

How we teach writing at Wookey Primary School.

The teaching of writing follows our Long Term Plan, where high quality literature sits at the heart of it. Grammar, text types and writing outcomes are mapped out term by term. A poetry spine runs alongside this with a focus on developing children's oracy skills.

Units are taught using the following structure:

The start of every lesson begins with handwriting practise and then a re-cap on previous learning. In partners, the children tell each other one thing they learnt previously and complete a quick grammar exercise on something they have previously learnt or something that the class are struggling with and need to revisit. Ideas for types of exercises can be found in the Philosophical and Metacognitive questions document.

At the launch of the new unit a cold write takes place, giving the children an opportunity to write at length using the writing techniques they have learnt in previous units. It will also allow teachers the opportunities to identify misconceptions that can be tackled in the starter section of the lesson.

Immerse suggestion 2-3 days

Children are then immersed in the new text type, where the features, structure and writing techniques connected with the particular text type are highlighted. Ensure new rich vocabulary is introduced to the children and any contextual elements, so that the children can understand the story. Look at good examples of the type of writing you are teaching them. Discuss what makes them good. If based on a story children may take part in activities such as conscience alley, hot-seating and freeze frames to develop their understanding and oracy skills. During this time, the lessons

are likely to be more oracy based. Therefore, writing should be incorporated into the starter. A timer could be used to keep the lesson moving at pace and so the children are clear on how long they have got.

Example activities could be:

- A dictation exercise with that week's spellings (could use AI to write that) or very simple sentences if your focus is on handwriting. Dictation is particularly useful at building stamina and fluency as it reduces cognitive load, so that they can just concentrate on the letter formation and speed.
- Picture stimulus – write about the picture.
- Slow write – 4–6 sentences with certain techniques/word choices in each sentence (the foci could be areas you know they are finding challenging or a particular technique that you have recently taught them and you then want to see if they can use it)
- Editing of a piece of writing you have written with mistakes the class commonly make. They then write it out, correcting it as they go.
- Write a paragraph for the children on a particular subject/ writing type. They then write the next paragraph.
- Unjumble the sentence
- Example questions that often come up in the GAPS papers

Innovate suggestion 5–7 days

Use a good example of the text type you are teaching to engage the children. Use this as a scaffold and make slight changes to it such as changing a character, setting, point of view, atmosphere. This is an important step as it gives the children a chance to write but with a framework that they can follow. To provide more challenge, children may

be asked to write the next part of the story, change more than one item etc.

Shared writing is an important element of this part of the writing process. Teachers should monologue their thinking process out loud whilst writing. There will be an element of the teacher demonstrating what to do before inviting the children to contribute ideas. This is a valuable opportunity to teach new vocabulary.

During this section develop a toolkit with the children, adding one technique/skill each day. This should be available to the children when they come to write their extended piece. Each day the teacher models the punctuation and grammar techniques needed for the type of writing. Author techniques are also modelled during this time. Simple, compound and complex sentences at the appropriate stages should be taught in every unit and at this point. This should include how to recognise them and how to vary their use. This will form part of the toolkit and can be shown during the shared write. Within this section, children write in short bursts to practise the skills and techniques the teacher has modelled.

Invent suggestion 5-6 days

Being creative. This section always starts with the children planning their final piece. They need to think about the vocabulary they want to use and the author techniques. Share who the audience is e.g. Seesaw, website, writing to a member of the community. The toolkit from the innovate stage should always be available to them. Plenty of opportunities for the children to edit should be embedded into the lesson. Ensure they are able to publish all or some of their finished piece. This piece of writing can then be assessed against the cold write they did at the beginning of the unit.