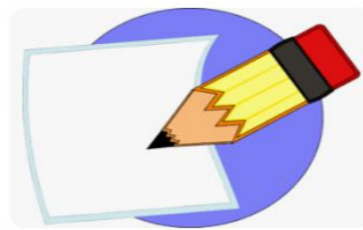


## Writing @ Granby Juniors:

At Granby Junior school we aim to inspire, motivate and encourage a love of writing in our children. Within our writing sessions, children are given ample opportunities to engage with writing and spend their sessions actively involved and writing in both modelled and independent scenarios. In order to support writing, we use our adapted version of "The Write Stuff" approach. We teach the children set skills and sentences-level choices using 'lenses' within the 'writing rainbow' displayed in our classrooms. Children are then asked to use their taught knowledge to produce independent pieces which are then assessed by the class teacher in order to make secure judgements.



## 'Golden Nuggets'

We would like our pupils to:



- To develop a love of writing.
- To be familiar and confident in producing a variety of text types.
- To have increased confidence in writing independently using the skills taught to them.

## Content and Sequencing:

- We use the Jane Considine approach ('Rainbow Writing') which uses Waypoints (paragraphs), Shapes (paragraph features) and Lenses (sentence-level features) as a planning framework and a way of organising and discussing different aspects of writing.
- This method is referenced when teaching writing and when producing longer written pieces. The system is based on 2-week blocks which focus on a single text type for both weeks. The first week is teacher-modelled, collaborative class writing to teach the skills/lenses (this is displayed on the wall as a work in progress, being added to each day), then the second week is independent writing by the children, where they will hopefully employ the skills they learned the previous week, applying them to a different piece of the same text type.

## Planning

- At least two pieces of extended independent writing are planned this way each half term. 'Shared write' pieces are written in topic books; independent pieces are done in extended writing books. These weeks are each planned to match a particular SPAG or Rainbow Grammar focus.
- Within the other weeks of a given half term we also teach single-week blocks of English that do not necessarily produce an extended piece. These weeks have a text-type focus and include dedicated SPAG, spelling or sentence-level lessons, and are linked to our Cornerstones topics.
- Planning includes resources, starter activities, adaptation, etc.

## Progress/Assessment

- Teachers continually monitor independent writing and assess pupils' work against the Derbyshire writing standards tick sheets – this informs teacher assessments at data collection points and end-of-year. At such points, teachers also cross moderate to ensure comparable judgements.
- Keeping the independent books across year groups allows progress to be monitored.
- Units of work are carefully sequenced so prior knowledge and concepts can be built on.
- Sentence types and use of vocabulary is developed across the years so children can apply this to their work.
- A range of text types are covered to give children knowledge of a non-fiction and fiction types.
- Writing moderations across year groups are completed in order to make accurate judgements when assessing work and submitting data.

## SEND:

- Our adapted Write Stuff approach allows pupils the scaffolding during shared writes that allows pupils of various needs to have the support and witness how specific texts are assembled. During independent weeks, they are directed to lenses that fit within their capabilities (e.g. they might choose 'touching' and 'feeling' lenses, while others might be more ambitious in choosing 'adverbials' and 'pathetic fallacy' lenses to enhance a specific paragraph.
- In creation of 'thinking sides' SEND groups can have these pre-filled.

## Safeguarding

All topics are shared with children and parents, through knowledge organisers. This is ahead of study, so there is chance to prepare children for more mature Y6 topics (e.g. WW2 themes).

Vocabulary choices are challenging but are age appropriate. Definitions are clear so children learn correct terminology and meanings to be able to use them appropriately.

## Support for staff:

- **Writing leads:** Sam Lancashire, Amber Shanahan and Jenny Robinson
- Jane Considine online training access



## Outdoor Learning:

Each new topic has a memorable experience, often out on the yard, to inform a writing activity. Examples:

*Victorian Day – outdoors games to inform writing on Victorian children's lives*

*Mexican ball game of Pok-a-Tok – we play this bloodthirsty game and then write the instructions!*

## Links to other curriculum areas:

Foundation subjects - cross curricular writing opportunities are always taken and all shared/independent writing links to the broader topic.

*E.g. geography knowledge in Antarctic climate change reports; history knowledge of Victorian class hierarchy in writing our Victorian murder mysteries.*