

# English Writing at Backwell Federation



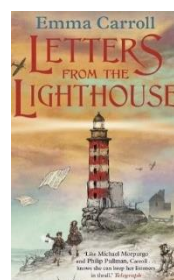
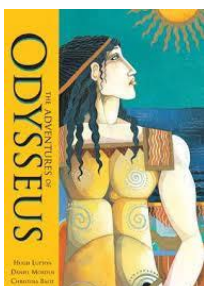
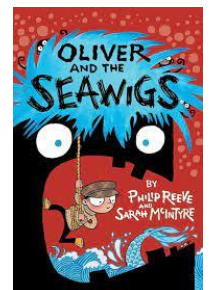
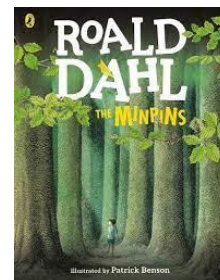
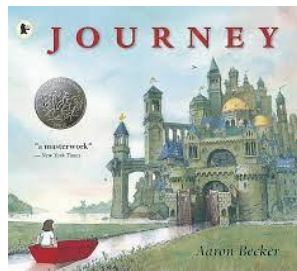
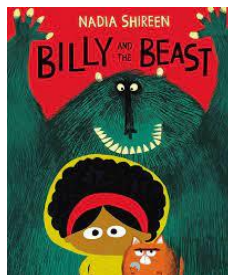
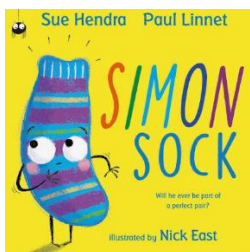
At West Leigh Infants and Backwell Juniors we believe that the key to unlocking pupils' full learning potential is to develop their knowledge of English skills. Through our engaging curriculum, we entwine reading and writing together as one to inspire and our engage learners. Exposure to high-quality texts and access to vocabulary-rich learning opportunities and environments help to promote a love of language as well as opening them up to worlds of wonder, curiosity and joy. In the early years of reading and writing, a strong emphasis is place on the systematic teaching of phonics to give all children a strong foundation to build upon. Everyone at Backwell Federation is viewed as a writer and our priority is to create writers who have a passion for words and instill a love of reading and writing.

## Our Curriculum

The Early Years Foundation Stage, which sets standards for the learning, development and care of children from birth to five years old, is followed by Reception. The National Curriculum is followed in Key Stage One and Two. The National Curriculum provides a clear progression in knowledge and the small, incremental steps within year groups helps to embed skills and secure learning. Through the use of small step learning and chunking in our writing lessons, children are able to understand how their learning is set into a broader context.

## High Quality Texts

High quality texts are at the core of our teaching for writing. Texts are carefully chosen to capture children's imagination, inspire them and create an engaging stimulus for writing. These texts are starting points for a unit of writing and can range from a few weeks up to one short term. Our non-fiction writing is often developed from a wider context across the curriculum but the focus is always high quality written outcomes.



|                         | Term 1                                            | Term 2                                   | Term 3                                                   | Term 4                                          | Term 5                                       | Term 6                                                           |
|-------------------------|---------------------------------------------------|------------------------------------------|----------------------------------------------------------|-------------------------------------------------|----------------------------------------------|------------------------------------------------------------------|
| <b>Reception</b>        | A Little Bit Brave<br>Simon Sock                  | The Three Little Pigs                    | The Goat and the Stoat and the Boat                      | Perfectly Norman                                | Bun on the Run                               | Martha Maps it Out                                               |
| <b>KS1 Cycle A</b>      | Toys in Space<br>Journey                          | Lost and Found<br>The Polar Express      | Gina Kaminski Saves the Wolf<br>Traction Man             | Night Flight<br>The Dragon Machine              | Proudest Blue<br>Anthony Browne author study | Leo and the Octopus<br>The Magic Finger                          |
| <b>KS1 Cycle B</b>      | Stanley's Stick<br>Billy and the Beast            | Where the Wild Things Are<br>The Comet   | The Last Stop on Market Street<br>Recount of real events | Man on the Moon<br>Café at the Edge of the Wood | Cave Baby<br>Umbrella                        | Dear Earth<br>Edwardo the Horriblest Boy in the Whole Wide World |
| <b>Year 3/4 Cycle A</b> | The Minpins                                       | Barnabus Project<br>Into the Forest      | Our Tower<br>An Alphabet Poem                            | Edward Tulane                                   | Midnight Panther                             | The Big Book of Blooms                                           |
| <b>Year 3/4 Cycle B</b> | Secret of Black Rock                              | Until I Met Dudley<br>Farther            | Once upon a Raindrop<br>The Ever Changing Earth          | Just a Dream<br>Little House                    | Manfish                                      | The Wild Robot                                                   |
| <b>Year 5</b>           | There's a Boy in the Girl's Bathroom<br>The Whale | Robot Girl<br>Mars Curiosity             | Hidden Figures<br>The Highwayman                         | The Last Zoo Keeper<br>Romeo and Juliet         | Change Sings                                 | Island of Whispers<br>Dragonology                                |
| <b>Year 6</b>           | The Dam<br>Letters from the Lighthouse            | Rose Blanche If – Rudyard Kipling Poetry | Ossiri<br>Non-Fiction Coral Biomes                       | The Silence Seeker<br>The Boy in the Tower      | The Wind in the Wall                         |                                                                  |

## The Writing Sequence – Reception



## The Writing Sequence – KS1



## The Writing Sequence – KS2



|                           |                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Immerse</b>            | <ul style="list-style-type: none"> <li>- Exploration of high quality text or other stimulus.</li> <li>- Use of drama to identify with the text and/or characters.</li> <li>- Use of videos or real life situations to engage and inspire.</li> </ul>                                                                                                                                    |
| <b>Analyse</b>            | <ul style="list-style-type: none"> <li>- Exploring the text and identifying the language features of focus genre.</li> </ul>                                                                                                                                                                                                                                                            |
| <b>SPaG</b>               | <ul style="list-style-type: none"> <li>- Direct teaching of SPaG from National Curriculum and appropriate for chosen genre.</li> <li>- Retrieval of previously taught skills.</li> </ul>                                                                                                                                                                                                |
| <b>Sentence stacking</b>  | <ul style="list-style-type: none"> <li>- Lessons broken up into small manageable chunks with high quality modelling of a SPaG focus or sentence construction.</li> <li>- Following an initiate (gathering ideas and vocabulary), model (teachers modelling a sentence of sentences) and enable phase (children to use the model to create their own high-quality sentences).</li> </ul> |
| <b>Short burst writes</b> | <ul style="list-style-type: none"> <li>- Interspaced with sentence staking to allow opportunity to explore skills taught through SPaG and sentence stacking sessions.</li> </ul>                                                                                                                                                                                                        |
| <b>Planning</b>           | <ul style="list-style-type: none"> <li>- Linked to independent version of writing focus.</li> <li>- Planning could be shared, through a story map or flow charts.</li> </ul>                                                                                                                                                                                                            |
| <b>Write</b>              | <ul style="list-style-type: none"> <li>- Initial independent draft based on focus writing genre.</li> </ul>                                                                                                                                                                                                                                                                             |
| <b>Edit and proof</b>     | <ul style="list-style-type: none"> <li>- Teacher taught review process which could include editing slips for re-write.</li> </ul>                                                                                                                                                                                                                                                       |
| <b>Publish</b>            | <ul style="list-style-type: none"> <li>- Could be a perfect paragraph.</li> </ul>                                                                                                                                                                                                                                                                                                       |

## High Quality Modelling and Sentence Stacking

Modelling high-quality examples of writing is vital to ensuring that we are demonstrating best practice for writing. During modelled writing, the teacher shows the children how to do something in writing and will help the children make progress. Modelling at Backwell Federation is always presented ‘live in the moment’ with a pen in hand and on flipchart paper. Teachers give a running commentary of their thought process as a writer. Teachers always have a clear direction for the writing and model appropriate spelling, punctuation, grammar and presentation.

## Feedback and Formative Assessment – KS1 and KS2

At Backwell Federation success criteria and rubrics are used as an assessment tool. When teaching a specific SPaG skill, rubrics are used and for longer pieces of writing, for example an end of unit piece, success criteria are used.

Throughout a unit of writing, specific SPaG skills are learnt so are added to the success criteria for the final writing outcome. Additions to the SPaG elements of the success criteria are linked to the learning intention or National Curriculum objectives, ensuring a clear assessment focus in order to avoid cognitive overload. At the end of the piece of writing, children assess their work against the success criteria. The success criteria provide three levels of challenge with yellow rows for challenge one (everyone must do); yellow and green rows for challenge two; and yellow green and blue rows for challenge three. These assessments are also used by the teacher to spot and address common misconceptions.

### Year 1 Rubrics Example

| Nearly there                                                                 | Made it                                                                      | Smashed it                                                                  |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| I can use the suffix –s or –es correctly for <b>some</b> third person verbs. | I can use the suffix –s or –es correctly for <b>most</b> third person verbs. | I can use the suffix –s or –es correctly for <b>all</b> third person verbs. |

### KS1 Success Criteria Example

| Success Criteria | ABC<br>Capital letters | ●<br>Full stops | <br>Finger spaces | -ed<br>Suffix -ed | and<br>Conjunction and |
|------------------|------------------------|-----------------|----------------------------------------------------------------------------------------------------|-------------------|------------------------|
| Teacher          |                        |                 |                                                                                                    |                   |                        |

### Year 6 Success Criteria Example

| I have used...                                                             | Teacher |
|----------------------------------------------------------------------------|---------|
| 3 complex sentences<br><b>time, reason, cause</b>                          |         |
| 3 compound sentences<br><b>adding simultaneous ideas, contrast, result</b> |         |
| joined and legible handwriting sitting on the line                         |         |