

DRAYTON PARK SCHOOL

WRITE FOR ALL POLICY



Extended Writing at Drayton Park School

At Drayton Park, we have developed our own extended writing programme called 'Write For All'. A session of extended writing takes place every fortnight from Year 2 to Year 6. This 'Write For All' session usually takes place every other Thursday and fits into a 2-week literacy planning cycle. This cycle specifies that children must have daily opportunities to write (see fortnightly writing cycle below for more information).

Leading up to a 'Write For All' lesson:

- Children must be given opportunities for **INSPIRATION**. Art, drama, speaking and listening, film, music and real-life experience will help to develop a child's ideas, vocabulary, opinion and voice, giving them plenty to write about and the language to express themselves.
- **DISCRETE PUNCTUATION and GRAMMAR LESSONS** linking to the genre the children are learning about. Children must be taught how to use taught grammar and punctuation correctly and how to transfer this into their writing.
- **LESSONS WITH A READING FOCUS** which explore and analyse text type and identify how to use the features of a specific text type correctly in their own writing.
- **EXEMPLARY MODELS OF WRITING** must be analysed, examined and discussed to give children a clear idea of what their own writing will look and sound like. This is a great opportunity for children to see higher-level vocabulary, phrasing and grammar and literary devices used effectively. The teacher will write the best examples of this so they are specific to the current learning and topic.
- Children must be taught how to **PLAN FOR GOOD WRITING**. Formats that guide children to extend their ideas and vocabulary may be used. By organising their writing in advance, children will be more able to compose a well-structured piece containing higher levels of vocab, grammar and composition.

Every Write For All lesson must include the following:

Shared/modelled writing

Through shared writing, you can:

- Highlight and correct misconceptions
- Recap the features you expect the children to use
- Model how to write using the S.C. for guidance
- Introduce or practise skills that are relatively new to the children
- Model writing strategies, e.g. Say your sentence
- Discuss content and composition
- Praise and encourage good ideas from children. Encourage magpie-ing!

Word banks:

- Do not underestimate the difference a word bank can make to a child's writing.
- A good word bank will: be specific to the topic, be a manageable size, contain words that will **extend** the child's vocabulary.

- It can be integrated into the S.C.
- Children need to be exposed to new and challenging vocabulary in order to comprehend its meaning and correct usage. Through practice, the new words and phrases will eventually assimilate into a child's own vocabulary.

Guided writing

- Children should be chosen, according to need, to work with the teacher for guided writing.
- This will enable the children to achieve a better outcome than they would independently. It allows them to learn and practise skills that are beyond their current range of ability with the guidance, challenge and support of an adult.
- Children may be identified for guided writing because: their progress in writing needs acceleration, they are being taught a new skill, they are not achieving targets set through marking feedback.
- All children should be given regularly opportunity to partake in guided writing with the teacher.

Success Criteria

- Linked to age-related expectations. Children should be striving to achieve their success criteria and by doing so, their writing should show progress from previous work.
- Must be specific, e.g. identify the conjunctions or vocabulary that you want to see used.
- Peer and self assessment can be used to help children to check their progress.
- Success criteria should be used by children to edit writing and by teachers to mark against.
- Differentiate success criteria for different children in the class. Ensure it extends all children.

Enough time and the right atmosphere:

- KS1 children must have 20-30 minutes of writing time and KS2 children must be given 45-60 minutes.
- The classroom should be silent while children write. Atmospheric music or sound effects may be played in the background if they are seen as helpful.
- Children should have all the resources they need at their tables so they can remain seated to minimise disruption.

Teacher's input during writing time:

- The teacher's role is to do a guided writing session with an identified group. However, they should also monitor the whole class, giving verbal and immediate feedback to individuals (mark into books where needed).
- Mini-plenaries should be used to: refocus and re-motivate the children; remind about S.C.; share good extracts and discuss; address any whole class misconceptions.

Following a Write For All lesson:

After children have completed their writing, the teacher will fill in a template named: 'Writing Review Lesson Analysis Of Learning'. This identifies common spelling errors, strengths and gaps in learning. Teachers use this analysis to lead an editing lesson where the children are taught how to edit and improve

their work against their S.C. We call this lesson a writing review lesson where the following takes place (for more detail, see the Review and Feedback Policy):

- o Spelling errors identified and taught
- o Whole class and individual strengths are celebrated
- o Gaps in learning are re-taught (either as a whole class, in groups or for individuals)
- o Great examples of improvements are shared

Children edit and improve their writing using blue pens.

P4C:

As part of the fortnightly literacy cycle, children partake in a Philosophy For Children session once fortnightly. At Drayton Park Primary School, we strive to give our pupils the tools they need to be effective, critical and creative thinkers and to take responsibility for their own learning in a caring and collaborative environment. In Philosophy For Children (P4C), pupils are encouraged to ask questions and engage in dialogue, learning to discuss differences and big ideas respectfully. Through this process, children at Drayton Park Primary School become deeper thinkers and learners, they learn to express their thoughts and opinions appropriately and interact with one another more positively. For more detail see the P4C policy and progression map in P4C.

Fortnightly Writing Cycle at Drayton Park School

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Grammar Lesson</p> <p>Teaching of a particular grammar skill – link to text type for ‘write for all,’ in week 2 where possible – this focus should be included in the success criteria for write for all week 2</p>	<p>Reading Comprehension</p> <p>Link to the genre of writing being taught in week 2</p>	<p>Inspiration teaching leading to ‘Write for All,’ in week 2.</p> <p>This can include the following: Speaking and listening starters</p> <p>Reading focus: Analysing a text and identifying/using the features; Exploring and researching genre;</p> <p>Art work; Speaking and Listening activities; Drama;</p> <p>Short writing activities.</p> <p>For non-fiction units linked to a different subject, this may include e.g. handling real artifacts, a workshop, a research session, an investigation.</p>	<p>P4C</p>	
	<p>Monday</p> <p>Grammar Lesson</p> <p>See above</p>	<p>Tuesday</p> <p>Inspiration teaching leading to ‘Write for All.’</p> <p>See above</p>	<p>Wednesday</p> <p>Planning</p> <p>Planning Lesson for ‘Write for All’</p>	<p>Thursday</p> <p>Friday</p> <p>‘Write for All’</p> <p>(Extended and Independent Writing)</p> <p>Write for all should be differentiated and include the grammar or punctuation focus for this fortnightly cycle</p> <p>Editing</p> <p>Using success criteria and see review lesson for write for all</p>	