

# Haseltine Primary School



The principles and process of  
teaching writing in Key Stage 2

2021-22

## The principles and process of teaching writing in upper KS2

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### Principles in Outline

The goal for teachers at Haseltine is to enable our children to become eloquent, passionate and creative authors who always 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**

- 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, emotions and personal beliefs is therefore critical.

### **Good writing requires time and space to develop**

- Children often need to write to find out what they want to say. Teachers, however, often move far too quickly to pinning things down, to being explicit too soon, reducing writing to a very linear process; this removes decisions & authorship from the children.
- Allowing young writers the space to explore ideas and language, to test out words and phrases and arguments, is critical. This space is built into the 4 stage process outlined below.

# The principles and process of teaching writing in upper KS2

2021-22

## The 4 stage process

|   |  |
|---|--|
| <b>1. Immersion</b>   |  |
| <b>a) in the subject</b>  | <ul style="list-style-type: none"><li>- explore the context/issues via discussions &amp; debates; role plays; trips</li></ul>  |
| <b>b) in the text. Establish the <b>purpose</b> of the writing; the <b>effect</b> on the reader</b>   | <ul style="list-style-type: none"><li>- provide ample opportunities to read, examine &amp; discuss core text to build familiarity with vocabulary, tone, style &amp; layout, and all the features of the form/genre. (Use extracts from the core text for whole class reading too.)</li></ul>  |
| <b>c) explicit immersion in the grammar</b><br><b>(See also LEAD principles on final page of this document)</b>   | <ul style="list-style-type: none"><li>- taking phrase forms and sentences structures used in the core text, give the children ample opportunities to examine &amp; play with these forms, and construct their own. These lessons should be hands-on for the children; using the Grammar for Writing cut out &amp; rearrange method is ideal.</li></ul> |
| <b>2 Early synthesis of learning</b>  |  |
| <ul style="list-style-type: none"><li>- shared writing – openings, climactic paragraphs etc</li><li>- independent writing – first attempts at the above</li><li>- planning/structuring sessions</li></ul> <b>Remind children of the <b>purpose</b> of the writing - evaluate everything with reference to <b>effect</b> on the reader</b> | 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?   |
| <b>3 Drafting &amp; Redrafting</b>  |  |
| <ul style="list-style-type: none"><li>- First draft</li><li>- Peer &amp; teacher feedback, shared examples of children’s writing, examinations of strengths and weaknesses: evaluation of <b>purpose and effect</b></li><li>- Further drafts (responding to the above)</li></ul>  | This is best done on lined paper or in a drafting book, as this enables children to refer back & forth through their English books more readily – using all the prior learning as a resource – and allows children to <b>focus on content</b> without worrying about presentation.   |
| <b>4 Publishing</b>   |  |

# The principles and process of teaching writing in upper KS2

2021-22

|   |   |
|---|---|
| Best handwriting– pride in final outcome! | All drafts must be kept in drafting books, apart from final drafts, which should be kept in blue English books. |
|---|---|

## Planning, Drafting and Feedback across the 4 Stages\*

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

**At Haseltine, we encourage authorship at all stages of the process via the following methods:**

### Stage 1: Brainstorming

Use draft books to capture initial ideas, word banks, practice sentences, freewriting, experimental writing; **this part of the process is not marked and the focus is on the development of ideas.**

### Stage 2: First Drafts

Drafting of small sections of text: a character description; setting the scene; the introduction to an argument; a paragraph of explanation; **here, marking should begin focusing on the developing of creativity and structuring of ideas** and not focus on secretarial elements (punctuation and spelling etc).

### Stage 3: Further Drafting

Children will respond to guidance and feedback, as further drafts are undertaken. Give time for reviewing writing, including teaching children to **regularly re-read and re-draft as they are writing**. Teachers should use examples of student writing for modelling/ whole class editing etc; **the drafting at this stage will become more formal and extended. Marking will become more explicit in terms of content and SPAG errors addressed in preparation for final draft.**

### Stage 4: Published Piece

Creating portfolios of writing across the year, and encourage children to revise some pieces after time has elapsed.

# The principles and process of teaching writing in upper KS2

2021-22

\* DfE, National Curriculum, Upper Key Stage 2, pg 37, Statutory Requirements – writing and composition.

# The principles and process of teaching writing in upper KS2

2021-22

## The Principles in Detail

### A) **Final 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)
- d) must relate to texts being studied in class

Teachers should also determine the purpose of this outcome; this will help children keep the reader in mind

For example:

- most informative writing, from fact files to travel guides, exists **'to inform and inspire'**;
- Horrible Histories/Horrible Science exist to be **'knowledgeable and entertaining'**.
- most fiction – whether it is creating empathy, suspense or mystery - must provide **'pictures in the reader's mind and feelings in the reader's heart'**.

### B) **Planning**

**Work backwards** from the final 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) **English books must be a valuable writing resource which enable children to achieve lesson outcomes.**

Children's books should be working documents, supporting them in their writing. 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

# The principles and process of teaching writing in upper KS2

2021-22

- 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*)
- Reminders of role plays/hot seating/conscience alleys/debates (*mind maps/photos/short written responses*)
- Drawings of characters
- Imaginative explorations of characters' inner life/backstory (*e.g. diary entries*)
- Shared writes

Older KS2 children may also have:

- Notes from class discussions/power points/videos

When writing, children should be using their draft books (along with any other relevant learning) to help them structure and inform their pieces.

## **D) Grammar**

Children **must learn grammatical concepts in context**. Following the LEAD method, the grammatical structures you teach should come from the texts they are studying and writing (see **LEAD** attachment). They need to be able to apply the grammar they are taught to writing which is **meaningful and relevant to them in that moment**. Developing young writers' understanding of the language choices they can make in their **own writing** will enable them to **achieve a range of possibilities rather than one closed outcome**.

Eg:

**Capital letters**    Application    **Proper Nouns**    Context    **Travel Guide**

(countries, cities and landmarks to visit)

## **E) Creative freedom and experimentation**

Vital to the writing process is **experimentation, exploration and trial and error**. Children must be given opportunities to explore their ideas on paper/in draft books, with the freedom to cross-out, annotate and organise before committing to a formal draft. Presentation should not be a concern for teachers during this process – the focus for both child and teacher must be on the development of creative ideas to influence/persuade/impact the reader. Children should learn to have their choices challenged (by teacher/peer feedback) and be prepared to defend or modify as appropriate. See LEAD document, especially the final section on promoting independence rather than compliance.

Teaching Grammar in Context

# LEAD Principles

| PRINCIPLE               | EXPLANATION  | RATIONALE  |
|-------------------------|--|--|
| <b>L</b> INKS           | Make a <i>link</i> between the grammar being introduced and how it works in the writing being taught | To establish a purposeful learning reason for addressing grammar, and connect grammar with meaning and rhetorical effect                         |
| <b>E</b> XAMPLES        | Explain the grammar through showing <i>examples</i> , not lengthy explanations                       | To avoid writing lessons becoming mini-grammar lessons, and to allow access to the structure even if the grammar concept is not fully understood |
| <b>A</b> UTHENTIC TEXTS | Use <i>authentic</i> texts as models to link writers to the broader community of writers             | To integrate reading and writing and show how 'real' writers make language choices   |
| <b>D</b> ISCUSSION      | Generate dialogic <i>discussion</i> about grammar and its effects                                    | To promote deep metalinguistic learning about why a particular choice works, and to develop independence rather than compliance                  |

## The principles and process of teaching writing in upper KS2

2021-22

**All English policies and related documents can be found on the system under Teachers Shared Area > Subject Areas > English > Writing 2019-20. The Grammar for Writing lesson plans and resources can also be found here**