

Moorpark Junior School Whole School Agreed Expectations of Consistency in Writing

Approach to Writing

Key Expectations

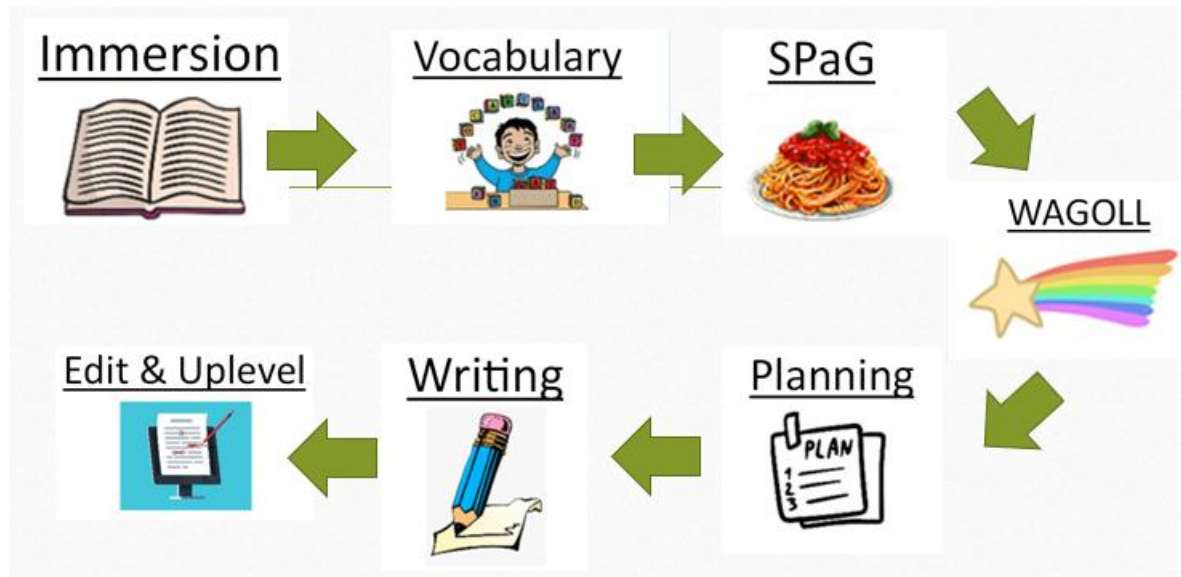
At Moorpark, all children will be exposed to a range of high quality, language rich texts, which link to the wider curriculum where possible. Where needed, adapted versions of these texts may be used to allow all children to engage with the class story.

Through these texts, children will be given the opportunity to learn and gather new vocabulary, planning their writing through scaffolding and expert guidance from their teacher.

A range of text types will be taught and the children will be given the opportunity to write in the style of these texts. This will include fiction/narrative writing, non-fiction (including instructions, biographies, non-chronological reports etc) and poetry. For non-fiction text types, we will follow the Alan Peat structure of writing. All children will be supported to write independently by the use of scaffolding which meets their individual needs.

Our Writing Process

At Moorpark, we follow a writing process shown in the flowchart below. Some steps may be completed in a different order or missed out at teacher discretion. EG: WAGOLL when doing a narrative piece of writing.



Immersion- First, we immerse the children in the text. We make predictions about the book or specific chapters. Children may annotate specific parts of the text, and vocabulary, themes and structure will be discussed. Children or adults may create story maps to aid visualisation and recall and lots of oral retelling and discussions will occur here.

Vocabulary- We teach specific vocabulary through the Word Aware approach, which encourages children to really get to grips with the word. Children will consider syllables, rhyming words, root words and prefixes/suffixes to help them to understand the meaning and spelling of the word. Children will then be given opportunities to orally practise saying the word independently and, in a sentence, before moving on to writing a sentence including the word in context. Finally, children will be given questions to discuss with their partner relating to the word, practising their oracy skills. These words will usually be tier two vocabulary, but occasionally may be tier three. These words may be words that appear within the class text or may be a word that has been selected by the teacher. All children will aim to include this work in their independent writing.

SPaG- Grammar lessons are taught discretely at Moorpark, but will be chosen to fit in with a specific piece of writing. Children will complete tasks relating to the chosen grammar objective, linking with what they have learned in the lesson. For children who are working well below their year group objectives, they will complete work relating to their corresponding year group.

WAGOLL- The chosen text type that the children will be writing in the style of will be introduced, alongside its structure and features. A model text will be shown to the children and they will be given the opportunity to annotate the features and structure. This text will follow the structure that the children will be expected to follow later on in the writing process but will be about a different topic. EG: if the children will be expected to write a non-chronological report about sabre-toothed tigers, one relating to another prehistoric animal will be shown. Not all writing outcomes will require a WAGOLL lesson.

Planning- Before writing, children will be given the opportunity to plan their writing. The teacher will provide a planning structure for the children to follow which will be differentiated for those who are working towards their year group expectations. On their planning sheets, children will be provided with space to plan in sentences including the vocabulary that they have learned previously and also the grammar objective that they have been working on. During this lesson, children will be able to “magpie” from the class text and from other places such as Descriptosaurus and related texts. The teacher will model how to accurately and effectively model on the board. These will then be marked by the teacher at the end of the lesson, ready for the writing lesson.

Writing- This lesson will bring together all of the previous lessons and children will be given the opportunity to showcase everything that they have learned. The teacher will model how to write specific parts of the text to the children, showing how to use their planning to create a finished piece of writing. This will then be marked in line with the school marking policy.

Edit and Uplevel- Once per half term, children will edit and uplevel a piece of writing chosen by the teacher. The teacher will pick up on a misconception/area for improvement that will benefit the majority of the children in the class and will explicitly teach how to address this. Children will complete activities on whiteboards or sheets in relation to this before moving to independently editing and uplevelling their own work.

All of these parts of the writing process, along with their corresponding picture symbols, will be displayed on flipcharts and working wall so that children will become familiar with them and their uses.

Children Working Below KS2 Levels

For children who are working below KS2 level for writing, we will follow the approach below.

Nursery Level:

Step 1. Children are encouraged to make marks and say what they have 'written'. They will begin to learn right to left directionality.

Step 2. Children will begin by identifying and labelling objects with their initial sounds.

Step 3. CVC word writing. Children will begin by identifying the initial sound, before moving on to the final and finally, the middle sound. Children will practise writing CVC words linked with the corresponding phonics sounds that they have been learning.

Reception Level:

Step 1. Children will continue to practise writing CVC words linked with the corresponding phonics sounds that they have been learning, introducing some high frequency 'tricky' words.

Step 2. Children will write two-word captions to describe pictures. EG: a dog

Step 3. 'It is' sentences to be introduced. EG: It is a dog. Begin with jumbled up sentences before moving onto independently spelling and writing these words.

Step 4. 'I can see' sentences. EG: I can see a dog. Begin with jumbled up sentences before moving onto independently spelling and writing these words.

Step 5. 'The' sentences. EG: The cup is red. Begin with jumbled up sentences before moving onto independently spelling and writing these words.

Year 1

Step 1. Children will be exposed to guided, dictated and independent sentences, where keywords will be given to them.

Step 2. As above, but increase the number of independent sentences.

Step 3. Remove guided and dictated sentences. Children write independent sentences using the keywords given to them. Children will begin to use adjectives and the conjunction 'and', 'but' and 'because'.

Step 4. Children will independently write a sequence of sentences to form a short narrative, using given keywords.

Year 2

Children will continue to write sentences to form short narratives of increasing lengths. They will work through Year 2 writing objectives with increasing independence.

Approach to Spelling

At Moorpark, we use Spelling Shed to teach spelling rules and patterns alongside the statutory word lists for their spelling age. For children who are working on phonics still, their spellings will correspond to their current phonics learning. Children will be taught the rule/pattern in lesson and will complete activities in relation to this. Assignments will then be set on the Spelling Shed website, where the children will have the opportunity to practise their spellings through games and challenge. Children will be able to play on these games both at school and at home.

A list of the children's spelling words will be stapled in reading diaries so that children have the opportunity to practise at home, without the need for a device to play on.

Spellings will be tested and marked in the back of English books every week and scored reported home to parents.

Approach to Handwriting

Through the school, handwriting is taught through the Twinkl Handwriting scheme. Handwriting lessons will take place three times per week for 15 minutes each session. Handwriting letter formation will be displayed in all classrooms.