



## Intent

At St Dennis Primary Academy, writing is pivotal to our curriculum. Alongside our passion for storytelling, communicating written ideas to others effectively is key. All children from EYFS to Year 6 are provided with many opportunities to develop and apply their writing skills in the wider curriculum.

We believe that through our approach we can:

- Embed our school values and drivers
- Engage and motivate our writers
- Improve oracy
- Improve vocabulary
- Provide a meaningful and relevant content for children to draw upon when writing
- Help children internalise language patterns
- Make SPaG explicit by weaving it directly into our texts

Our intention is for all pupils to be able to plan, edit and evaluate their writing, using a range of real-life writing contexts and to be able to write at length, building writing stamina. These skills are woven into the teaching structure at St. Dennis Primary Academy. Learning from the wider curriculum, gives purpose and context to children's writing.

## Implementation

At St Dennis Primary Academy, we use our tailor-made approach across the school to ensure a consistent and systematic process to teaching the skills of writing across all cohorts. This approach is familiar to all children as they move through the school.

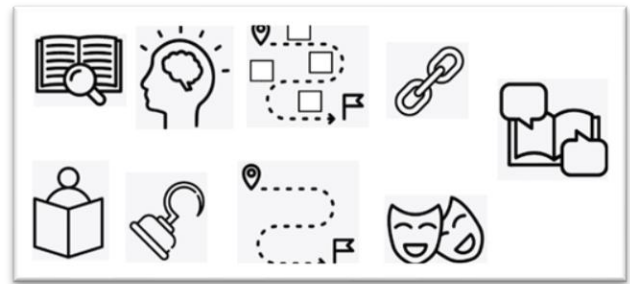
Early writing is taught through mark making, then when the children begin their phonics learning, they are taught letter formation. They are encouraged to write independently in continuous provision. This process continues into Year 1 and 2 where children are expected to use and apply the sounds they have been taught through 'RWI Get Writing' sessions. We ensure that our pupils are equipped with the necessary knowledge and skills that underpin writing and are given sufficient time to practice to become fluent with transcription (spelling and handwriting). They have regular opportunities to learn and practise handwriting and are expected to apply it across the curriculum.

In Key Stage 2, classes follow the whole-school long-term English plan, which maps out the model texts used each term. These texts are thoughtfully linked to our curriculum topics, providing meaningful writing contexts that consider a range of language, styles, audiences, and purposes.

We develop essential writing skills through transcription (spelling and handwriting) and composition - articulating ideas and structuring them in writing.

To support learning, children have story maps on display alongside text-specific story mountains to reinforce writing structure.

We use visual icons to aid both composition and transcription throughout the writing journey. These tools progressively build upon prior learning across Key Stage 2, incorporating key aspects of spelling, punctuation, and grammar (SPAG).



At St Dennis Primary Academy, children with SEND are fully included in the life of the school, their needs are understood so that the right adjustments and provision are in place and staff have high expectations which ensures children aspire to be successful in their learning and make good progress. This is because 'Everyone matters, **everyone succeeds** and every moment counts'. Adaptations in writing can be viewed on our website: <https://primarysite-prod-sorted.s3.amazonaws.com/st-dennis-primary-academy/UploadedDocument/cbaf2e49-b5d7-4e7a-a16c-9bb210b13d4/writing-send.pdf>

Our writing curriculum is further enriched with visits from published writers and the opportunity to publish writing for a range of audiences and purposes.

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### Impact

Through our approach to writing our children are able to:

- Transcribe fluently and legibly.
- Write dictated sounds, words and sentences containing the phoneme-grapheme correspondences taught.
- Articulate and communicate ideas coherently: orally composing what they want to write before putting it to paper.
- Write with an awareness of audience, purpose and context.
- Use an increasingly wide knowledge of vocabulary and grammar in their compositions.

## English Fiction Unit Structure

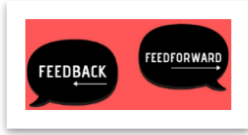

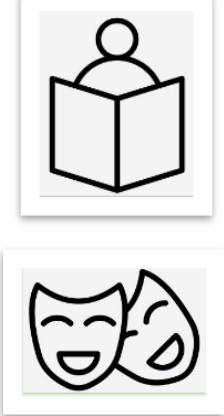

### Daily Elements

#### Fluency/Key Skills

At the beginning of every lesson, there is a 10-minute Fluency activity which supports the independent application of opportunities to develop proficiency in transcription (spelling and handwriting). Through research, we know that pupils will not pick up spelling through discovery. They need daily instruction and planned opportunities to practise what they have been taught, through dictation, grammar retrieval and handwriting exercises.

Pre-printed activities are stuck on the left hand side of English books at the start of the lesson. A grammar question (related to current teaching objectives or misconceptions identified during independent practise) is taken from Test Base for children to complete. There is a handwriting activity, firstly modelled by the teacher, for children to replicate in their books. This is followed by a dictated sentence, to include handwriting patterns studied, or common exception words, or learned spelling patterns and grammar. These activities are live marked by the teacher within the lesson and follow a strict 'my turn-your turn' approach.

Key Skills	
<b>Grammar:</b> Which sentence must end with a question mark?	<b>Test one</b>
Do you know how long it took for the trees to grow?	<input type="checkbox"/>
We have planted rose bushes around the trees.	<input type="checkbox"/>
How beautiful the flowers will be.	<input type="checkbox"/>
I will ask my teacher if I can show you.	<input type="checkbox"/>
<b>Handwriting</b>	
. C . . . . . C . . . . .	
o o . . . . .	
<b>Dictation:</b> Listen to your teacher and write down the sentence in your book. Make sure your sentence is punctuated correctly and in neatest handwriting.	

<p><b>Feedback and Feedforward</b></p> <p>At the beginning of each lesson, there is a <b>feedback and feedforward</b> element to review prior learning within the unit, in readiness to build connections.</p> <p>In line with our <b>Marking and Feedback Policy</b>, this element may also include:</p> <ul style="list-style-type: none"> <li>• Work to praise and share to address misconceptions</li> <li>• Excellent examples of presentation</li> <li>• Targeted support</li> </ul>	
<p><b>Half-Termly Unit Structure</b></p>	
<p><b>Lesson 1 - Hook</b></p> <p>The start of a new fiction unit is introduced with a 'hook', which captivates the children. It links directly to the wider curriculum and storytelling text and is designed to bring the story alive. Hooks can take many forms – film clips, visits out, visitors in or drama conventions. They are designed to build imagination and strengthen context.</p> <p>Pictures are taken and stuck in English books as a visual reminder for the children.</p>	
<p><b>Lesson 2 - Sharing of the text</b></p> <p>The storytelling text is read to the class and the text type (plot) is shared. The story map is displayed on the English working wall to be referred to throughout the remainder of the unit.</p> <p>A range of relevant drama activities, to inform future writing opportunities, are selected from the list below:</p> <p>Freeze frames  Act out parts of the text  Thought shower  Hot seating  Miming  Interviewing the characters  Police statements  Phone calls  Role on the wall  Act using puppets  Monologues  Conscience alley  Agony aunt  Other activities may also be seen.</p>	
<p><b>Lesson 3 - Vocabulary</b></p> <p>The storytelling text is re-read and summarised. Vocabulary, which may be unfamiliar, is unpicked and discussed with the children. Definitions may be given and dual coded with images and further explanations, so that children understand the language encountered throughout the text. Key vocabulary is added to the English working wall, using the green handwriting guides. A range of games and activities relating to vocabulary are played.</p>	

#### Lesson 4 – Text journey and story sequencing

The storytelling text is re read and summarised. Feedback to feed forward, using vocabulary from lesson 3. The storytelling text is sequenced through various activities. For example: cutting up and ordering parts of the text, sorting and ordering text or images and using adverbs of time.



#### Lesson 5 – Comprehension

The storytelling text is re read and summarised. Feedback to feed forward, using any misconceptions from lesson 4. Retrieval and vocabulary based questions are formulated by the teacher about the storytelling text. The teacher models the correct response and demonstrates how they would re-read the question, identifying the key parts, before scanning the model text to locate the answer. The teacher then models how to present the answer, depending on the question. This is in line with our approach to reading fluency.



#### Lessons 6 – 9 – SPaG focused

The storytelling text is re read and summarised. Feedback to feed forward, summarising everything learned in the previous lessons. An element of spelling, punctuation or grammar is identified in the model text, explained and unpicked with the correct definition and terminology shared (as found in the English National Curriculum). This may be covered over several lessons or a different focus chosen each day.

Time is spent with the teacher as the model writer, creating examples of the SPaG in context with the curriculum topic. Teacher follows a strict 'my turn-your turn-independent practise' approach. Everything generated should be able to be used in future innovated and invented writing. These examples can be supported with the colourful semantics visuals. Any work created is added to the English working wall, for use later in the lesson sequence.

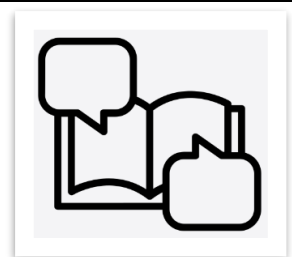


#### Lesson 10 – Feature Spotting

The storytelling text is re read and summarised. Feedback to feed forward the SPaG identified from lessons 6-9. A copy of the model text is stuck in the middle of a double page spread in children's English books. Stickers are used to identify the SPaG to be located. All lines to be drawn with a ruler and headings underlined. Examples of grammatical features to locate in the text could be:

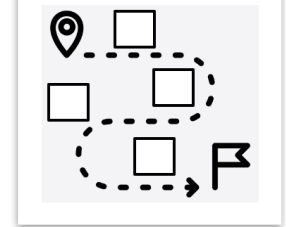
- Dialogue
- Paragraphs
- Proper Nouns
- Adverbials

Teacher models spotting an identified feature and follows a strict 'my turn-your turn' approach, before independent practise is undertaken by the children. Time is spent scanning the text and locating the grammatical features used by the writer. Reminders given about the previous sessions and the effect of these on the writing. Talk about the deliberate choices the writer has made.



## Lesson 11 – Innovating the Story Map

The original text storytelling map is shared. Adaptations (new character, viewpoint, ending, setting, problem etc..) are discussed orally and spaces for adaptations are added to the story map. Teacher models making adaptations to the original story map linked to teacher's orally modelled innovation (refer back to working wall to magpie ideas). It is a slow process, strictly modelled part by part, by the teacher. By the end of session everyone must have an innovated story map stuck in books (Lower Key Stage 2) or a boxing up the text grid (Upper Key Stage 2). Teacher's adaptations are on display.



## Lessons 12- 15 – Writing the Innovation

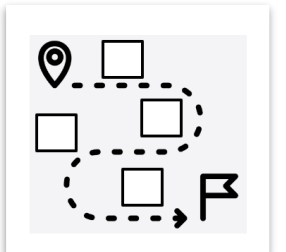
Teacher orally tells the section of the adapted story map to be written, to the class. Teacher models building the sentence aloud (following the RWI 'hold a sentence' process). Teacher models transcribing the sentence on large white paper at the front of the class, talking aloud while doing so (elaborating on spelling decisions, punctuation needed and any vocabulary choices etc...) Teacher and children re-read the sentence together. Teacher models proofreading the sentence (see editing slides) and making any edits (tick or fix). Children say their sentences aloud. Children write their sentence. Children proofread and use red pen to edit. Repeat process until section one complete. Teacher ends with, "put your finger on, *for example*, a proper noun. Have you used a capital letter?" Time is given to edit or to share excellent examples.

This stage is repeated daily until all sections are written.



## Lesson 16- Inventing a new story

The text type (plot) is shared. Ideas for characters, settings, events and actions in a new story are discussed orally. Colourful semantics may be used to aid this in creating a bank of ideas for the children to draw from. This bank is put onto the English working wall. Teacher models making choices about main characters, settings, events and actions to fit the text type. It is a slow process, strictly modelled part by part on the agreed planning format, by the teacher, who pauses and allows thinking time for the children. By the end of session everyone must have an idea for a new story, written on a blank story mountain (Lower Key Stage 2) or a boxing up the text grid (Upper Key Stage 2). These are stuck into books. Teacher's thoughts and plans are on display.



## Lessons 17-20 – Writing the Invention

Teacher articulates to the class their ideas based on the planning format from the previous lesson. Teacher reminds children of all SPaG covered in the sequence of learning (and can refer back to previous SPaG as a reminder). The teacher adds gentle reminders about the statements on the EGG for writing. Key resources are shared. For example: the colourful semantics word banks, or a common exception word spelling mat. Time is then given to the independent writing process.

*\*Editing should be done as part of this process (not a separate activity) and if time allows, redrafting of the writing.*

