a sentence on a WB who then passes it to their partner to do write the next - both working together on editing and improving it.
- When writing paragraphs, children leave a space between them rather than indent.
- Teachers use modelling as well as shared writing to teach writing.
- Visualisers/ iPads are used regularly for learning stops and to show the class childrens' writing to assess as well as other texts.

## **Sentence Work**

- Some lessons will focus on sentence structure. Once the children are confident in writing in simple sentences, they are encouraged to move onto compound sentences (2 main clauses) then moving onto complex sentences with different sentence openers moving clauses around.
- Children have the chance to write in sentences EVERYDAY which may just be one sentence but must be purposeful. Drama activities taking place to have a writing element linked to them. For example, short notes to characters, thought bubbles, speedwriting.

## **Speedwriting**

- Speedwriting is a technique introduced to the children in year 3/4. The idea is so that the children can write quickly for 2 minutes getting their ideas down while not having to worry about the transcription elements of writing.
- The learning is to help a child adopt a viewpoint and to picture themselves or a character in a particular place and time. They pause that person for 2 minutes and get down their thoughts and feelings for that moment. This helps the children generate vocabulary. It could be that a child is an evacuee about to set off on a train to their new home. What is that child feeling and thinking? They could then be the parent waving them off. What are they thinking and feeling?
- A series of speed writes at different moments can develop into a structured piece of writing where the child looks back on the 'speed writes' to help them. These should be done in jotters and can be used to then develop the speed writes further.

## Non Negotiables

- All children are to have some NN for ALL writing which they are expected to follow whenever they write. If a NN is to write using capital letters, for example, then whenever they write their name they **MUST** use a capital letter.
- NN are aspects of writing the children are confident in doing **so they are clear on the difference between a target and an NN.**
- The NN should build up throughout the year and the expectations should carry on when children move up to the next class.

## Writing Targets

- All children are to have a writing target from Y1. This could be a group target or individual.
- These should be written on a post it note for KS2 children and easily accessible so the target can be moved around when a child does any piece of writing. For KS1, this should be a verbal target.
- These targets are made high profile and the children should be able to talk about what their target is and how they doing with it. Once a child has achieved their target, this should be made a NN.

## SEND

- Where children have difficulties with producing legible written work, they should be given opportunities to use IT, recording devices and have a scribe.
- Where a child has processing difficulties, they should be given support to start the task, could use a talking tin or other types of Dictaphones to record sentences prior to writing them and should be given extra time to carry out a task: where extra time is given it would be best practice to allow small breaks.
- **Some pupils, following recommendations, will use supports such as a writing slope, ergonomic pens, coloured paper or coloured overlays which will be part of everyday practice.**

Any child who raises concerns around writing are referred to the SENDco (Charlotte Lax)

## **Revise, Edit and improve**

- Children are given regular opportunities to revise, edit and improve their writing from self and peer assessment. **This is modelled by adults starting in Y2.**
- Pupils use a green pen to edit own writing (even in Independent writing).
- Editing stations and editing slips are used

*Also see Marking and Feedback Policy.*

## **Classroom Writing environment**

Each classroom contains:

- Common exception words or statutory curriculum words which are displayed above the board along with on card/in booklets for children to use
- A bank of words children can take to their seats to help them (key vocabulary)
- Conjunctions appropriate to the year group
- Information about the genre the children are working on in English lessons and features for it
- An area for SPAG/phonics the children are working on that week
- WOW displayed (Word of the Week)
- Have a go books on desks (from Y2)
- Letter formation for handwriting scheme

## **Assessment**

### **Independent Writes**

Children carry out an independent write at the end of a unit of work for assessment purposes based on the learning carried out in the preceding weeks. This is done in English books.

Examples of this could be that the children have been working on descriptive setting writing in Y2 using adjectives to bring the setting to life for the reader. The assessment independent task given would be for the children to write a descriptive piece based on a contrasting setting. If working on persuasive formal letter writing in upper KS2, the independent piece would be applying this learning to a different formal audience with a different subject matter. This is not a cold write and the children have the chance to discuss ideas first with a stimulus being provided.



These independent writes are planned for as with other writing and the children have the opportunity to revise and edit their writes. These pieces of writing are used by the teachers to look at progress, form/review writing targets and inform future planning.

### **Independent Writing Clarification**

- If writing evidence has been redrafted by the pupil, this is acceptable as independent work. The redrafted work may be in response to self, peer or group evaluation, or after discussion with the teacher.
- Pupils can also independently seek out classroom resources such as dictionaries, thesauruses, word banks, checklists, classroom displays, books or websites. This would still be independent work.
- It would not be independent if the work was modelled or heavily scaffolded, copied or paraphrased or where the teacher has directed the pupil to change specific words or punctuation.

Adults to train children to use dictionaries, checklists, word wall etc. They must also be given an opportunity using our green pen system to revise, edit and improve their writing from Y2.

### **Key Objective Trackers**

Teacher assessment judgements are formed using key objective trackers; children are to be assessed using these 3 times a year. This does not include all year group objectives, which still have to be taught and assessed. The independent writes are to be used to give an overall judgement of WB, WTS, EXP, AA or GD. Progress must be shown for SEND children at their smaller steps.

### **Writing Moderation**

Writing moderation staff meetings take place every half term. This is to ensure that teachers are confident in making accurate judgements and also to monitor the consistency in expectations in books across school. As well as this, inter-school moderation sessions take place twice a year to moderate judgements for consistency across schools.

