

Reading into Writing at Boundary Primary School



“After nourishment, shelter and companionship, stories are the thing we need most in the world.” – Phillip Pullman



Intent

At Boundary, we call English ‘Reading into Writing’ as we firmly believe that reading is the key focal point of good writing – it encourages curious writers who use a range ambitious vocabulary and written techniques to create purposeful final pieces. Each genre is taught through a journey approach, where the very first piece of writing children complete is a pre-assessment (cold write) and the last piece of writing in the journey is the 'hot write' - a piece of writing that has been researched, modelled, planned, drafted and edited. Throughout the journey, children explore the genre by reading lots of different examples, look at grammar and punctuation and spelling linked to the writing and learn to plan, draft and edit their work. Our aim is to provide a range of cross-curricular writing opportunities that allow the children to have a purpose for their writing and to develop not only their written skills but to strengthen their knowledge and understanding of key learning concepts in other subjects.

The school believes that English skills are vital to the development of children so they are prepared for their future life. A broad and balanced English programme, using objectives from the National Curriculum 2014, determines the skills that each year group and Key Stage must cover and this is

done through a range of genres studied and promoted. A variety of resources are used to promote a reading and writing culture. Children are given a range of writing opportunities including the use of paired, group and independent writing tasks.

The aims of teaching writing in our school are to develop pupils who:

- Show high levels of achievement and exhibit very positive attitudes towards writing;
- Use and understand language as speakers, readers and writers.
- Are competent, confident and independent in the use of language in their writing.
- Have an awareness of different audiences and purposes for writing.
- Apply their grammatical knowledge in their writing.
- Apply their phonetic and spelling knowledge in their writing.
- Apply the English language in all areas of the curriculum.

Implementation

Writing begins as soon as the children start with us in EFYS through the Early Learning Goal of **Speaking**. It is through this that the children **‘express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher’**.

Once children are ready for writing they will use a range of mark making techniques, such as paint, chalk, water etc. Over time, the children will be taught to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. By the end of EYFS, the aim is that children will be able to achieve the ELG of Writing:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

From Year 1-6 we call our English session ‘Reading into Writing’. We provide daily Reading into Writing lessons that are progressive and support skill development that follow the objectives as set out in the National Curriculum for KS1 & KS2. We understand the importance of children being fully immersed in the genre they are going to write so that they can identify the features needed and know exactly what they need to write. Across both Key Stages, teachers plan a sequence of lessons that we call a ‘journey’. The journey sequence is as follows:

- Cold Write (baseline assessment).
- Looking at a WAGOLL for features. Children explore one good example of the text so that they can discuss the features with the teacher and identify the features.
- Immersion in texts and genre. Children explore a wide range of the genre so that they can see similarities and differences.
- GPS session(s) linked to the genre.
- Teacher modelling how to write the specific genre.
- Shared write – the children and staff have the opportunity to create a piece of writing together using what they have learned so far.

- Children have the opportunity to use the teacher modelling/shared write to improve a WABOLL (What A Bad One Looks Like).
- Plan piece of writing.
- Draft writing.
- Edit work based on Teacher/peer feedback using marking codes.
- Final piece of writing completed – Hot Write.

At Boundary we teach specific and independent Grammar sessions outside of the Reading into Writing sessions, which are then applied in children's writing.

Children are taught the spellings from the National Curriculum for their year group. We use **Spelling Shed** to support lessons.

Handwriting sessions are taught regularly to the children and follow a cursive programme using Letterjoin.

Writing Overviews:

Teachers are given the genres to cover for their year group and they can teach them in any order and in any half term. Teachers are encouraged to link as many genres as they can to other subjects so that cross-curricular writing takes place and so that the writing has purpose. Examples of this can be seen below:

- Whole school writing linked to BHM
- Whole school writing linked to LGBTQ+
- Year 6: Monologues linked to Vikings, Diary linked to class novel, persuasive speech on plastic pollution linked to PSHE
- Year 5: Non-chronological report linked to Space topic in Science, Stories from other cultures linked to Anglo-Saxons

Year 1:

Fiction genres	Fantasy	Traditional tales	Stories by the same author	Stories with repetitive patterns/structures	Stories from other cultures
Non-fiction genres	Captions, labels, lists, invitations, postcards, poster	Recount of a familiar event	Non-Chronological text	Instructions	Letters
Poetry	Poems on a theme	Poems – kennings, cinquain		Classic poetry	

Year 2:

Fiction genres	Fantasy	Traditional tales	Stories by the same author	Stories with repetitive patterns/structures	Stories from other cultures
Non-fiction genres	Captions, labels, lists, invitations, postcards, poster	Recount of a familiar event	Non-Chronological text	Instructions	Letters
Poetry	Poems on a theme	Poems with a structure – riddles		Classic poetry – The Owl and the Pussycat	

Year 3:

Fiction genres	Fables	Play scripts	Fairy tales	Mystery	Story as a theme - character	
Non-fiction genres	Diary	Persuasive letter	Recount – biography	Explanation text	Non-Chronological text	Discussion – for and against
Poetry	Poems on a theme		Poems with a structure – shapes, calligrams		Classic poetry for performance	

Year 4:

Fiction genres	Fantasy – focus on an imaginary setting	Myths	Film and play script	Issues and dilemmas	Folk tales	Story as a theme
Non-fiction genres	Non-Chronological text	Explanation text	Persuasion – sales pitch/article	Discussion – Debate/report	Recount – newspapers	Information booklet – collection of non-fiction types
Poetry	Poems on a theme		Poems – kennings, cinquain		Classic poetry	

Year 5:

Fiction genres	Legends	Film and playscript	Historical narrative	Older literature – Shakespeare	Stories from other cultures	Flashbacks
Non-fiction genres	Formal letters	Persuasion – radio or TV broadcast	Discussion – formal debate	Reports, including formal report	Information booklet with range of text types	Magazine articles
Poetry	Poems with a structure – haiku, limericks		Poems with figurative language – simile and alliteration		Classic narrative poetry	

Year 6:

Fiction genres	Detective/crime	Science fiction	Classic fiction	Quest stories	Play scripts	Monologues
Non-fiction genres	Letters (formal and informal of the same event)	Biography and autobiography Diaries	Balanced argument and persuasive speech	Explanation text	Information text hybrid	News articles Non-Chronological text
Poetry	Poems – free verse		Poems with imagery – metaphor and personification		Classic narrative poetry	

Assessment

In order to assess writing throughout the school, all teachers from Year 1 – Year 6 are expected to moderate 6 pieces of each child's work across the year and across genres. They are provided with a matrix similar to the Year 2/Year 6 statutory assessment frameworks to assess pieces of work against. If evidence isn't specifically found in a piece of writing, teachers can assess children using spelling tests and handwriting in other subjects.

Below is an example of the Year 3 moderation checklist:

WORKING TOWARDS WTS	A	B	C	D	E	F	Collection
Name:							
The pupil can							
<ul style="list-style-type: none"> Rehearse orally their ideas for writing and record their ideas using a modelled planning format. 							
<ul style="list-style-type: none"> Demonstrate some understanding of purpose and audience (although this may not be sustained). 							
<ul style="list-style-type: none"> Use the simple structure of a wider range of text types. 							
<ul style="list-style-type: none"> Proof-read their work to check for errors and make simple improvements with guidance. 							
<ul style="list-style-type: none"> Make more ambitious word choices (often reflecting those modelled by a teacher). 							
<ul style="list-style-type: none"> Usually maintain the correct tense (including the progressive form). 							
<ul style="list-style-type: none"> Use full stops, capital letters, question marks and exclamation marks. 							
<ul style="list-style-type: none"> Use commas within lists. 							
<ul style="list-style-type: none"> Use apostrophes to form contractions. 							
<ul style="list-style-type: none"> Begin to add inverted commas to mark direct speech (may not be consistent). 							
<ul style="list-style-type: none"> Use a range of simple conjunctions (including some subordination). 							
<ul style="list-style-type: none"> Spell some words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. 							
<ul style="list-style-type: none"> Spell some words with suffixes correctly, e.g. usually, poisonous, adoration. 							
<ul style="list-style-type: none"> Apply all spelling rules from the KS1 guidance within the English Appendix 1. 							
<ul style="list-style-type: none"> Begin to use neat, joined handwriting. 							

WORKING AT EXPECTED STANDARD EXS							
Name:	A	B	C	D	E	F	Collection
The pupil can							
<ul style="list-style-type: none"> Begin to use ideas from own reading and modelled examples to plan their writing. 							
<ul style="list-style-type: none"> Demonstrate an increasing understanding of purpose and audience. 							
<ul style="list-style-type: none"> Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). 							
<ul style="list-style-type: none"> Proof-read their own and others' work to check for errors with increasing accuracy, and make improvements. 							
<ul style="list-style-type: none"> Make deliberate ambitious word choices to add detail. 							
<ul style="list-style-type: none"> Begin to create settings, characters and plot in narratives. 							
<ul style="list-style-type: none"> Begin to organise their writing into paragraphs around a theme. 							
<ul style="list-style-type: none"> Maintain the correct tense (including present perfect tense) throughout a piece of writing. 							
<ul style="list-style-type: none"> Use the full range of punctuation from previous year groups. 							
<ul style="list-style-type: none"> Use inverted commas in direct speech. 							
<ul style="list-style-type: none"> Use subordinate clauses. 							
<ul style="list-style-type: none"> Begin to use conjunctions, adverbs and prepositions to show time, place and cause. 							
<ul style="list-style-type: none"> Use 'a' or 'an' mostly correctly. 							
<ul style="list-style-type: none"> Spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. 							
<ul style="list-style-type: none"> Spell many words with suffixes correctly, e.g. usually, poisonous, adoration. 							
<ul style="list-style-type: none"> Begin to spell homophones correctly, e.g. which and witch. 							
<ul style="list-style-type: none"> Spell some of the Year 3 and 4 statutory spelling words correctly. 							
<ul style="list-style-type: none"> Use a neat, joined handwriting style with increasing accuracy. 							

WORKING at GREATER DEPTH GDS							
Name:	A	B	C	D	E	F	Collection
The pupil can							
<ul style="list-style-type: none"> Plan and write with an understanding of purpose and audience. 							
<ul style="list-style-type: none"> Use the structure of several text types (including the use of simple layout devices in non-fiction). 							
<ul style="list-style-type: none"> Proof-read theirs and others' work to check for errors, suggesting and making improvements. 							
<ul style="list-style-type: none"> Make deliberate ambitious word choices to add detail, effect and to engage the reader. 							
<ul style="list-style-type: none"> Create settings, characters and plot in narratives. 							
<ul style="list-style-type: none"> Organise their writing into paragraphs around a theme. 							
<ul style="list-style-type: none"> Maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement. 							
<ul style="list-style-type: none"> Use the full range of punctuation from previous year groups. 							
<ul style="list-style-type: none"> Punctuate direct speech accurately, including the use of inverted commas. 							
<ul style="list-style-type: none"> Use subordinate clauses (sometimes in varied positions). 							
<ul style="list-style-type: none"> Use a range of conjunctions, adverbs and prepositions to show time, place and cause. 							
<ul style="list-style-type: none"> Use 'a' or 'an' correctly throughout a piece of writing. 							
<ul style="list-style-type: none"> Spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. 							
<ul style="list-style-type: none"> Spell most words with suffixes correctly, e.g. usually, poisonous, adoration. 							
<ul style="list-style-type: none"> Spell homophones correctly, e.g. which and witch. 							
<ul style="list-style-type: none"> Spell many of the Year 3 and 4 statutory spelling words correctly. 							

To ensure that judgments are correct we carry out inter and intra school moderation sessions where writing is shared and judgments are agreed.

Year 2 and Year 6 submit national data for the end of Key Stage.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. Work may be made easier so that the children can access the work. Children may also get more adult support to understand the lesson. Children not working at their current year group will be assessed using PIVATs so that they can fill the gaps in their learning.

As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Children who are assessed as GDS writers will be able to demonstrate all of the writing objectives appropriate for their year group as well as GDS objectives identified for their year group. This is determined using the moderation grids for each year group and teachers will assess 6 pieces of writing across the year to determine which children are working at Greater Depth.

Folders have been created for each year group and examples of GDS writing has been added so that staff can use this as a benchmark when assessing children's work.

Impact

- Assessment for learning strategies are used on a daily basis. These will allow a picture to be built up of the pupils' progress, any areas of strength or weakness that can then be addressed in teachers' planning.
- Assessment of learning is completed termly. Children complete independent writing pieces within a unit of work, which are assessed against our writing criteria.
- Teachers will have at least 6 moderated pieces of work through the academic year. These will then be sent up to the next teacher as evidence of what the children can already do.
- Analysis of the data impacts upon teachers planning so pupils' needs can be addressed.
- Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. This is carried out within school.
- Moderation of writing is also carried out with other schools to check the accuracy of our judgments.
- At the end of KS1 and KS2 Year 2/6 teachers use the Teacher Assessment Framework to report teacher assessments.
- In 2019, Year 6 writing was moderated by the LA and all judgements were agreed with.