

Astrea Academy Sheffield

Teaching Sequence for Writing



Rationale

Our knowledge rich curriculum introduces and exposes scholars to the very best that has been thought, said and written in English literature, and beyond. Our ambition is to nurture and inspire our learners to become confident and curious readers, fluent communicators and accomplished writers. AAS scholars will demonstrate a love of reading and appreciate our rich and varied literary heritage. We thoughtfully select texts that expose our scholars to the breadth of historical and cultural literary milestones, which spark their interest in the world and build their cultural capital. Our curriculum is organised in a chronological and sequential approach to ensure our scholars understand how writers are influenced by the world around them. The texts are academically challenging, thought provoking and inclusive to complement our diverse demographic and the high aspirations we all have for our scholars. We teach reading through a rigorous synthetic phonics method, which ensures the fundamental skills of reading, are embedded early. This is built upon in subsequent years with an unrelenting focus on reading across the curriculum and beyond. Scholars will enter Key Stage Three being able to read fluently, with expression and with excellent comprehension of texts, they encounter for pleasure and information. We capitalise upon scholars' interest in reading in Key Stage Three and beyond. We ensure scholars encounter increasingly challenging texts to constantly improve and refine their Tier 2-3 vocabulary and tenacity in independent reading.

Scholars are taught to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We place great emphasis upon nurturing scholars to 'think like a writer', building upon narrative models, structures and methods to confidently and creatively express themselves with the written word. Scholars are taught to understand and demonstrate their knowledge of grammar and linguistic conventions through explicit instruction, to bolster their creative writing and critical analysis.

Pedagogy underpins our entire teaching ethos. Both reading comprehension and writing are taught in a manner that ensures scholars know, remember and do more. Rosenshine's principles of instruction guides our approach to sequencing, modelling, checking for understanding and independent practice. Our approach of 'teaching to the top' ensures our sacrosanct English knowledge is made accessible to all. We carefully plan so that scholars are not cognitively overloaded and interleave knowledge to embed it into long-term me

Our approach to writing uses a book based strategy. Texts are selected that build on prior learning and give children the knowledge they need to be successful learners.

We have decided on this approach as it:

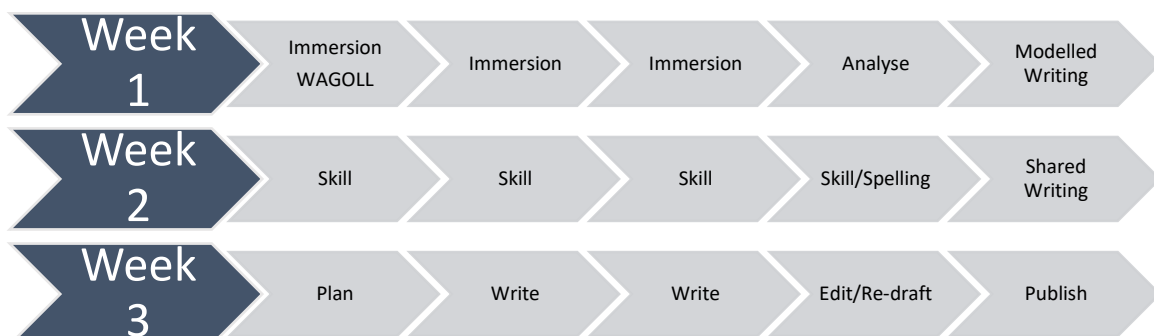
- broadens vocabulary
- contextualises learning
- exposes children to the literary environment
- improves engagement and enjoyment

The Teaching Sequence for Writing comprises of the 6 key stages of process of writing. It allows coverage of essential skills needed to successfully write for purpose. Time is given to ensure quality and full understanding of the intended outcome.

The sequence is made up of the following key steps:

- IMMERSE
- ANALYSE
- SKILL
- PLAN
- WRITE
- REVIEW

Sample teaching sequence



IMMERSE

Immersion is the first part of the Teaching Sequence for Writing. In this stage, children explore the context of the writing. To do this, we must fully immerse our children in vocabulary, facts, images and experiences for them to feel they have the background knowledge to succeed. This is the teacher's responsibility to do this. We cannot expect our children to have an extensive background knowledge – we must feed it to them, through exciting and stimulating activities that make our pupils want to write and explore.

The IMMERSION stage should involve the following types of activities:

- Vocabulary activities including levels of intensity, synonyms work, graphic organisers etc
- Reading for research
- Drama and role play
- Visual literacy to bring the topic to life – videos, clips, music
- Small writing tasks to further embed the context of the end piece of writing.

During this stage, we must give the pupils as many opportunities to TALK the context for writing. Oral rehearsal is vital for successful writing. If we expect our children to use adventurous Tier 2 vocabulary, we must immerse our children in it. We will not ask our children for vocabulary and we will not use a thesaurus at this point. We will give them language and vocabulary and teach how to use this effectively in the context. Providing children with rich vocabulary and allowing them to use it through activities such as role play, will give the children the opportunity to hear themselves saying it in the correct context, which in turn will improve the children's confidence of using that word – therefore meaning it can be fed through into writing.

ANALYSE

The National Curriculum states that children must 'evaluate writing similar to that which they are going to write' NC 2014

The ANALYSE section of the sequence allows children to become exposed to WAGOLLS of the same context and purpose. The ANALYSE session is an opportunity for children to deconstruct the WAGOLLS to be able to fully appreciate the different features of this text type.

During the session, pupils will look at both the SPAG features of a specific text type but also the purpose and audience within the text. Looking closely and language, phrases and specific authorial intent. Questions such as:

- Why has the author included this here?
- What does the author want the reader to think or feel when he writes...?
- What impact does this statement have on you?
- How does this description make the reader feel?
- What are they implying by writing...?

By children having the opportunity to explore in this way further embeds the purpose of the piece of writing and how we relay that purpose to the reader. If we want the reader to feel scared – which elements in the WAGOLL show that the author wanted the reader to feel like that?

It is here that the pupils identify the SUCCESS CRITERIA for the next phase of the Teaching Sequence for Writing.

WAGOLLS

- Context and structure should be equal when analysing a WAGOLL
- The WAGOLL illustrates the end goal of the writing and should be referred to throughout the teaching sequence. They should be pitched high and display the end of year literacy objectives.
- Success criteria should be created with the pupils.
- WAGOLLS should be clearly displayed on learning walls – (See Learning Walls)
- Pupils writing outcomes make the best WAGOLLS for years to come.

SKILL

The SKILL section of the sequence should be taught in the context of the writing. What elements of SPAG are needed to successfully write this text type/piece of writing? If we are writing a basic non-chronological report, we should not be teaching inverted commas for direct speech as this is not a feature of this text type.

No more than 4 SKILL sessions will be taught in any teaching sequence. All SKILL sessions will link to the context of the writing. Each lesson will follow the same structure:

Identify: identify the skill in context

Controlled practice: focused practice with reduced cognitive load

Apply: apply the skills in context (usually a paragraph of writing in genre being studied)

Explain: Explain how the use of certain punctuation can change the meaning of a sentence or explain what mistake has been made

Eg:

Boys' football

Boy's football

"Where are you"? asked the girl.

These sessions will teach the core skills of the SPAG and will then allow children the opportunity to use it in context. Emphasis should be given to the effect the grammar has on the writing.

Within the SKILL section of the Teaching Sequence for Writing, there will be a stand-alone spelling session which will link directly the vocabulary created during the IMMERSION section. A list of 'non-negotiables' will be created as a class, including both Tier 2 and Tier 3 vocabulary. There is an expectation that these words will never be spelt incorrectly during the children's writing as they are always visibly available and constantly referred to on the learning wall. This spelling session will include an opportunity to delve into spelling rules/patterns/language structure.

PLAN

The purpose of planning is to allow learners to organise and sequence their writing. It is crucial that as our children become more confident and free writers, we give them the opportunity to plan how

they see fit. Planning is dependent upon the text type. We wouldn't plan a story in the same way we would a letter- one planning format does not fit all. We must expose and teach our children a range of effective planning formats so they can choose which feels most comfortable to them. Teachers will model planning to the children, verbally talking aloud about what they are doing and why.

Within KS1, planning is more rigid so that we can teach the basic skills of planning and how we can organise elements of a text. However, we will still expose our children to a variety of different ways in which we can plan, to suit our text type.

During this stage of the sequence, we will teach children that planning is note taking and the impact of this. We will teach children that planning is talking and rehearsing what we want to say and when we need to say it. Collaborative planning is one of the single most effective strategies for our children. Sharing and building on each other's ideas and structures allows our less confident writers to feel involved and verbally participate.

When we plan, we must consider what we are planning. Do all stories have to have a beginning, middle and end? Can we start at the middle of the story and plan the end? Children will plan and write one entire narrative by the end of each year, but this is not necessary for each narrative unit.

Planning will look different in each book across school, but will be evident and will be referred to during the next stages of our sequence. Teachers will effectively model to children how to use their plans to support the writing process.

WRITE

Pupils should be ready and well equipped for this stage. They should have the vocabulary, language and background knowledge to apply. They will have the understanding of the specific text type and have WAGOLLS to refer to. They will know which SPAG elements are effective and how to use them for effect and will have a detailed plan as to write from.

Within the WRITE stage of the sequence, modelling is key. Teachers will effectively model to pupils how to write from a plan. Modelling should take place in a variety of forms and each lesson should demonstrate aspects of each in order to meet the needs of all learners.

Modelled Writing

'Modelled Writing' is a specific strategy which allows the teacher to explicitly demonstrate the process of writing by 'thinking aloud' as you record your thoughts, for example, planning what you intend to write, talking about directionality, choice of words or how to spell or locate words. It is the perfect opportunity to model to children what we want them to explicitly articulate in their heads. This is the stage where we 'reference our learning wall'. Children will see staff using it and start to value it as a learning tool.

Shared Writing

In shared writing, the students collaborate with the teacher to jointly construct a written text. The teacher acts as scribe, prompting, questioning and supporting the students as the text is shaped. Shared writing can be employed as a whole class or small group strategy.

Shared writing is more effective for developing and sharing/discussing ideas.

Guided Writing

Once children have been allowed to write freely, this will give the teacher time to work closely with a small group of pupils to work together on 'Guided Writing.' Guided writing is a small group approach, involving the teacher meeting with a group of students with similar writing needs. The formation of the group, the focus and the time they spend together is based on the teacher's ongoing formative assessment processes.

During the WRITING stage, children will write on alternate lines to support the upcoming review process.

Children will also be encouraged to take part in 'slow write' during the first few sequences of the year and throughout KS1. Slow Write isn't the same as the previously known technique of giving children specific objectives or success criteria to meet. It is simply, writing slowly and encouraging children to take their time to think, say, write and read review. Children will write sentence by sentence following the steps:

- Think about your sentence
- Say your sentence
- Write your sentence
- Read your sentence
- Review your sentence.

REVIEW

During this stage we must instil into our pupils that the first draft of a piece of writing is not the finished product. As writers, we must read, review and edit our writing to make it the best it can be. Children must be taught how many times published authors will edit and review their writing before a finished book is published. We must not 'turn off' our learners and make them reluctant, we must encourage them and foster an ethos that edited writing is the best writing.

The REVIEW stage can take many forms. We cannot expect our children to know how to edit and improve. Our children will be proud of the work they have produced and will have worked incredibly hard, therefore thinking it is already right. Teachers will teach pupils how to edit. They will model this processes and provide opportunities to develop children into reflective writers.

AFL strategies will be used to lead REVIEW sessions. Pieces of writing, containing errors taken straight from children's work will be used for modelling purposes. Children will work collaboratively to find and make corrections to these, before being asked, 'has anyone made a similar mistake in their writing – edit it now.' This will empower children to know what to look for and how to make corrections, without seeing this as a negative.

Within the REVIEW sessions, content, composition, SPAG and spelling will be focused on.

REVIEW sessions will be differentiated with GD pupils being given different examples to edit and review together. These examples will be more fitting to their style and level of writing.

PUBLISH

Once children have independently reviewed their writing, they will be asked to rewrite as a final piece. Children will be taught how to look back and ensure corrections are included in their final write up and misconceptions/errors are not simply recopied.

As through the whole sequence, but particularly at this point, handwriting will be a significant factor that will be priorities and praised.

Audience and Purpose

At Astrea Academy Sheffield, we have a 'Purpose for Writing' approach. Rather than trying to teach children ten or more different genres or text our approach focusses on what those different types have in common: the purpose for writing.

The four purposes to write being taught across KS1 and KS2 are:

- to entertain • to inform • to persuade • to discuss

This approach to writing better prepares pupils to recognise different genres and which purpose they are linked to. So instead of seeing newspapers as newspapers and letters and letters they will begin to recognise both these text types as texts to inform. With this in place, pupils are more likely to notice specific text features and structures, grammar and sentence structures, word level and choice and punctuation that cross between the two different text types being taught.

However, we do not want to focus solely on these 4 purposes as stand-alone genre specific writes. We want our pupils to fully understand and experience what the purpose brings to a piece of text. We call this, the deeper purpose. So now, instead of children seeing a biography as a biography or even a biography as having a purpose to inform, we want our children to understand that the purpose of a biography is to inform, but also to inspire, to bring happiness, sadness and to develop empathy and sympathy. Texts types play a much bigger role that just to 'inform, entertain, persuade or discuss.' This is the journey we are currently on with our children.

Literacy Planning

At Astrea Academy Sheffield, we use a specific planning format, which is directly linked to The Teaching Sequence for Writing. Each sequence of writing is planned separately. The purpose and vocabulary are planned ahead and drive the planning. For example, if planning for a narrative, this narrative should have an effect on the reader - making them feel something. Once this feeling has been decided, then this should lead the planning. If this is not given due consideration there is a risk that the narrative writing will lack authorial intent. Planning the vocabulary in advance means that teachers can ensure that words match the purpose, resulting in authorial intent.

Literacy Learning Walls

Literacy learning walls play a pivotal role in the teaching of writing throughout school. An ever-evolving working wall is a great way to model writing, amazing vocabulary and to support the writing journey. Working walls are a public display of the learning process – or the writing process – and they should be added to daily. The learning walls here at Astrea Academy Sheffield, link directly to the teaching sequence for writing, allowing children to understand the steps taken to produce a piece of high-quality writing but also informing them where to look for specific guidance and support.

Spelling

At Astrea Academy Sheffield, spelling is taught the RWI spelling programme. Each week, children will focus on a new spelling pattern. Children will not learn to spell through solely teaching the spelling rules. Our pupils need to be immersed into vocabulary and language in order to see these rules in

action. It is our responsibility as teachers to ensure children are given all the tools needed to support their spelling in writing. Spelling is taught for a minimum of 15/20 minutes 2/3 times per week as a stand-alone session.

Handwriting

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility.

Early Years

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. Children are taught how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed.

Year 1

In Year 1, handwriting is directly linked to phonics sessions. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children are taught to leave spaces between words accurately. By the end of Year 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words allowing children to naturally progress onto the Martin Harvey handwriting scheme.

Expectations

- Handwriting is taught 2/3x per week but is referred to at all times through all sessions.
- All teacher modelling matches the scheme. Any handwritten WAGOLL are written according to the handwriting policy.
- All handwriting takes place in normal lined A5 books. We do not use handwriting paper as it was evident that children found this different to transfer from when writing within books.

At Astrea Academy Sheffield, we follow the Martin Harvey's handwriting Scheme.

Pen Licence

A pen licence is a formal recognition by the Principal which grants permission to a pupil to use a pen once their handwriting is regarded as being of a good standard. Once a teacher feels that a pupil is secure in their handwriting joins, they put them forward for their Pen License. Pupils will visit Mr Orr with a range of their books. Mr Orr will look through the books and talk with the pupil about their handwriting and learning. If he feels that the handwriting is secure and at a good standard, a Pen License will be awarded. This is then proudly displayed in the classroom and the pupil can then use a pen for all learning (with the exception of maths)