



## Writing Approach Landkey Community Primary Academy

The objective and purpose of writing in Landkey Community Primary Academy is to provide well-structured, diverse, engaging and accessible sequences that use high quality texts to enable all children regardless of ability, or gender, to explore a multitude of genres, authors and text types.

Marking Policy explains how to mark writing.

- ✚ Teachers are expected to follow the guidelines of genres and text types as shown in the 'Progression of Texts' table. Texts can be chosen from the suggested list or if they feel they have an alternative high quality text this may be used.
- ✚ It is essential that when completing the chosen sequence, objectives from the 'EGGs' are also taken into consideration, modelled to a high level and implemented. Ensuring that all are covered over the year and assessed.
- ✚ Teachers should use high quality texts which promote vocabulary, grammar and engagement. Children need to experience language in order to effectively use it themselves.
- ✚ When choosing texts, consider all pupils, question whether, as well as supporting the acquiring of specific writing skills, does the text will promote engagement and pleasure for writing and opportunity for oral activities. You do not need to limit yourself to one text. Involve other texts which support this process.
- ✚ Poetry writing needs to be included but not as a 3-week sequence.
- ✚ Children should be introduced to chosen text and learn features, to enable them to recognise different text types as they progress through the school and learn to write in particular styles, helping cross curricular writing.
- ✚ During the sequence, chosen objectives (linking to text type) should be clearly modelled with purposeful teaching, clearly explained and explored, so children have a deep understanding of the purpose of the writing and the requirements needed for them to produce their own. Children are encouraged to practise and implement this new knowledge into their independent piece of writing each week. This is to imbed good practice of writing.
- ✚ Teachers should adopt a more explicit planning of speaking and listening activities (supporting the inclusion of oracy). Drama and oral discussion and development help to reinforce language (including informal and formal), vocabulary and sentence structure expectations to develop understanding and implementation of objectives, using creative, engaging ideas and strategies to make children absorb and become involved in their learning and understanding.
- ✚ It is essential that children are exposed to the teacher writing, the class writing together and discussions of effective writing. These type of activities help all children and those children who lack ideas, confidence or ability, will be able to take part in this type of writing, share ideas, see high quality examples which will support them.



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- ✚ The use of media, films, ICT, high quality resources, writing partners all help to engage pupils, particularly those who require extra encouragement in writing lessons. Think about individuals' interests.
- ✚ A chance for 'Independent Writing' is expected. It is important children have a sense of ownership and freedom in their writing. By allowing children to write freely they will develop a love and enjoyment for writing and develop their own style.
- ✚ Two 'Big Writes' based upon the two text types planned for the half term must take place, however, this does not mean that other text types cannot be looked at or used to support learning, and other writing such as cross curricular can be included in this to support learning of foundation subjects.
- ✚ Teachers can still include incidental writing and explore other areas, as long as the main assessment, and end product, is based upon the planning. Children should be given 'editing' time for them to look back and reassess what they have written – this is also an objective from the 'EGG' statements. Editing will need to be heavily modelled in KS1.
- ✚ When working towards an independent write, children need to be made aware of the purpose of this write. They need to understand why they are writing it and for whom. To help with this we also employ a 'Publishing' lesson, so that the children understand the purpose of their writing and can see the final product.
- ✚ Assessment using the EGGs will enable teachers to see if:
  - What has been taught is applied
  - What has been taught has not been applied
  - What has been taught and misapplied

By undertaking these assessments, teachers can then focus on the key next steps within a sequence, term and year.

- ✚ Autumn 1 focus is to be writing sentences. Work on sentence structures, correct punctuation and developing creativity again. After holidays it can be a significant amount of time since children have written. Emphasis must be placed upon getting children used to the physical process and also oral construction of sentences. Remembering correct grammar, tense and sentence structures that make sense. Lots of talk, share writing and reading is essential.

### How a sequence should look:

Text chosen based on quality and engagement of children



Objectives covered and explained.  
Working towards outcome.



End product which includes the expected outcomes for sequence.



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### How a week of writing should look:



### How a lesson of writing should look:

