



Writing

Intent:

At Hunningley Primary Academy, writing is a crucial part of our curriculum with very strong links to our reading curriculum. It is our expectation that every child will leave our school with the skills of a proficient writer who is able to express their thoughts and ideas confidently and creatively through the use of the written word. Our aim is to create writers who have the following skills:

- the ability to write with fluency and stamina
- can write for a particular purpose taking into account the audience the writing is intended for
- can imitate the language, structure and punctuation devices used in effective writing models
- can use an extensive bank of vocabulary and an excellent knowledge of writing techniques with which to communicate the written word with an appropriate authorial voice and tone
- can display excellent transcription skills that ensure their writing is well presented, punctuated, and spelt correctly
- can review, edit and proof-read their writing so that every piece of writing they produce is to the best of their ability and better than the last.

Our writing curriculum is also planned in a way which promotes the cultural capital of all our children. We enhance our curriculum, especially for the most disadvantaged, by providing opportunities to write for a diverse range of opportunities including those which allow pupils to write about:

- influential and inspirational figures
- people similar to themselves
- people and places from different cultures
- historical concepts
- current topics of interest and debate





Implementation:

At Hunningley Primary Academy, we ensure that our reading curriculum intrinsically links with our writing curriculum so as to give pupils the maximum opportunities for developing a strong awareness of the reason for writing, audience, features and tone (RAFT) required to write effectively across a range of genres.

We use the United Learning English plans for each year group as a source for our ideas and follow the sequence in our long-term plan.

Prior to beginning our whole school long-term plan, we dedicate the first four weeks of each academic year to the implementation of the 'Place Value of Punctuation and Grammar' units written by Grammarsaurus. This is a well-sequenced series of twenty objectives for each year group from Year 1 to 6 that ensure every child starts their writing journey with a strong foundation of the fundamental skills required. We believe that this is crucial in order to prepare them for writing well-structured, accurate and coherent sentences ahead of their application to the wider purposes for writing. We strongly believe that by giving our pupils this dedicated time at the start of every academic year, that we are equipping them with the necessary writing skills in order to bridge learning from their prior year group to their current year group. Following the delivery of these objectives, teachers continue to build on and plan for these throughout the writing units on the whole school long-term plan.

Three weeks prior to starting each writing unit, staff begin immersing pupils in the text type during their reading sessions. This is to give children ideas and expose them to the features of the text type, grammar features while building a bank of vocabulary. We ensure that whatever we want the pupils to demonstrate in their own writing, is present in the texts and other reading examples used in the immersion phase.





The Process

The whole process is responsive to what the pupils are writing and thinking on a day to day basis as teachers deliver each unit.

Pre-Writing Unit: Reading Immersion – 3 weeks prior to starting

The 3 Week Structure

KS1 (Year 2)

Monday	Tuesday	Wednesday	Thursday	Friday
RAFT	Vocab Development	Vocab Development	Skills- Sentence Construction	Skills- Sentence Construction
Skills- Sentence Construction	Skills- Sentence Construction	Paragraph Innovation	Oral Rehearsal, Plan, Write, Edit	Oral Rehearsal, Plan, Write, Edit
Oral Rehearsal, Plan, Write, Edit	Oral Rehearsal, Plan, Write, Edit	Oral Rehearsal, Plan, Write, Edit	Publish	Share

KS2

Monday	Tuesday	Wednesday	Thursday	Friday
RAFT	RAFT	Vocab Development	Vocab Development	Skills- Sentence Construction
Skills- Sentence Construction	Skills- Sentence Construction	Skills- Sentence Construction	Paragraph Innovation	Oral Rehearsal, Plan, Write, Edit
Oral Rehearsal, Plan, Write, Edit	Oral Rehearsal, Plan, Write, Edit	Oral Rehearsal, Plan, Write, Edit	Publish	Share

RAFT (Reason for writing/Role of writer, Audience, Features, Tone)

Look at different examples of the text type. These will exemplify all or part of the RAFT. Pupils must unpick the text to identify the aspects of the RAFT themselves. This process, although guided by the teacher who knows exactly what to notice, needs to be an investigative process for the children, they have to work to find the RAFT features.





Vocabulary Building

The purpose of this lesson is to, with the use of various stimuli, develop high quality nouns and verbs in order to provide pupils with a rich range of word choices to use in both shared and independent pieces of writing.

Disciplinary Skills for Writing

During this stage, pupils will be taught the age-related grammar and punctuation objectives that link to the particular unit of writing. They will be taught in the context of the writing genre so that pupils are able to see the impact of using such techniques on the overall effectiveness of a piece of writing. These objectives will be modelled and practiced within a shared piece of writing so that pupils can master the objectives whilst also seeing what an effective piece of writing needs to look like.

Oral rehearsal, Plan, Write, Edit

Planning their own ideas for writing based on the shared writing. This will be a similar piece of writing so that pupils can apply skills taught but will be altered enough so that pupils are able to make independent choices about the structure, content, grammar and punctuation devices.

Pupils will write their independent piece demonstrating the taught objectives and ensuring that they meet the purpose and requirements of the intended audience.

Pupils will be taught how to edit writing two purposes: proof-reading for basic errors and improving vocabulary, structures and punctuation choices so as to improve the overall effectiveness of the writing.

Pupils will publish their writing for a specific purpose.

Impact:

Through our very carefully planned and sequenced English curriculum, pupils will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in, and for, a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education in Key Stage 3, 4 and beyond.

Key Information

