


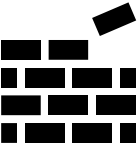





# St John's CEVA Agreed Writing Principles

Our Writing Principles	Why we do this	What this looks like in practice
 <p><b>We teach a carefully selected range of text types throughout the year.</b></p>	<p>By the end of Year 4 we want our children to be able to write for a range of purposes, getting them ready for the rest of their lives. We ensure that children have built up an understanding of how authors construct narrative and the six main non-fiction text types (information texts, recounts, persuasion and instruction), which are introduced gradually throughout the school's curriculum.</p>	<ul style="list-style-type: none"> <li>• Each half-term the children are introduced to two texts in their English lessons and spend around three weeks on each. Through exploring the texts and short burst writing, the children build up the skills to support them in producing a final piece of writing that they then 'publish'. The writing outcome may be a creative narrative or a non-fiction piece of writing. Alongside these texts, children are also introduced to a wide range of poetry and will work on some poetry writing in the year.</li> <li>• Y1 and Y2 introduces information texts, recounts and instruction texts.</li> <li>• During Y3 and Y4 children continue to work on these and are introduced to persuasive writing.</li> <li>• Reception classes use more texts over the term to support the children with vocabulary development, role play and exploring writing. The children focus on using their phonic skills to write simple words, learn to write key words and then phrases that can be read by others. Meaningful purposes for writing are provided for the Reception children in teacher led activities and enhanced provision.</li> <li>• Our long-term overview is mapped out using the Literacy Tree texts, detailing outcomes and can be viewed on our website.</li> </ul>
 <p><b>We choose high-quality texts which are language rich as our stimuli for writing.</b></p>	<p>Every English unit is based on a carefully selected text which has been chosen for its literary value and may also link to the theme for the half term to enable some cross-curricular learning. The books we have chosen are full of sophisticated vocabulary and beautifully illustrated.</p>	<ul style="list-style-type: none"> <li>• Most of the texts that underpin our English writing curriculum are short picture books.</li> <li>• Our books expose children to an array of dilemmas, issues and diversity which helps to develop empathy in our children.</li> <li>• We have a spine of books which form our curriculum which is added to as and when appropriate.</li> </ul>
 <p><b>Every unit works towards one longer main written outcome.</b></p>	<p>We want our children to become excited and motivated authors who are actively engaged in the whole writing process from planning, through drafting and editing to a beautifully presented finish piece.</p>	<ul style="list-style-type: none"> <li>• Our planning provides the children with experiencing meaningful writing opportunities for their 'short burst' writing and they then develop the skills to plan, produce, redraft and publish their final piece.</li> <li>• Main written outcomes could be: rewriting the story from another character's point of view; creating a new version of the story in a different setting, information leaflets / booklets, diary writing, letters etc.</li> </ul>
 <p><b>We ensure that children are taught component skills before complex tasks.</b></p>	<p>Recording ideas in writing is a complex task which takes significant working memory. Research shows us that we need to ensure children have become fluent and proficient in key transcription skills such as letter formation and sentence writing before they are encouraged to be imaginative in their writing. Our intention is that children leaving Y1 can write a short sequence of technically accurate sentences with correctly formed letters, finger spaces, capital letters and full stops. Y2 then focuses on building stamina for longer pieces of writing and sentence skills are further developed throughout KS2.</p>	<ul style="list-style-type: none"> <li>• Our Y1 English writing curriculum focuses on two elements that are vital for the children to develop as writers: technical sentence writing and imaginative storytelling and language development.</li> <li>• In our technical writing, Y1 children practise their transcription skills by writing sentences dictated by the teacher and then devised by the children through carefully planned visual resources / text prompts. The sentences that the children are expected to write from dictation / planned tasks gradually increase in complexity and quantity through the year.</li> <li>• Our carefully chosen texts allow for children to focus on language development. The texts are read to the children regularly and they have time to explore, retell and innovate these using learnt sentences from the text and new language that has been encountered. Exploration of the texts can also lead to creating a different form of writing influenced by the text.</li> <li>• Where children beyond Y1 have gaps in their sentence level grammatical knowledge, we assess their gaps and ensure children practise this knowledge to apply the skills.</li> <li>• A sentence level progression document maps out the sentence writing skills that children need to develop from Reception to Year 4. This informs planning for the children, ensuring tasks are adapted to focus on the sentence level that children are working at.</li> </ul>
 <p><b>We create writers' toolkits with the children as we go along.</b></p>	<p>We ensure that children are specifically shown how to build different sentences into sequences of text. We use the pedagogy of repeating core ideas again and again with lots of practice to help children learn key sentence level ideas until they can't get it wrong. We know that if children can vary their use of simple, compound and complex sentences, and expand their sentences using a range of adjectives and adverbs, they are well on the way to becoming competent writers by the end of KS2.</p>	<ul style="list-style-type: none"> <li>• In the lessons leading up to the main written outcome, we spend time teaching, modelling and practising specific grammar skills that the children will incorporate into their final piece.</li> <li>• In every unit, we teach about simple, compound and complex sentences at the appropriate stage – how to recognise these and how to vary their use.</li> <li>• In every unit at the appropriate stage, we teach about how to expand a simple sentence by adding to the noun with adjectives or to the verb with adverbs.</li> <li>• The elements of the toolkit include sentence-building skills as well as author technique.</li> </ul>

## St John's CEVA Agreed Writing Principles

	<p><b>We model how to write using shared writing sessions.</b></p>	<p>Metacognition is an important part of teaching and learning. Shared writing provides the opportunity for the teacher to model the process that they expect the children to go through when carrying out their own writing. Shared writing also provides a scaffold which children can refer to and use. The process of shared writing is an opportunity for children to hear metacognitive talk as teachers demonstrate their thought process and creative choices during their writing.</p>	<ul style="list-style-type: none"> <li>• Teachers model how to construct sentences and longer pieces of text by writing themselves onto flipchart paper, the board or into books under the visualiser.</li> <li>• During shared writing sessions, teachers will monologue their thinking process out loud as metacognitive talk. There will be an element of the teacher demonstrating what to do before inviting the children to contribute ideas.</li> <li>• Shared writing is a valuable opportunity to teach and use new vocabulary.</li> <li>• Sometimes shared writing will be prepared in advance and extracts from the work of other authors will be magpied and incorporated into the teacher's writing to model the creative process.</li> </ul>
	<p><b>We teach editing strategies and provide robust feedback.</b></p>	<p>We want children to take ownership of their own 'marking'. We do this by explicitly teaching children when and how to edit their writing. We know that children learn best when they must actively think. Editing is an opportunity to think about what they want to communicate to the reader and the best way to do this.</p>	<ul style="list-style-type: none"> <li>• Every time the children engage in a writing task, the teacher will take time to support the children to 'edit in the moment'. This breaks down the task of editing into smaller chunks and should focus on grammar and punctuation mistakes.</li> <li>• Feedback takes a prominent role and is seen in different ways. We expect teachers to have looked over the writing that the children have completed so that they know what needs teaching next. Feedback is given to the children verbally and through a marking key to enable them to look for spellings or punctuation to edit.</li> </ul>