



Writing @ Airy Hill Primary School

Airy Hill Primary School is committed to:

- Developing **confident** and **creative** writers who demonstrate **stamina**
 - Developing a **love of literature**
 - Closing the **language gap**

September 2020

Developing Writing through School

Writing is taught 4 days a week (Monday - Thursday) at Airy Hill for 55 minutes each day.

All writing units are planned to match closely to the class text to develop a love of literature and expose children to a wide range of vocabulary which they can understand, use and then apply in context. The exposure to high level vocabulary also enables children to widen their understanding and understand and use new language in context.

All lessons are modelled and pitched to ensure exposure to greater depth standard of learning, with continual high expectations of presentation

All units are planned with a clear purpose and audience to give all texts clear meaning to the children on the school's writing LTP

English Ladders

All English units are planned in advance using the English LTP and English Ladders. English ladders identify each part of the writing sequence to ensure children are continually scaffolded throughout their work and that they have secure knowledge of different genres and text types. This is stuck into each child's writing book before each unit begins and discussed with the children so they are aware on how they will achieve their goal. The journey of the ladder is then evident within each child's book.

- Purpose and audience: Identify a clear purpose for the unit to engage and inspire the children. After considering the purpose, decide who is the text aimed at. This must be for a group of people who work above the level of the pupils completing the unit and is often a group of people within the wider community.
- Reading & spoken language: Children are given the opportunity to become familiar with the text type, identify key features and develop their oral literacy (objectives taken from the reading curriculum and Airy Hill **reading progression document**)
- Grammar/ punctuation: New learning is identified here linking directly to the NC and the **Airy Hill progression document**. This is only to be learning which is appropriate to the year group and genre of the text. These sessions will be taught discretely however within the context of the genre / class topic to provide all lessons with purpose and meaning. *Eg. The children may use fronted adverbials to write a setting description when planning a story.*
- Planning: Children plan their writing (an independent outcome, differing to the one of the teacher) in their books before beginning the drafting stage. Emphasis is put on this being a plan and a place for initial ideas. This can be done in many forms including tables and images. A teacher model is always completed which is different to the children's to support in drafting
- Drafting: Children are exposed to modelling or guided writing of the expectations using the class planning and then independently draft their own text using the grammar and punctuation taught
- Redrafting and editing: Children identify parts of the work to be develop through the use of self-editing in green pen / redrafting whole sentences or paragraphs / peer assessment and support with improvement. This may be ongoing or as a discrete session
- Publishing: Children publish their work in the appropriate style on paper (using a line guide) and the text is then displayed / used to suit its purpose
- Non-negotiables: These are identified at the bottom of the ladder and should refer to relevant grammar / punctuation taught in previous years to ensure these skills are still being embedded

MASTER COPY Literacy Ladder Year ...	
Text type:	
Purpose:	
Audience:	
Reading & Spoken Language	
Grammar & Sentence types	
Planning	
Drafting	
Re-drafting & Editing	
Time to ... (Link to purpose and audience)	

Grammar and punctuation progression including sentence types

Grammar is taught in discrete lessons as part of each writing unit however it is taught within the context of the class topic / theme and is supportive of the overall aim of the writing unit. Further to this, daily SPAG lessons occur where children can practise the basic skills of understanding spelling, punctuation and grammar through fluency activities.

The National Curriculum is used to identify relevant learning for each year and the school have developed a progression document to ensure previous learning is revisited and secured, and next steps are clearly identifiable for all.

All classes use the school's 20 sentence types to support with sentence structure and application of grammar / punctuation. These have been designed to link directly to the aims of the NC and provide examples to the children on how to include the relevant features.

These sentences progress throughout the school and children are introduced to them as they move throughout.

Cross referencing of sentences and year of teaching		
Updated September 2018		
1	descriptive sentences	EYFS 1 2 3 4 5 6
2	subordinating conjunction sentences	2 3 4 5 6
3	coordinating conjunction sentences	EYFS 1 2 3 4 5 6
4	exclamation sentences	1 2 3 4 5 6
5	question sentences	1 2 3 4 5 6
6	list sentences	2 3 4 5 6
7	fronted adverbial sentences	4 5 6
8	inverted commas / speech mark sentences	3 4 5 6
9	Relative clauses in parentheses	5 6
10	multi clause sentences	4 5 6
11	ing sentences	3 4 5 6
12	ed sentences	5 6
13	prepositional phrase sentence	3 4 5 6
14	simile sentences	1 2 3 4 5 6
15	imperative command with verbs sentences	1 2 3 4 5 6
16	proper noun sentence	5 6
17	alliterative sentence	1 2 3 4 5 6
18	metaphor sentence	2 3 4 5 6
19	onomatopoeia sentence	5 6
20	personification sentence	5 6

Assessment & monitoring

- Writing is assessed termly using the academy wide, balance, assessment approach
- Termly moderation occurs across the academy and also within school
- An annual moderation event is held where a wider pool of schools are invited to attend (hosted by Airy Hill)
- Reference to exemplars on the staff's shared area to support judgements
- English book look half termly with targets put in place for all staff

Displays

- English working wall are referenced to continually during teaching. This is an interactive display that is expected to have pieces pinned to it, be handwritten, etc. not a 'display' board.
- To be included:
 - 20 sentences (the ones which are relevant to your year group)
 - 'Text', 'Purpose' and 'Audience' for each piece of writing.
 - Weekly Spellings
 - Speed sounds
 - Anything else that supports current learning in your class