

Writing at Granby Juniors:

The teaching and learning of writing at Granby Junior School promotes creativity, confidence and taught elements to enable children to develop into independent writers.

Children will learn a range of text types and draw on knowledge from reading in order to develop effective vocabulary in order to become confident independent writers.

Our writing process allows children to develop grammar, handwriting and the modelling of higher level sentences in order to create competent and confident writers with a solid understanding of the techniques involved.

Inclusion:

Children of all abilities enjoy and benefit from the study writing. The use of rainbow grammar involves the concept of synthetic sentence structures which allows SEND children to form connections. In addition to this, the use of modelled writing, the sentence stacking wall and peer support allows the children to develop a secure understanding with resources readily available to them throughout the whole writing process. Differing levels of support may be implemented for example scribing, sentence stems or additional scaffolding through the modelling process. Handwriting may be adapted for some children who struggle to develop their use of fine motor skills to include: fine motor activities (play dough, beads) or single letter formation.

Safeguarding/Safety

- The school is responsible for teaching writing in a healthy and safe environment.
- All subjects that are wrote about should be carefully considered with the class e.g. if writing about the dangers of smoking consider who this may effect.

Support for staff:

- Writing lead- Amber Shanahan
 - Writing on a page documents
 - Rainbow grammar overview
 - Jason Wade's sounds and syllables scheme (years 3-6)
 - Nelson handwriting scheme



'Golden Nuggets'

We would like our pupils to:

- To develop a good understanding of grammar and its functions.
- Write joined and fluently by the end of KS2
- To Recognise syllables in spellings and the related phonemes and graphemes to support this
- To develop an independence in the writing process with the ability to choose their own lenses during independent writes.
- To draw on the high level of modelling in order to create high level sentences.
- To be able to show an understanding of different text types, genre and purpose.



Outdoor Learning:

The writing curriculum provides the children with several opportunities for outdoor learning, for example;

Visits to evoke writing responses e.g. in our super start/ visits and trips.

Content and Sequencing:

Content and sequencing is rooted in the National Curriculum (see also writing on a page overviews) Clear and precise progression has been identified through:

- Lens progression in each year group to increase the amount of lenses covered within each year group
- Progression of rainbow grammar to increase sentence types
- Handwriting skills progression (still currently being embedded across the school)

Lessons range from individual rainbow grammar sessions, engaging experience sessions, non-fiction texts will have a find the shape session where by key features are identified, planning (using plot/way point maps) modelled writing (lead by the teacher to teach the sentence types and higher level vocabulary and then moving into the independent process where children are expected to use what has been taught to follow the process independently on an alternative stimulus) or finally in year 6 moving to completely independent application. Writing in planned in 2 weeks blocks with week 1 being modelled (teacher lead and collaborative) and week 2 independent. Years 3 and 4 may include more modelled writing in order to allow the children to develop the process. Individual weeks may be planned to produce poetry, speaking listening activities as well as a grammar focus. Year 6 may choose to remove modelled writing during the spring term to allow the opportunity for children to write completely independent from any model as a means of supporting moderation.

Planning

Planning is rooted in the National Curriculum. Clear and precise overviews indicate:

- Lenses to be used
- Genres to be covered
- Links to reading
- Handwriting application
- Grammatical concepts to be covered.
- Jason Wade's sounds and syllables also highlights the spellings to be taught with the accompanying graphemes and phonemes.

Learning objectives are related to the text type given e.g. LO- To write a biography or if grammatical LO- To use fronted adverbials.

Progress/Assessment

- Units of work sequenced so prior knowledge and concepts can be built on to ensure progression e.g. using a lenses in writing that have been taught in the rainbow grammar sessions.
- Formative assessment is undertaken each session. Teachers make judgements linked directly to the learning objective. Teachers will make those assessments 'in the moment' and adapt learning as needed to ensure that children can make progress in the lesson. Planning for the next session may also be adapted if needed.
- Teachers will mark modelled writing to offer feedback that the children can then take into their independent write. Writing is marked according to the writing feedback policy.
- Peer assessment to be used throughout our 'editing process'
- Independent writing will be marked and used to form termly judgements once moderated internally or externally (year 6)

Links to other curriculum areas:

Meaningful links will be made in some cases, to other subjects, for example Historical related writing or writing linked to science. This writing may be used within writing lessons or could be used within the foundation subjects. This is evident throughout the whole curriculum and can be evidenced using the writing on a page overviews for each year group.