



## Writing at Kneesall C of E Primary School

### How do we teach children to write?

We recognise the invaluable relationship between Reading and Writing. The language and structural features of texts are explored through reading in the first instance and then used as a model to develop writing. We use a range of media to stimulate children and to help them to be excited about writing. We also encourage children to write for pleasure and in all other areas of the curriculum so that they see the interconnectedness of their learning.

### We believe in quality first teaching which involves:

- highly focused lesson design with sharp learning intentions.
- high demands of pupil involvement and engagement with their learning.
- high levels of interaction for all pupils.
- appropriate use of teacher questioning, modelling and explaining.
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- an expectation that pupils will accept responsibility for their own learning and work independently.
- regular use of encouragement and authentic praise to engage and motivate pupils.

At Kneesall, we teach the children how to add all of the important elements to their writing. We use the Literacy Shed resources to support with this. One technique that we use is **DADWEVERS**. This is a mnemonic which stands for:

Description

Action

Dialogue

Where

Adverb

Verb

Estimation of time

Rhetorical Question

Simile or Metaphor

! Exclamation or onomatopoeia

Each of these are sentence starters, changing the sentence opening often alters the whole sentence structure. We try and get those prompts above at the beginning or as close to the beginning of the sentence as possible.

To be able to use these appropriately we introduce them in stages.

There is clear progression in the teaching of writing at Kneesall C of E Primary school.

**Modelled writing:**

The teacher verbalises the thought processes as a writer and makes explicit the structure, language features, spelling and punctuation of the text type as appropriate.

**Shared writing:**

This is a collaborative process, which involves the pupils sharing their thoughts and ideas with the rest of the class. The teacher selects the most appropriate response(s) ensuring they give reasons for why they have made that choice as well as using teaching opportunities to refine and edit the piece of writing.

**Guided writing:**

The teacher or teaching assistant works with a group of children during a focused writing activity with a clear objective. Guided writing aims to provide an appropriate level of challenge and will focus on a particular aspect of the writing process e.g. planning, composition, editing, that will both support and move the children forward in their writing skills.

**Scaffolded Writing:**

This is a supportive measure. Children are given a framework that helps them to structure their writing while they practise the new skills that they have been taught before they apply them independently.

**Independent writing:**

Children are given the opportunity to apply their understanding of the text type in their own writing. This will take place as an independent task.

**Extended writing:**

Opportunities for extended writing must be planned for. This extended writing may, at times, form a cross-curricular link with another subject, for example, a recount of an historical event such as The Great Fire of London. Extended writing may extend the skills taught in shared writing or create an independent writing time to assess the children's progress and understanding.

**Spelling:**

Children are taught how to spell at first, using the Read, Write, Inc programme. At first you will see your young child choosing the initial sound that a word begins with. They then start to use sensible choices from the sounds that they have been taught. They choose the sounds for the ones that they know and this is to be encouraged. 'House' for instance, may be spelt 'howse' as the child has chosen an alternative sound.

As the child grows they are taught how to learn accurate spellings of words and they have discreet spelling lessons. They will have ongoing assessments that guide the teaching team to support the child's development in this area. Parents are asked to support this with weekly homework. The age appropriate spellings are grouped at the back of the child's school organiser for parents to keep a record of their child's progress and to support their development.

**Grammar and Punctuation:**

As children are taught to write, they are taught how to write in a grammatically correct manner with the support of Rainbow Grammar. Sentence construction, punctuation and rules of English have to be specifically taught. This is done throughout all English lessons. Children need to keep revisiting

these rules and they are given personal targets to work on that support their development in this area. One child may be asked to remember to use finger spaces for instance, whilst another may be looking at how to include embedded clauses in their writing.

**Conferencing:**

All children respond well to a personalised approach. They are each at a different point in their writing journey. The teaching team at Kneesall C of E Primary spend time with every child to discuss their writing in depth. They discuss the child's personal targets and help them to revisit parts of an independent piece of writing and learn how to make improvements.

**Interdisciplinary learning:**

Teachers are encouraged to teach English through interdisciplinary learning. Interdisciplinary learning is a planned approach to learning which uses links across different subjects to enhance learning. This enables our children

- to make connections between subjects.
- to transfer key skills and knowledge to deepen understanding.