

Bosmere Community Primary School



English: Writing Policy

January 2023

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Approved by the Committee/Governing Body	<i>Bosmere Primary School</i>
Signature of Chair of Governors/Committee	
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Intent

At Bosmere Community Primary School our curriculum for writing is designed to inspire enthusiasm for learning, to ensure achievement and to nurture pupil health and well-being. We aim to develop independent, creative and inquisitive learners who gain the confidence, resilience and skills needed to be learners for life and responsible citizens for the future.

Our inclusive curriculum focusses on progressive subject specific knowledge, skills and understanding as set out in the National Curriculum and *Progression Through Genres** document. It promotes high aspirations by engaging pupils in rich and memorable learning challenges that take pupils beyond the classroom.

First hand experiences are planned to build knowledge and inspire writing, beginning in our Early Years with the process of *Scribed Writing*** neatly leading to the approach of *Fantastics Writing**** and *Sentence Stacking***** in KS1 and KS2. Shared and modelled writing underpins the development of writers at Bosmere, with quality texts used to enrich vocabulary and writing style.

Learners are encouraged to see themselves as writers who are working towards published pieces, showing the best of their learning and drawing on the inspiration and skills they have honed during the process. Good quality handwriting and presentation are essential, alongside the desire and drive to edit and improve writing.

Our approach allows pupils the opportunity to influence their own learning, placing particular emphasis on:

Enquiry: fostering a sense of curiosity and problem solving – learners are guided and shown how to investigate and explore through text, moving and still image. They look at writing through a number of lenses, supporting children’s learning, precision and writing. The **Fantastics** are the ideas (e.g. using senses, imagining), The **Grammaristics** (e.g. adverbs & adverbials, punctuation) are the techniques and The **Boomtastics** (metaphor, repetition) are the techniques.

Collaboration: opportunities to learn with and from each other - whole class, group and paired talk sit at the heart of writing at Bosmere, with teacher modelling and scaffolding guiding learners towards independent writing, editing and publishing

Oracy: talk for learning to develop a rich vocabulary and clarity in communication - talk for writing, vocabulary exploration and whole class and partner talk permeate writing learning

Linking learning: identifying cross-curricular links in knowledge and skills and applying transferable skills where meaningful – our writing long term plan enables learners to explore writing in context, drawing on subjects/topics from across the curriculum

Identity: making the most of enrichment opportunities and local links, developing a sense of where we fit in the local and global community. Learners experience a breadth and depth of experiences to stimulate writing, close to home using our school site and wider community through to travelling St Lucia or Skara Brae or via text, film and picture books. Writing is planned to have hooks to entice learners in and provide the knowledge required to write with purpose and awareness

***Progression Through Genres**-text, sentence, vocabulary, word class and punctuation progression of skills

****Scribed Writing**- sees adults write the children’s own words to create their pieces, their exact words, using their imagination. Language development and their understanding of the world can be tracked,

alongside their physical writing development which, as the year progresses, sees them physically writing more and more of the pieces.

*****Fantastics Writing**-a pre cursor to Sentence Stacking, involving Grandma Fantastic exploring word collection and sentence construction

******Sentence Stacking**-In principle, children are given a **hook**, an experience, **initiating** learning, teacher **modelling** guides them through a sequence of learning, **enabling** children to navigate through each piece via chunks/sections. The focus is on the exploring tools of writing-crafting and constructing sentences and whole pieces, leading to an independent write, which is used to assess children's progress.

Implementation

At Bosmere, we aim for children to be, and see themselves as, authors and writers, across the curriculum. Essential for their writing development is their development of talk, with the firmly held belief, as shared by Pie Corbett at the heart: "you cannot write if you cannot say it; you cannot say it if you haven't heard it".

Planning, learning and teaching for writing follows objectives from the National Curriculum, as outlined in more detail in and **Progression Through Genres** (Appendix 1) document which lays out text, sentence, vocabulary, word class and punctuation progression of skills. Alongside this, a more specific progression of skills for spelling, punctuation and grammar is laid out in the **SPAG Long Term Plan** (Appendix 2). In bringing these to life in and beyond the classroom, our aim is to ensure effective planning and teaching of writing engages and motivates "children (to) respond to the excitement of a passionate unfolding of ideas...skilfully link(ing) learning from one day to the next, so that a complete piece build effortlessly over time"-Jane Considine, *The Write Stuff* 2016.

First hand experiences are planned to build knowledge and inspire writing, beginning in our Early Years continuous provision and daily phonics sessions, with the opportunity to apply learning through the process of *Scribed Writing* (Appendix 3). This process supports and leads into the next stage of writing development, embedded in Key Stage One (and into Key Stage Two) where planning, learning and teaching primarily follow the approach of *Sentence Stacking* (Appendix 4). Talk for writing and shared and modelled writing underpin the development of writers at Bosmere, with quality texts and experiences used to enrich vocabulary and writing style.

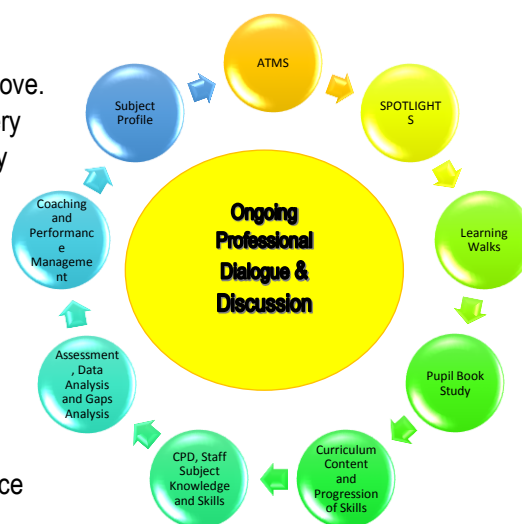
For disadvantaged pupils, or those with SEND, the planning and delivery of the curriculum may be personalised or adapted to meet individual needs. This could be through provision of additional scaffolding or sequencing learning differently. High expectations are set for all children and we aim to instil in them a love and confidence as writers, encouraging them to embrace challenge and understand its fundamental importance in life beyond the classroom.

Learners are encouraged to see themselves as writers who are working towards published pieces, showing the best of their learning and drawing on the inspiration and skills they have honed during the process. Good quality handwriting and presentation are essential, alongside the skills, desire and drive to edit and improve writing.

Impact

Monitoring

Children's writing learning is monitored through tasks as laid out above. Three weekly **Achievement Team Meetings (ATMs)** focus on a very small number of learners' progress and attainment and will regularly focus on writing. These meetings lead to actions to further support those priority writers and may include them being the focus of a **spotlight** on learning to further shape provision for them. Termly **Pupil Book Studies** are a forensic look at writing across the curriculum for priority learners and provide feedback/areas for focus for the teachers. This can/may lead to changes to provision. **10 Minute Tours** are short, highly focused visits that enable leaders to look at writing in the moment to, for example monitor consistency in approach to the teaching of sentence stacking.



Our **Termly Main Assessment Report**, provides the picture of progress and achievement at that time and once again helps to shape provision, particularly for any learner who may be falling behind or needs to catch up. Finally, as part of termly **coaching sessions**, writing features highly and forms part of the discussions surrounding support for both learners and teachers in achieving the very best outcomes for learners.

The entire cycle links, providing regular opportunity to respond to the findings from monitoring alongside peers.

Assessment

Short term assessments are an informal part of every lesson to check pupils' understanding and give the teacher information, which will assist in adjusting day-to-day lesson plans.

Formative Assessment - Children's learning and progress in writing is assessed through daily feedback. Whenever possible, marking and feedback should involve the child directly. For all children but particularly the younger children and those with SEN, the more important it is that the feedback is oral and immediate. The comments made, either verbally or recorded, will relate to the learning intended and recognise children's achievements and indication of the next steps in their learning.

Our 'daily marking and feedback' would contain little diagnostic analysis or notes throughout the learning. Learning is looked at by the teacher each day with 1/5 of books given daily marking feedback-this may be in the form of focused verbal feedback. This marking is used, when relevant, to inform next day teaching/further support required for learners.

Feedback on Longer Writing

In EYFS feedback for writing is verbal and will be from within a combination of *Scribed Writing* sessions, *Fantastics* sessions (see Writing Policy) and in the moment adult led learning.

All children in KS1 and KS2 produce a longer, independent writes at the end of a piece of stacked learning.

In KS1, learners respond to pink pen, 'in the moment' feedback and publish some learning-usually for display.

In KS2, learners edit their learning in line with 3 areas of focus. These 3 areas will be explored in Year 2 during the latter part of the Summer Term:

E1 Punctuation & Spelling

E2 Rewrite

E3 Reimagine

Teachers will model, as part of English learning, the editing process. Children will then independently edit their learning in line with guidance given by teachers e.g. a triangle with 'Sp' inside indicating a spelling error in that line of writing. Where there may be many, there is a limit of 20 errors for an independent write.

Summative Assessment - Teachers record progress on Progression of Writing (POW) record sheets each half term (see Appendix 5). Outcomes from independent, assessed pieces of writing, alongside writing across the curriculum to inform their overall judgement 3 times a year. Internal and external moderation processes (at least twice yearly) support judgements made. Judgements will assess a child as either: working well below, working towards, working at, working at secure or greater depth in writing. Gaps analysis is then completed to inform teachers of next steps, and to highlight any phase/school gaps which may require further support/CPD.

Judgements are supported through internal and external moderation alongside colleagues. Exemplification of Standards documentation also support judgements made.

Policies to be read in conjunction with English: Writing Policy

- ✓ English: Phonics & Reading Policy
- ✓ English: Phonics & Spelling Policy
- ✓ Handwriting Policy
- ✓ Feedback on Learning Policy

Summary of Changes to the Policy


Document control			
Date	Section(s)	Update(s)	Notes
January 2023	Intent	Rewritten, added more detail and explanation	

Appendix 2-Progression Through Genres-see school website www.bosmereprimary.net

Curriculum Tab

Writing Subject Folder

Appendix 2-SPAG Long Term Plan

 Bosmere Community Primary School SPAG and Handwriting Long Term Plan							
Year	Word Structure	Word Classes	Sentence Structure	Text Structure	Punctuation	Terminology	Handwriting
1	<p>Understands suffixes can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>Understands how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)</p> <p>Understands how regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.</p>	<p>Understands pronouns, verbs, nouns and adjectives</p> <p>1st person: I love sweets.</p> <p>3rd person: He/she loves sweets.</p>	<p>Joins words and clauses using 'and.'</p> <p>Understands how words can combine to make sentences.</p>	<p>Sequences sentences to form short narratives.</p> <p>Openers: Time One day First Then Next Finally After/after that</p>	<p>Uses capital letters for names and for the personal pronoun 'I'.</p> <p>Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Separates words with spaces.</p>	<p>Word, sentence, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark, noun, verb, adjective, pronoun</p>	<p>Sits correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Forms capital letters.</p> <p>Form digits 0-9.</p> <p>Understands which letters belong to which handwriting 'families' (letters formed in similar ways) and practises these.</p>
Spelling							
Spells words containing each of the 40+ phonemes already taught.							
Spells common exception words.							
Spells the days of the week.							
Names the letters of the alphabet in order.							
Uses letter names to distinguish between alternative spellings of the same sound.							
Uses the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.							
Uses the prefix un-							
Uses -ing, -ed, -er and -est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest).							
Applies simple spelling rules and guidance, as listed in English appendix 1.							
Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.							
Understands that words are divided into 'beats' or syllables.							
Distinguishes between homophones and near-homophones.							

Year	Word Structure	Word Classes	Sentence Structure	Text Structure	Punctuation	Terminology	Handwriting
2	<p>Uses suffix –ly to turn adjectives into adverbs.</p> <p>Some use of the suffixes –er, –est in adjectives</p> <p>Shows understanding of formation of adjectives using suffixes such as –ful, –less.</p> <p>Shows understanding of formation of nouns, using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman).</p>	<p>Understands adverbs</p> <p>Distinguishes between homophones and near homophones</p>	<p>Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command.</p> <p>Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).</p> <p>Uses subordination (using when, if, that, because) and co-ordination (using or, and, but).</p>	<p>Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).</p> <p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Openers -ly sentence -happily</p>	<p>Uses apostrophes to mark singular possession in nouns (e.g. the girl's name).</p> <p>Uses apostrophes to mark where letters are missing in spelling. (and possession)</p> <p>Uses commas to separate items in a list.</p> <p>Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>Tense-past, present, future, prefix, suffix, apostrophe, comma, compound sentence, adding, contrasting, causal</p> <p>Noun, noun phrase, statement, question, command, verb, adjective, determiner, article</p> <p>Homophone</p>	<p>Forms lower-case letters of the correct size relative to one another.</p> <p>Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.</p> <p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Uses spacing between words that reflects the size of the letters.</p>
Spelling							
Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.							
Learns new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.							
Learns to spell common exception words.							
Learns to spell more words with contracted forms.							
Spells by learning the possessive apostrophe (singular).							
Adds suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.							
Applies spelling rules and guidance, as listed in English Appendix 1.							
Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.							

Year	Word Structure	Word Classes	Sentence Structure	Text Structure	Punctuation	Terminology	Handwriting
3	<p>Shows knowledge of word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble).</p> <p>Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).</p> <p>Shows understanding of formation of nouns, using a range of prefixes (e.g. super-, anti-, auto-).</p>		<p>Expresses time, place and cause using prepositions (e.g. before, after, during, in, because of).</p> <p>Expresses time, place and cause using adverbs (e.g. then, next, soon, therefore).</p> <p>Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because).</p>	<p>Makes some use of the present perfect form of verbs, instead of the simple past (e.g. 'He has gone out to play', contrasted with, 'He went out to play').</p> <p>Shows awareness of headings and sub-headings to aid presentation.</p> <p>Attempts to use paragraphs as a way to group related material.</p> <p>Openers: -prepositional phrase- <i>Under the table</i> -ing-<i>Running as fast as she could</i> -connective-<i>While they were still sleeping</i></p>	<p>Limited use of inverted commas to punctuate direct speech.</p> <p><i>Uses commas to separate clauses-If I hadn't been so lazy, I wouldn't have missed the bus</i></p>	<p>Word family, connective, adverb, preposition, direct speech, inverted commas/speech marks, prefix, consonant, vowel, clause, subordinate clause</p>	<p>Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.</p> <p>Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant.</p> <p>Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>
Spelling							
Uses further prefixes and suffixes and understands how to add them (Appendix 1)							
Spells further homophones.							
Identifies commonly misspelt words and attempts to correct them. (See Appendix 1)							
Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys')							
Uses the first two or three letters of a word to check its spelling in a dictionary.							
Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.							

Year	Word Structure	Word Classes	Sentence Structure	Text Structure	Punctuation	Terminology	Handwriting
4	<p>Understands the grammatical difference between plural and possessive –s</p> <p>Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').</p>	<p><i>Uses powerful verbs.</i> <i>Shades of meaning:</i></p> <p><i>Wish, hope, dream, crave, desire-from weak to strong</i></p>	<p>Uses fronted adverbials (eg 'Later that day, I heard the bad news').</p> <p>Uses expanded noun phrases by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p>	<p>Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Uses paragraphs to organise ideas around a theme.</p> <p><i>Openers:</i> <i>-ed-Shocked, she satred in disbelief.</i> <i>-one word-Freezing, he shivered on the bank of the river.</i></p>	<p>Uses commas after fronted adverbials (e.g. 'Later that day, I heard the bad news').</p> <p>Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).</p> <p>Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").</p>	<p><i>Pronoun, possessive pronoun, adverbial, ellipsis</i></p>	<p>Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.</p> <p>Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant.</p> <p>Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>
Spelling							
Uses further prefixes and suffixes and understands how to add them (Appendix 1)							
Spells further homophones.							
Identifies commonly misspelt words and corrects them. (See Appendix 1)							
Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).							
Use the first two or three letters of a word to check its spelling in a dictionary.							
Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.							

Year	Word Structure	Word Classes	Sentence Structure	Text Structure	Punctuation	Terminology	Handwriting
5	<p>Knowledge of verb prefixes (e.g. dis-, de-, mis-, over- and re-).</p> <p>Understands how to convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).</p>	<p>Abstract and concrete nouns</p> <p>Comparative and superlative adjectives- <i>Great, greater, greatest Good, better, best</i></p>	<p>Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</p> <p>Uses relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Children use the sentence of 3 for description or action:</p> <p>Description: <i>Harry was dressed in a dark cloak, black trainers and a Minecraft cap.</i></p> <p>Action: <i>He ran down the lane, jumped over the hedge and fell flat on his face.</i></p>	<p>Uses a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).</p> <p>Uses a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p>	<p>Uses commas to clarify meaning or avoid ambiguity.</p> <p>Uses brackets, dashes or commas to indicate parenthesis-<i>Billy, a great sportsman, was not so good at dancing.</i></p>	<p>Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p> <p>Modal verb</p> <p>Connectives: Who, which, where, during, eventually, since, consequently, as a result, to conclude, in conclusion, besides, alternatively, in contrast</p>	<p>Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.</p> <p>Decides, as part of their personal style, whether or not to join specific letters.</p> <p>Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).</p> <p>Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).</p>
Spelling							
Uses further prefixes and suffixes and understands the guidelines for adding them.							
Spells some words with 'silent' letters, e.g. knight, psalm, solemn.							
Continues to distinguish between homophones and other words which are often confused.							
Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1.							
Uses dictionaries to check the spelling and meaning of words.							
Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.							
Uses a thesaurus.							

Year	Word Structure	Word Classes	Sentence Structure	Text Structure	Punctuation	Terminology	Handwriting
6	Shows knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little). Recognise and use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out/discover; ask for/request; go in/enter).	Revise and apply all word classes taught from years 1-6	Uses the passive voice to affect the presentation of information in a sentence (e.g. 'I had broken the window in the greenhouse' versus 'The window in the greenhouse had been broken'). Recognises and uses different structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: 'He's your friend, isn't he?', or the use of subjunctive forms such as, 'If I were,' or 'Were they to come,' in some very formal writing and speech).	Uses linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as : 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis. Use of layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text).	Uses the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up). Uses the colon to introduce a list and uses semi-colons within lists. Punctuates bullet points when listing information. Shows knowledge of how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover').	Active and passive voice, subject and object, hyphen, synonym, antonym, colon, semi-colon, bullet points Connectives: Similarly, whereas, nevertheless, despite, for instance, in a nutshell, whether, whilst, whenever	Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices. Decides, as part of their personal style, whether or not to join specific letters. Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).
Spelling							
Uses further prefixes and suffixes and understands the guidelines for adding them.							
Spells some words with 'silent' letters, e.g. knight, psalm, solemn.							
Continues to distinguish between homophones and other words which are often confused.							
Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1.							
Uses dictionaries to check the spelling and meaning of words.							
Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.							
Uses a thesaurus.							

Scribed Writing

Scribed writing

- As the child speaks and the adult writes, it is important for the former to watch, and for the adult to write exactly what the child says (even if it is grammatically incorrect). In this way, even the youngest children learn that their spoken words can be transferred onto paper. They also see how writing is formed and what it looks like. We have the following prompt sheet to help the adult support the children appropriately during the story scribing process:

- Sit beside the child (if you are right-handed, put the child on your left).
- Make sure the child watches you write (the paper should be in front of the child, if possible). Write exactly what the child says.
- Use your knowledge of each child to decide which teaching is appropriate.
- Say the words as you write them.
- Sometimes stop and read what you have written, then let the child carry on.
- Sound out some words as you write them.
- Point out spaces, capitals and full stops, etc.
- Exaggerate some letter formation.
- Ask the child to sound out some words for you.
- Ask the child to write a few letters – or words – as appropriate to the individual child.
- Use terms such as 'characters', 'author', etc.
- The story is the important part, so keep the momentum; the teaching should not slow down the scribing too much.
- For some children, it will be appropriate to suggest that they add their name at the end of the story.

- Over the course of a year, there might be a few children in the nursery who are able and keen to write a few other letters or words within their story. Later, in Reception, the adults will offer the child the pen so that they can write a few of the sounds, words and eventually phrases that they are capable of. Thus it becomes a shared writing process.
- At the end of a session (morning or afternoon), any scribed stories are shown to the group and an adult selects some children to act as the characters in the story. Then the story is read aloud and the children 'act' the story. When this activity is first introduced, and the children see a story being acted out, many more of them will be keen to write a story the next day.

WHY?

- The stories are kept in the children's folders and become a record of their language development, their story-writing development, their imagination, sometimes their understanding of the world (depending on the content of the story), their pencil control (if there is a picture or if they have added their name) and, in Reception, a record of their phonics and writing development.
- The following stories, and many others, appear in one nursery child's folder (all the writing in these stories was done by an adult):
- **November:** "I am butterfly. I fly. I go home." The end.
- **January:** "I am a butterfly and I always fly. I fly to little Africa and you have to play there. And then we finished. We go back to our home." The end.
- **March:** "One day there was a little, little butterfly. He fly to little toy's house. Then he hop in the car and drive away to Africa. When he is finished in Africa he fly back home. Then there were two little fairies. They find a flying pony and fly all the way to the moon. Then when it's finished they fly back home." The end.
- **May:** "One night a flying boat with magic slepted and woke up, had lunch. He went in the forest. Then he fly into the down, down, down, down and goes deeped where the forest is. He found the very mean dragon and killed it, he was evil. He used the magical thing to kill it. And he fly back home and had the milk." The end.
- **July:** "There was a big, big tiger. He was friendly and there was a friendly bat and a friendly bear. They found some friends to play with. They flied through the forest and to the moon. They lived there. Then they found a rainbow and flied to the end of it and found a treasure and went back home." The end.

Appendix 4

Sentence Stacking

Explaining, modelling and structuring writing, with differentiated tasks and feedback



Awe and wonder inputs and open-ended explorations, hands on and rich immersion



Initiate...Model...Enable

- ✓ Children must be inspired and excited to write; be enticed and intrigued
- ✓ New skills and knowledge are taught
- ✓ Writing builds up over time
- ✓ High quality sentence making sits at the heart and are seen as the building blocks of larger texts
- ✓ Modelled sentences exemplify particular sentence features
- ✓ Moments of learning that can be applied immediately and can be returned to at a later date
- ✓ Learning is chunked and concentrates on the crafting and construction of sentences
- ✓ Planning must start with the end in mind
- ✓ Children are inspired to:
 - *Develop ideas and unusual lines of enquiry-use their imagination
 - *Think new and unique thoughts connected to ideas being explored-be creative
 - *Make ordinary moments extraordinary-memories to remember
 - *Build excitement through a slow reveal, cliffhangers
 - *Consider what ifs, what nexts-consider possibilities
 - *Add sparkle and unusual happenings-create magic

The Structure of Each Phase of the Lesson

Initiate Phase

Core purpose to inspire and captivate learners' attention-drama, artefacts-imaginary and real, music, film, powerful written text or a first-hand experience

Teachers: Language gathering, modelled writing, formula for sentences made transparent

Learners: Engaged in learning, generate language, build sentences, edit and extend writing

Enable Phase

Core purpose to contextualise the basic skills to strengthen learning and memory; facilitate the teaching of sentence features and showcase previous learning. Learners will require numerous opportunities to practise the following skills:

Decoding, Phonics, Spelling, Vocabulary, Text Structure, Sentences, Grammar, Comprehension, Punctuation and Cohesion

These skills can be drip fed over time and need to be used and applied across all writing.

The aim for a unit of learning of for there to be a mix of structured teaching (explaining, modelling, differentiating) and memorable experiences (awe and wonder inputs, open ended experiences).

Start planning with the end in mind so that your sentences stacking sequence builds to this writin

Initiate: A stimulus to capture imagination and set up a sentence

Model: Close modelling a sentence that outlines clear writing features and techniques

Enable: Children write their own sentence following the model

Appendix 5-Progression of Writing Record Sheets-see school website www.bosmereprimary.net

Curriculum Tab

Writing Subject Folder

