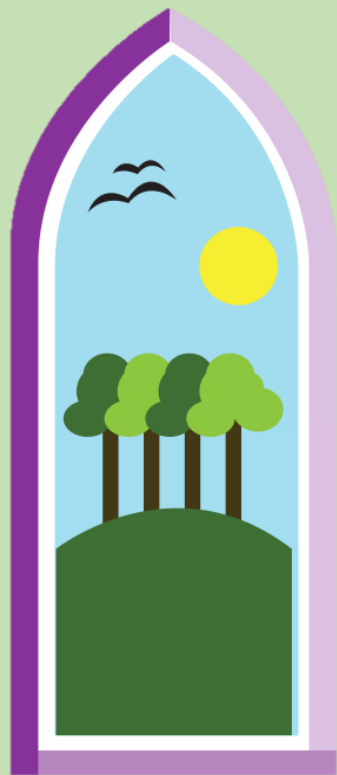
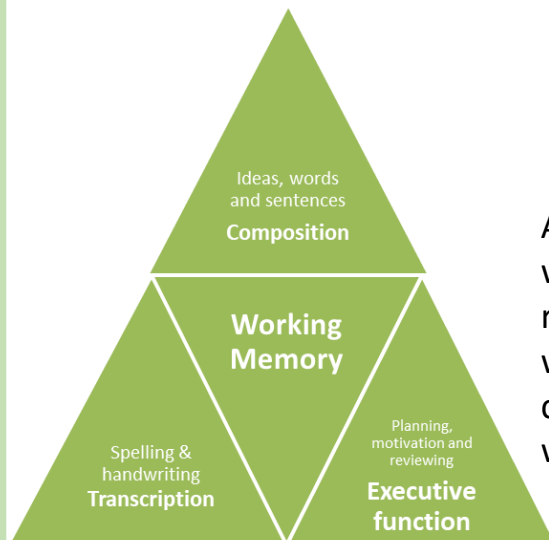




Writing Intent



Strength in difference, together we are one, together we fly high



At Dunbury we approach writing through the 'simple view of writing' designed by researchers into best practice. We recognise that despite the title of the simple view of writing, writing is a complex and increasingly demanding task as children progress from novice to expert to disciplinary writers. Below are our key concepts in writing.

Transcription:

At Dunbury we believe that for children to be successful writers they need strong accurate and fluent foundations in spelling and handwriting. We follow the Read, Write Inc. SSP programme, which provides the basis for strong teaching of phonics and letter formation in Early Years and early Key Stage 1. This grows into the progression model for transcription knowledge across the school.

Composition:

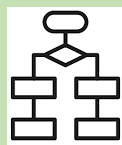
At Dunbury, we recognise that to compose our writing successfully we need an increasing knowledge of vocabulary, language, grammar and its effects, sentence structures and audiences to write for (genres). The substantive knowledge that we teach is ambitious, informed by the national curriculum and organised into key concepts.

Executive Function:

Executive function is our ability to self-regulate through writing tasks, allowing us to plan, sustain our attention and stick to our learning goals. At Dunbury, we use metacognitive questioning throughout our writing lessons to support pupils to plan, monitor and evaluate their approaches, supporting both their executive function and their self-regulation. We also include here in our thinking, motivation to write. Children need to pursue writing excellence in the context of having all the necessary building blocks to write well. We believe that all children can write.



Writing Concepts



We organise our knowledge into key concepts

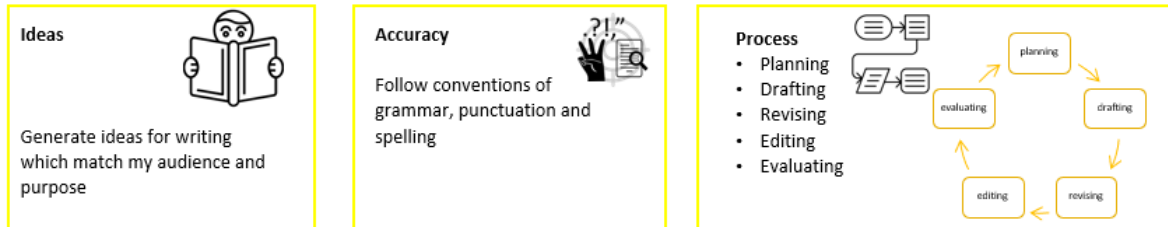
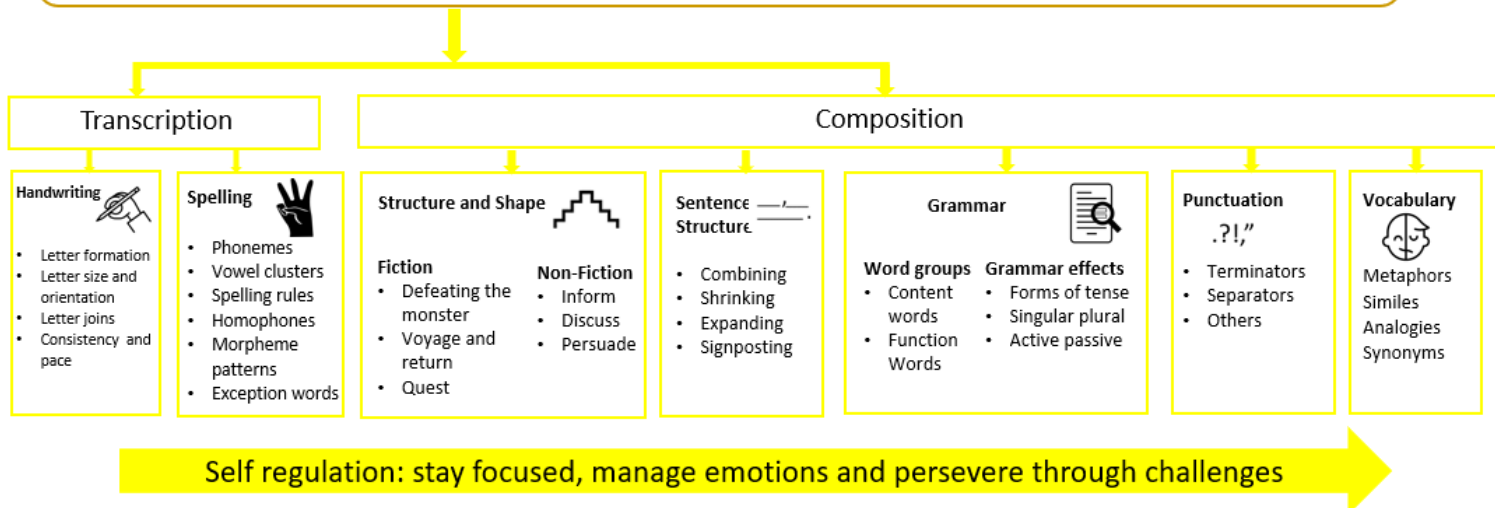


As writers, we use these concepts to write.

Writing



Writing requires mastering many components: transcription to allow access (handwriting, spelling) and composition to allow generation (ideas, knowledge of text structures and shapes, sense of sentence, punctuation, grammar and rich vocabulary).



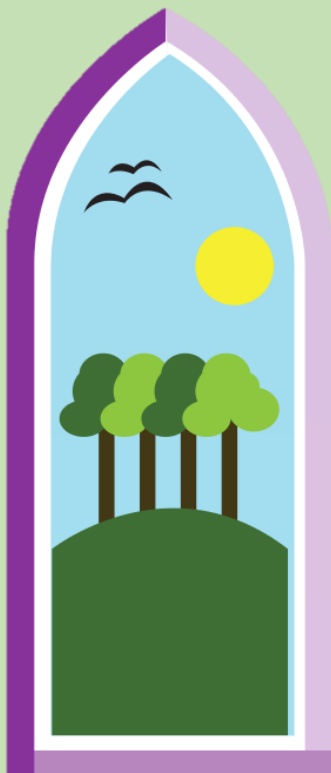
Disciplinary Concepts

Alongside the key concepts are disciplinary concepts, which is how we behave as writers. At Dunbury, we believe and teach our children that when we write, and as we get better at it, we:

- generate **ideas** for writing which match the audience and purpose for writing;
- focus on **accuracy** ensuring that we follow the conventions of grammar, punctuation and spelling and
- follow the **process** of writing ensuring that plan, draft, revise, edit and evaluate our writing.



Stages of Writers



Early writer (EY-Y1)

Supported by pre-writing strength, practise and accuracy, children gain a secure and effective pencil grip, seating position and readiness to write. These are micro-steps - learning/practising/rehearsing/gaining fluency in letter formation (size, shape, orientation, starting place, spatial relationship) and known phoneme-grapheme correspondences. This builds into simple word writing (CVC/CVCC / CCVCC and CEW.) This then builds into writing a simple sentence.



Novice writers (KS1)

Write simple coherent narratives and chronological reports with accurate terminator punctuation and consistent tense. To spell accurately using the graphemes acquired and knowledge of age appropriate CEW and write with accurate letter formation, size, orientation and spacing.



Growing expertise (KS2)

Write effectively for a growing range of purposes and audiences: selecting language that shows awareness of the reader; creating settings, characters and atmosphere; using dialogue to convey character and advance action and making suitable choices about vocabulary and grammar effects.

Be accurate in all punctuation and spelling, using a dictionary for more ambitious vocabulary choices. Write at speed and for sustained periods in a joined legible style.



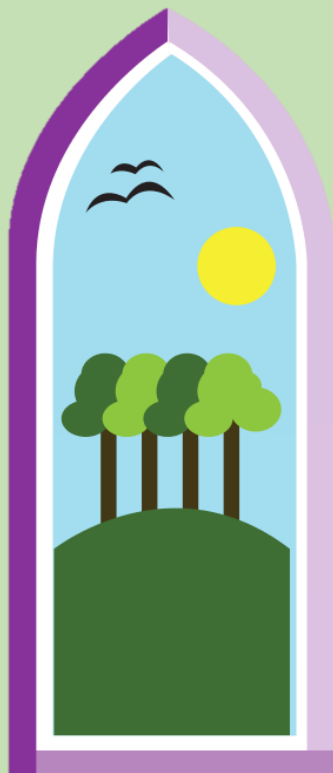
Disciplinary (KS2-3)

The EEF in their guidance report into improving literacy in secondary schools, described disciplinary writing as 'an approach to improving literacy across the curriculum', with a crucial distinction that 'recognises that literacy skills are both general and subject specific'. Children need to write effectively, 'like a' .. scientist, geographer, historian, artist ..by understanding the subject discipline they are writing for.





Transcription Concept

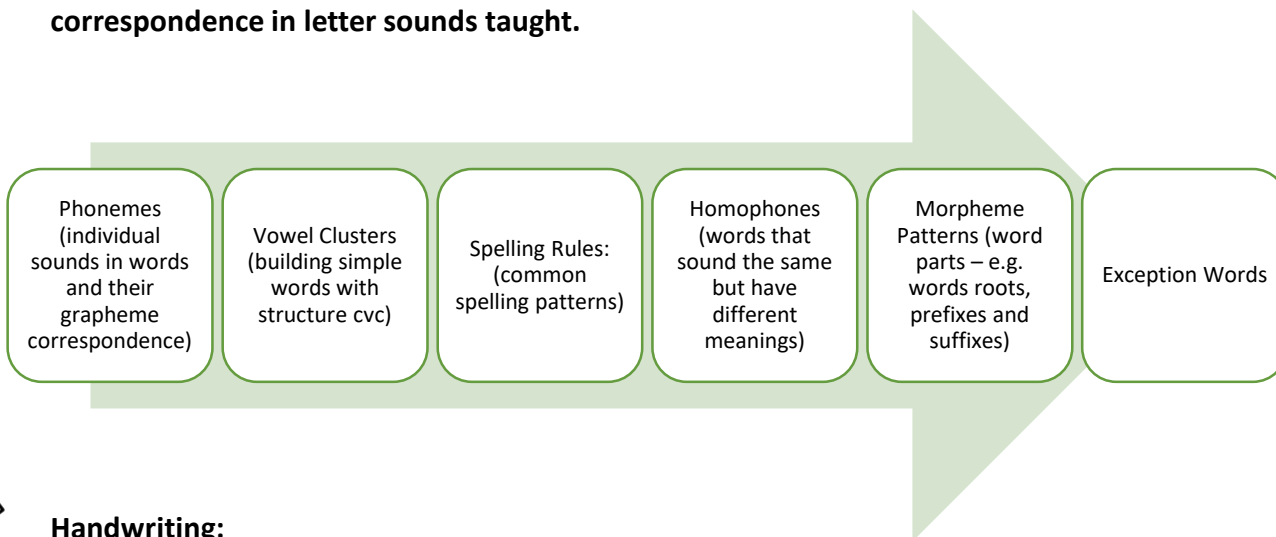


Our knowledge is organised into key concepts and disciplinary concepts. The core knowledge is laid out in coherent, sequential progression documents, which detail the end points which we aim children to achieve.



Spelling:

At DUNBURY we build solid foundations in spelling through our systematic, synthetic phonics teaching programme, Read Write Inc. This supports children to make plausible spelling choices based on predictable patterns. Our progression model is based on the national curriculum requirements for each milestone, with the specific substantive knowledge laid out. It is organised into the common spelling challenges that pupils face in order to support our most vulnerable learners to understand the structure of spelling and build their schema of knowledge of spelling. **Children are expected and held account for accurate use of phoneme-grapheme correspondence in letter sounds taught.**

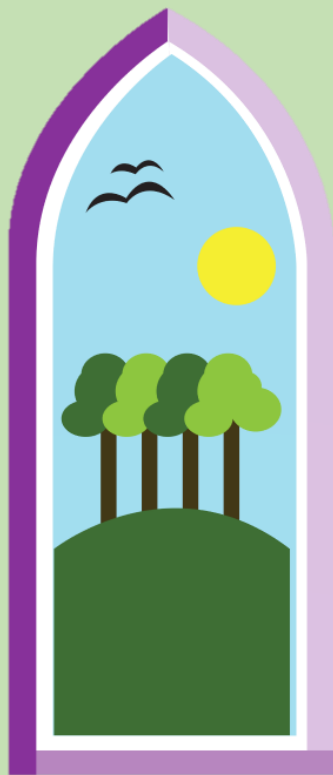


Handwriting:

At DUNBURY we build solid foundations in letter formation through our systematic, synthetic phonics teaching programme, Read Write Inc. This supports children to become accurate, fluent writers through the use of mnemonics to help children visualise the letter or join before they write it. **We recognise that children need to practise handwriting under the guidance of an adult to ensure accuracy and avoid habits which will be difficult to undo later. Children are expected and held account for accurate letter formation, including size, orientation and relationship to the line.** Once accuracy is achieved, children are taught to become faster fluent writers through considering their sizing and orientation before learning how to accurately join and write at speed legibly.



Disciplinary Concepts



Writing requires children to have accuracy into fluency with a growing body of knowledge, so that they apply with automaticity this knowledge through the skill of writing. Writing requires mastering many components:

- transcription to allow access (handwriting, spelling) and
- composition to allow generation (sense of sentence, punctuation, grammar, ideas generation, text and genre understanding etc).

Whole text understanding and vocabulary acquisition is crucial in developing a deep understanding of narrative and other writing purposes.



Ideas

At DUNBURY, we believe a key part of the sequence of learning in writing includes children needing to generate **ideas** that are suitable to the audience and purpose and therefore need knowledge of a range of high-quality texts. To achieve this, our teaching spines start with **immersion** into a text, primarily to immerse all children in the rich, book-specific content, language and vocabulary so that they get a 'sense of' the book as a whole and why it has been written (**purpose**) and who for (**audience**).



Accuracy

Teachers and children need to ensure **accuracy** in order to convey meaning to our readers and communicate effectively. At DUNBURY, we use a mastery lesson design which uses guided practice with assessment for learning to support children in **accuracy** before applying independently. Guided Practice is fundamentally important in providing for those who need it, additional gap-filling teaching and/or more deliberate (adult-guided) practise. In the moment feedback as well as pupil conferencing are key in modelling to pupils how to progress in their **accuracy**.

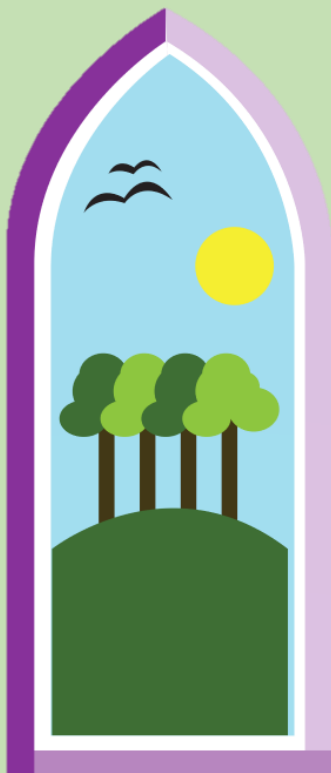


Process

At Dunbury, we teach the **process** of writing (planning, drafting, revising, editing and evaluating) through explicit teaching and modelling to pupils with thoughtful small steps-build up over a sequence of lessons to support more novice writers, in order that pupils will be able to write independently with success. We want our children to build knowledge and skills, talk about what they know and don't know and start to notice and correct errors.



Composition Concepts



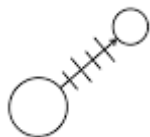
Structure and Shape:

At DUNBURY we write to entertain and inform. We use different narrative structures to teach narrative writing using a range of plots and ideas to imitate and manipulate. The main basic plots that we use are:

- **Defeating the monster:** A hero defeats an evil force (not always a monster) e.g. Beowulf or Dracula.
- **Quest:** Hero overcomes an obstacle laden journey e.g. the explorer, Lords of the Rings.
- **Voyage and return:** Hero travels from the familiar to a strange world, before a safe return, e.g. Wizard of Oz.

- As novice writers (toward end of Y1 & Y2), we use a basic 3-part story mountain structure to map our ideas.
- As writers growing expertise (LKS2 and UKS2), we use a 5-part story mountain structure to map our ideas:
- When we write to inform, we write in the main forms of:

To recount



To report



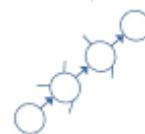
To instruct



To discuss



To explain



To persuade



Sentence Structure

At DUNBURY we organise our sentence structures into four key variation types:

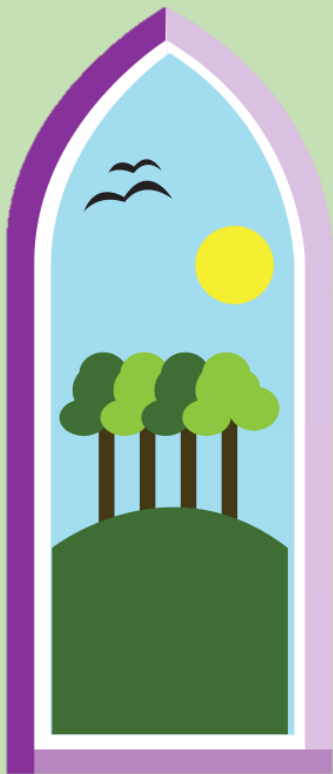
- **Sentence combing:** combination of two sentences into one compound or complex sentence
- **Sentence shrinking:** shrinking a sentence to gain power from precision.
- **Sentence expanding:** to add analytical details and to make links, or to revel in rhythms and to covey sound and fury.
- **Sentence signposting:** using conjunctions (e.g. FANBOYS) to clarify the relationship within or between sentences.

Co-ordinating Conjunctions

F	A	N	B	O	Y	S
for	and	not	but	or	yet	so



Composition Concepts



Grammar:

At DUNBURY, we want to teach our pupils to use their grammar knowledge to create effective writing moves. When children are early (EY/Y1) and novice (Y1/Y2) writers they are learning grammar (the rule book) and applying these in simple writing, remembering that children at this stage are novice writers. Grammar tells us to punctuate a sentence, capitalise proper nouns etc. As this body of knowledge becomes automatic, children can apply their secure understanding of grammar (syntax) in the ways they combine these rules to compose sentences and text of varying constructs. This is part of children becoming expert writers.

We do this through exploring the following three questions when teaching grammar:

- What options (grammar moves) are available?
- Why was this one (grammar move) chosen?
- What is the effect created?

.?!," Punctuation:

At DUNBURY we recognise that an accurate and creative repertoire of punctuation serves effective writing. 'When we teach pupils to make their pint with punctuation, we ultimately teach them to make moves that both avoid obvious errors and exercise style choices that suite the task, and the subject at hand.' (Alex Quigley, *Closing the Writing Gap*)



Vocabulary:

At DUNBURY, we recognise that in order to write well, children need a large vocabulary. All children must have access to an equally broad vocabulary. Research is clear that children with a weak vocabulary age 5 do less well at primary school and perform less well at age 11. Selection in English writing and high-quality texts alongside systematic teaching and small-step writing, will ensure we engineer language success for all children. In KS2, children will only be able to make effective word choices when they have a secure knowledge base to draw from.



Writing Spines:

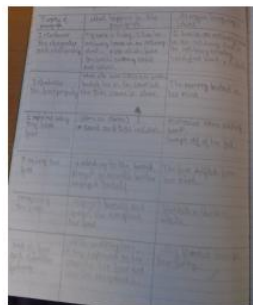
At Dunbury, we use an approach based upon the talk for writing model. This aims to enable children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Children rehearse the writing skills they need, before being guided in how to craft their writing in order that they can then write in the chosen style independently.

Immersion:

Oral Rehearsal: The imitation stage allows the children to become immersed in the text type that will be focussed on throughout the unit. The children will listen to, learn and re-tell a model text off by heart so that they can memorise and internalise the language and sentence patterns of the text type. Later, the children will be able to apply these in their own writing.



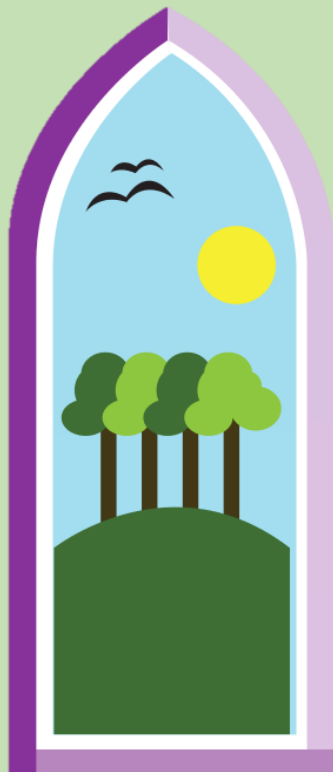
Reading as a reader encourages the children to understand the text and the characters at a deeper level. It requires the children to analyse and unpick the model text and its features. It should also include elements of drama and short burst writing to learn the new compositional and transcription knowledge whilst developing their disciplinary skills of accuracy, ideas suited to audience and purpose and the process of writing.



Reading as a writer gets the children thinking about a writer's toolkit and how they would be able to recreate something just as effectively. They analyse the structure and shape of the text and plot it on to a story mountain, skeleton diagram or boxing up grid. This enables the children to magpie (borrow) what they need from the text when writing their own.

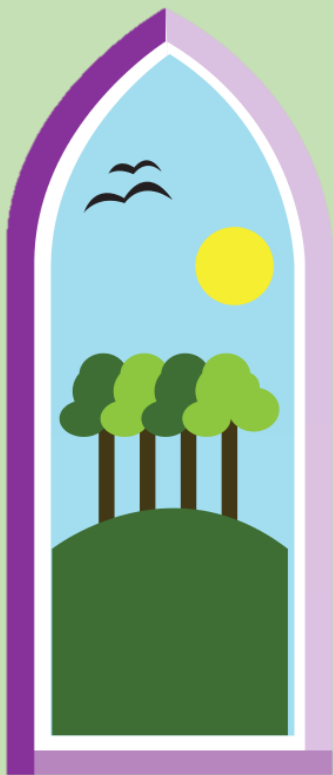
Non-fiction text map Boxed up grid

Writing Implementation





Writing Implementation



Innovation:

During the innovation stage, the children change the model text to create their own versions. More novice writers may need to stay close to the structure and the vocabulary used in the model text to build confidence and maintain a clear focus on accuracy in transcription skills. Developing and more expert writers will come away from the model text and want to explore their own ideas or ways of writing.

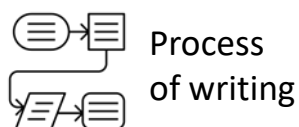
Different ways of innovating include:

- Substitution— change the settings or characters
- Addition— add in something new to the story
- Alteration—changing a part of the story e.g. a different ending
- Viewpoint—writing from a different person or character's point of view.

When planning an innovation, the children will use and adapt the text map, story mountain or boxing up grid that they created during the imitation stage. They will continue to rehearse this orally.



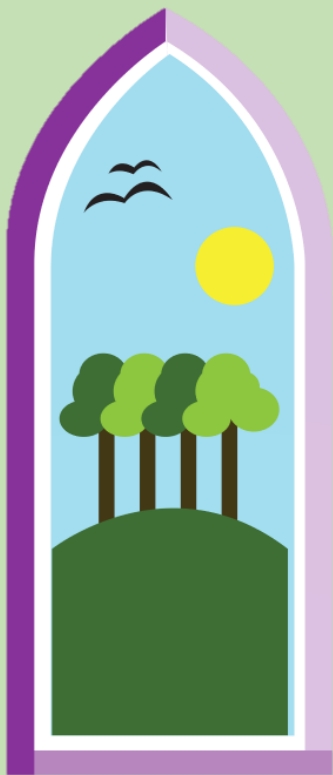
Post it notes show where the story has been innovated



During innovation, teachers model the process of writing through shared writing. Shared writing is writing completed by the whole class but the class teacher will keep questioning and probing, taking ideas until the class get the very best ideas and sentences to be written. This demonstrates that our first ideas are not always the best. Shared writing also models the importance of re-reading your work and editing. The children will then be given opportunities to write their innovated text, often bit by bit. The teacher will work with the children on their next steps and feed-back about the writing will be given to the child.



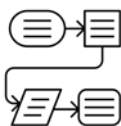
Writing Implementation



Independent Invention:

The final stage of the process provides the children with the opportunity for them to use all the skills they have learnt throughout the unit to create an independent piece of writing. This stage allows the children to demonstrate their knowledge, skills and creativity.

The invented piece of writing is less restricted than the innovation and the children have the freedom to plan their own story or text that is the same genre but not another innovation.



Process of writing



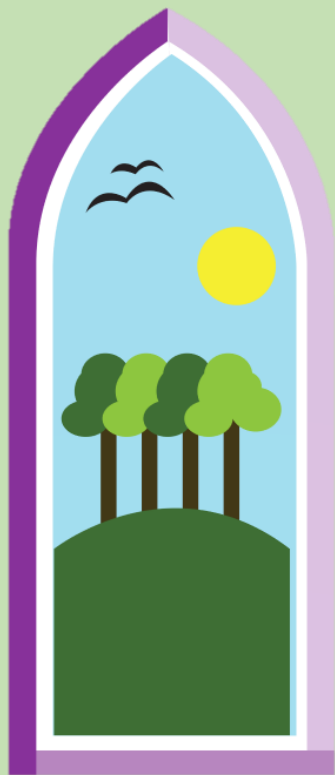
During the independent invention stage the children are given opportunities to draft and edit their own work. Editing and improving is an essential skill for all year groups. Children are expected to check their own work by themselves or with a peer to support.

Adaption for children with SEND

Following the expectations laid out by the SEN Code of Practise, adaptations are made for individuals who need something that is addition to or different from others in the class. ([click here for document](#))



Writing Impact



Vocabulary

Vocabulary is an essential building block to enable children to access the curriculum; within geography teaching sequences we use explicitly planned vocabulary to teach tier 2 and 3 vocabulary to all children. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. To support their vocabulary acquisition, the etymology and morphology of key vocabulary is also taught explicitly in our spelling lessons throughout KS2.

Adaption for children with SEND

Following the expectations laid out by the SEN Code of Practise, the following adaptations are made for individuals who need something that is addition to or different from others in the class. ([click here for document](#))

Impact

At Dunbury, children's books show learning sequences that develop their writing and conceptual understanding through a variety of rich tasks that make them think hard. Recorded independent work evidences application of the new knowledge from the learning sequence. We use the laid out essential knowledge in the progression documents to set the standard that we expect children to reach by the end of EY, KS1, lower KS2 and upper KS2. Writing attainment is moderated in school and across the Trust. Additional Local Authority Moderation takes place regularly in year2 and 6as part of the KS1 and KS2 moderation process.