

# Haseltine Primary School



The principles and process of  
teaching writing in KS1 and Year 3

2021-22

The goal for teachers at Haseltine is to enable our children to become eloquent, passionate and creative authors who have the reader in mind when writing and can communicate their ideas clearly.

- To write well, we all need to have something to say and a desire to say it;
- We also need to understand the basics of SPaG, before we can use it effectively ourselves. In KS1 and lower KS2, the children should begin to recognise why SPaG is important and how it can positively impact their writing when used appropriately;
- Before young writers can meaningfully attend to *how* they have written something, they need to have engaged with *what* they want to say – the ideas;
- Engaging young writers' imaginations and emotions is a really important part of teaching writing;
- Allowing young writers freedom to explore ideas, test things out, and to write to find out what they want to say is critical.
- All of the above is built into the way we plan for teaching writing and for the role of, and exposure to, grammar and quality texts.

The writing process involves planning, editing and reviewing but it is not a three stage chronological process: it is recursive and cyclical.

- include more drafting of small sections of text: a character description; the introduction to an argument; a paragraph of explanation. This is referred to as Yellow Box marking.

## The principles and process of teaching writing in KS1 and Year 3

- give time for reviewing writing as it is being created: in Year 1 this will help them read their own writing. In Year 2 and 3 they will begin to respond in more detail to the marking code and will start to re-draft smaller sections.
- have a selection of final written outcomes across the year and evidence of some editing after targeted written and verbal feedback.

### The Principles

#### A) Final written outcome

This should be:

- a) based on a form/genre which exists in the real world
- b) challenging & interesting enough to sustain a half term's teaching
- c) exemplified by a quality text used in class (a published work rather than an exemplar written by a teacher)

#### B) Planning

Work backwards from the final written outcome – what will the children be writing as a final piece and what skills will they need to learn in order to do this effectively?

Ensure your lessons will equip the children with the skills & knowledge needed to write a piece of substance and quality.

#### C) Lesson outcomes should allow their English books to become a valuable writing resource.

By the time they come to write their final pieces, their books should contain a variety of the following:

- Word & phrase banks
- Working examples of sentence structures
- Brainstorming of ideas and examples of trial and error in children's creative exploration
- Explorations of the text's key features (*not just what is used, but also why: e.g. Horrible Histories use subheadings to guide the reader, and make them alliterative to keep the tone light*)



The 3 stage process:

|  |   |
|--|---|
| <p>1 Immersion</p>   |   |
| <p>a) in the subject</p> <p>b) in the text</p> <p>c) explicit immersion in the grammar</p>   | <ul style="list-style-type: none"> <li>- explore the context through discussions, role-plays, trips, immersion days and exposure to texts of similar themes and styles (e.g. when using the <i>Lighthouse Keeper's Lunch</i> you may support your teaching with other seaside stories and perhaps some seaside non-fiction).</li> <li>- provide many opportunities to read, examine and discuss core texts to build familiarity with vocabulary, tone, style and layout, and all the features of the form/genre (use extracts from the core text for whole class reading too).</li> <li>- give the children many opportunities to examine and identify grammar and to practise using this in their learning. These lessons should be hands-on for the children; text marking, big sugar paper and generating word banks would all be appropriate at this stage in the process.</li> </ul> |
| <p>2 Early synthesis of learning and shorter writing opportunities</p>   |   |
| <ul style="list-style-type: none"> <li>- shared writing – openings, climactic paragraphs etc</li> <li>- writing shorter pieces to practise some key skills</li> <li>- independent writing – has this been done without success criteria?</li> <li>- planning/structuring sessions</li> </ul> | <p>Detailed teacher AfL at this stage is crucial – what skills/knowledge are the children employing confidently? What needs to be reinforced? Who needs scaffolding, who needs further challenge?</p> <p>This is when children should be familiar with any core texts and with the given text type. The writing they produce at this stage should be leading up to the final outcome, e.g. sentences about a setting to be used in their story.</p> <p>At this point of assessment, you may also need to have 'stand alone' lessons to support SPaG teaching, especially if it is not evident in their independent pieces.</p>  |
| <p>3 Final written outcome</p>   |   |

## The principles and process of teaching writing in KS1 and Year 3

|   |  |
|---|--|
| <p>Best handwriting in your book– pride in final outcome!</p> | <p>This is the children’s final written piece of the text type they have focussed on this term.</p> <p>This does not have to be marked. As it is the last piece of the term and unit, the children will not respond to feedback.</p> <p>The children should be encouraged to use their best handwriting and although these pieces are not marked, they should be read by you and used to complete your OAs and inform future planning.</p> |
|---|--|