

# Reading into Writing at Boundary Primary School



**“After nourishment, shelter and companionship, stories are the thing we need most in the world.” – Phillip Pullman**



## Intent

At Boundary, we call English ‘Reading into Writing’ as we firmly believe that reading is the key focal point of good writing – it encourages curious writers who use a range ambitious vocabulary and written techniques to create purposeful final pieces. Each genre is taught through a journey approach, where the very first piece of writing children complete is a pre-assessment (cold write) and the last piece of writing in the journey is the 'hot write' - a piece of writing that has been researched, modelled, planned, drafted and edited. Throughout the journey, children explore the genre by reading lots of different examples, look at grammar and punctuation and spelling linked to the writing and learn to plan, draft and edit their work. Our aim is to provide a range of cross-curricular writing opportunities that allow the children to have a purpose for their writing and to develop not only their written skills but to strengthen their knowledge and understanding of key learning concepts in other subjects.

The school believes that English skills are vital to the development of children so they are prepared for their future life. A broad and balanced English programme, using objectives from the National Curriculum 2014, determines the skills that each year group and Key Stage must cover. A range of

genres studied and promoted. A variety of resources are used to promote a reading and writing culture. Children are given a range of writing opportunities including the use of paired, group and independent writing tasks.

The aims of teaching writing in our school are to develop pupils who:

- Show high levels of achievement and exhibit very positive attitudes towards writing;
- Use and understand language as speakers, readers and writers.
- Are competent, confident and independent in the use of language in their writing.
- Have an awareness of different audiences and purposes for writing.
- Apply their grammatical knowledge in their writing.
- Apply their phonetic and spelling knowledge in their writing.
- Apply the English language in all areas of the curriculum.

### **Implementation**

At Boundary we call our English session 'Reading into Writing'. We provide daily Reading into Writing lessons that are progressive and support skill development. The Early Years Foundation Stage Curriculum is followed to ensure continuity and progression from entering Nursery, moving on to Reception Class & then through to the National Curriculum in KS1 & KS2. We understand the importance of children being fully immersed in the genre they are going to write so that they can identify the features needed and know exactly what they need to write. Across both Key Stages, teachers plan a sequence of lessons that we call a 'journey'. The journey sequence is as follows:

- Cold Write (baseline assessment).
- Immersion in texts and genre. Children explore a wide range of the genre so that they can see similarities and differences.
- Identifying features.
- Teaching grammar lessons that fit with the genre.
- Teacher modelling how to write the specific genre.
- Children have the opportunity to use the teacher modelling to improve a WABOLL (What A Bad One Looks Like).
- Plan piece of writing.
- Draft writing.
- Edit work based on Teacher/peer feedback using marking codes.
- Final piece of writing completed – Hot Write.

At Boundary we teach specific Grammar sessions, which are then applied in children's writing.

Children are taught the spellings from the National Curriculum for their year group. We use **Spelling Shed** to support lessons.

Handwriting sessions are taught regularly to the children and follow a cursive programme.

## Writing Overviews:

### Year 1:

<b>Fiction genres</b>	Fantasy	Traditional tales	Stories by the same author	Stories with repetitive patterns/structures	Stories from other cultures
<b>Non-fiction genres</b>	Captions, labels, lists, invitations, postcards, poster	Recount of a familiar event	Non-Chronological text	Instructions	Letters
<b>Poetry</b>	Poems on a theme	Poems – kennings, cinquain		Classic poetry	

### Year 2:

<b>Fiction genres</b>	Fantasy	Traditional tales	Stories by the same author	Stories with repetitive patterns/structures	Stories from other cultures
<b>Non-fiction genres</b>	Captions, labels, lists, invitations, postcards, poster	Recount of a familiar event	Non-Chronological text	Instructions	Letters
<b>Poetry</b>	Poems on a theme	Poems with a structure – riddles		Classic poetry – The Owl and the Pussycat	

### Year 3:

<b>Fiction genres</b>	Fables	Play scripts	Fairy tales	Mystery	Story as a theme - character	
<b>Non-fiction genres</b>	Diary	Persuasive letter	Recount – biography	Explanation text	Non-Chronological text	Discussion – for and against
<b>Poetry</b>	Poems on a theme		Poems with a structure – shapes, calligrams		Classic poetry for performance	

### Year 4:

<b>Fiction genres</b>	Fantasy – focus on an imaginary setting	Myths	Film and play script	Issues and dilemmas	Folk tales	Story as a theme
<b>Non-fiction genres</b>	Non-Chronological text	Explanation text	Persuasion – sales pitch/article	Discussion – Debate/report	Recount – newspapers	Information booklet – collection of non-fiction types
<b>Poetry</b>	Poems on a theme		Poems – kennings, cinquain		Classic poetry	

### Year 5:

<b>Fiction genres</b>	Legends	Film and playscript	Historical narrative	Older literature – Shakespeare	Stories from other cultures	Flashbacks
<b>Non-fiction genres</b>	Formal letters	Persuasion – radio or TV broadcast	Discussion – formal debate	Reports, including formal report	Information booklet with range of text types	Magazine articles
<b>Poetry</b>	Poems with a structure – haiku, limericks	Poems with figurative language – simile and alliteration		Classic narrative poetry		

### Year 6:

<b>Fiction genres</b>	Detective/crime	Science fiction	Classic fiction	Quest stories	Play scripts	Monologues
<b>Non-fiction genres</b>	Letters (formal and informal of the same event)	Biography and autobiography Diaries	Balanced argument and persuasive speech	Explanation text	Information text hybrid	News articles Non-Chronological text
<b>Poetry</b>	Poems – free verse		Poems with imagery – metaphor and personification		Classic narrative poetry	

### Assessment

In order to assess writing throughout the school, all teachers from Year 1 – Year 6 are expected to moderate 6 pieces of each child’s work across the year and across genres. They are provided with a matrix similar to the Year 2/Year 6 statutory assessment frameworks to assess pieces of work against. If evidence isn’t specifically found in a piece of writing, teachers can assess children using spelling tests and handwriting in other subjects.

Below is an example of the Year 3 moderation checklist:

WORKING TOWARDS WTS							
Name:	A	B	C	D	E	F	Collection
<b>The pupil can</b>							
<ul style="list-style-type: none"> <li>Rehearse orally their ideas for writing and record their ideas using a modelled planning format.</li> <li>Demonstrate some understanding of purpose and audience (although this may not be sustained).</li> <li>Use the simple structure of a wider range of text types.</li> </ul>							
<ul style="list-style-type: none"> <li>Proof-read their work to check for errors and make simple improvements with guidance.</li> <li>Make more ambitious word choices (often reflecting those modelled by a teacher).</li> <li>Usually maintain the correct tense (including the progressive form).</li> <li>Use full stops, capital letters, question marks and exclamation marks.</li> <li>Use commas within lists.</li> <li>Use apostrophes to form contractions.</li> </ul>							
<ul style="list-style-type: none"> <li>Begin to add inverted commas to mark direct speech (may not be consistent).</li> <li>Use a range of simple conjunctions (including some subordination).</li> <li>Spell some words with prefixes correctly, e.g. irrelevant, <b>autograph</b>, incorrect, <b>disobey</b>, <b>superstar</b>, <b>antisocial</b>.</li> <li>Spell some words with suffixes correctly, e.g. usually, <b>poisonous</b>, <b>adoration</b>.</li> <li>Apply all spelling rules from the KS1 guidance within the English Appendix 1.</li> <li>Begin to use neat, joined handwriting.</li> </ul>							

WORKING AT EXPECTED STANDARD EXS							
Name:	A	B	C	D	E	F	Collection
<b>The pupil can</b>							
<ul style="list-style-type: none"> <li>Begin to use ideas from own reading and modelled examples to plan their writing.</li> </ul>							
<ul style="list-style-type: none"> <li>Demonstrate an increasing understanding of purpose and audience.</li> </ul>							
<ul style="list-style-type: none"> <li>Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</li> </ul>							
<ul style="list-style-type: none"> <li>Proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.</li> </ul>							
<ul style="list-style-type: none"> <li>Make deliberate ambitious word choices to add detail.</li> </ul>							
<ul style="list-style-type: none"> <li>Begin to create settings, characters and plot in narratives.</li> </ul>							
<ul style="list-style-type: none"> <li>Begin to organise their writing into paragraphs around a theme.</li> </ul>							
<ul style="list-style-type: none"> <li>Maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> </ul>							
<ul style="list-style-type: none"> <li>Use the full range of punctuation from previous year groups.</li> </ul>							
<ul style="list-style-type: none"> <li>Use inverted commas in direct speech.</li> </ul>							
<ul style="list-style-type: none"> <li>Use subordinate clauses.</li> </ul>							
<ul style="list-style-type: none"> <li>Begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> </ul>							
<ul style="list-style-type: none"> <li>Use 'a' or 'an' mostly correctly.</li> </ul>							
<ul style="list-style-type: none"> <li>Spell many words with prefixes correctly, e.g. irrelevant, <b>autograph</b>, incorrect, <b>disobey</b>, <b>superstar</b>, <b>antisocial</b>.</li> </ul>							
<ul style="list-style-type: none"> <li>Spell many words with suffixes correctly, e.g. usually, <b>poisonous</b>, <b>adoration</b>.</li> </ul>							
<ul style="list-style-type: none"> <li>Begin to spell homophones correctly, e.g. which and witch.</li> </ul>							
<ul style="list-style-type: none"> <li>Spell some of the Year 3 and 4 statutory spelling words correctly.</li> </ul>							
<ul style="list-style-type: none"> <li>Use a neat, joined handwriting style with increasing accuracy.</li> </ul>							

WORKING at GREATER DEPTH GDS							
Name:	A	B	C	D	E	F	Collection
<b>The pupil can</b>							
<ul style="list-style-type: none"> <li>Plan and write with an understanding of purpose and audience.</li> </ul>							
<ul style="list-style-type: none"> <li>Use the structure of several text types (including the use of simple layout devices in non-fiction).</li> </ul>							
<ul style="list-style-type: none"> <li>Proof-read theirs and others' work to check for errors, suggesting and making improvements.</li> </ul>							
<ul style="list-style-type: none"> <li>Make deliberate ambitious word choices to add detail, effect and to engage the reader.</li> </ul>							
<ul style="list-style-type: none"> <li>Create settings, characters and plot in narratives.</li> </ul>							
<ul style="list-style-type: none"> <li>Organise their writing into paragraphs around a theme.</li> </ul>							
<ul style="list-style-type: none"> <li>Maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li> </ul>							
<ul style="list-style-type: none"> <li>Use the full range of punctuation from previous year groups.</li> </ul>							
<ul style="list-style-type: none"> <li>Punctuate direct speech accurately, including the use of inverted commas.</li> </ul>							
<ul style="list-style-type: none"> <li>Use subordinate clauses (sometimes in varied positions).</li> </ul>							
<ul style="list-style-type: none"> <li>Use a range of conjunctions, adverbs and prepositions to show time, place and cause.</li> </ul>							
<ul style="list-style-type: none"> <li>Use 'a' or 'an' correctly throughout a piece of writing.</li> </ul>							
<ul style="list-style-type: none"> <li>Spell most words with prefixes correctly, e.g. irrelevant, <b>autograph</b>, incorrect, <b>disobey</b>, <b>superstar</b>, <b>antisocial</b>.</li> </ul>							
<ul style="list-style-type: none"> <li>Spell most words with suffixes correctly, e.g. usually, <b>poisonous</b>, <b>adoration</b>.</li> </ul>							
<ul style="list-style-type: none"> <li>Spell homophones correctly, e.g. which and witch.</li> </ul>							
<ul style="list-style-type: none"> <li>Spell many of the Year 3 and 4 statutory spelling words correctly.</li> </ul>							

To ensure that judgments are correct we carry out inter and intra school moderation sessions where writing is shared and judgments are agreed.

Year 2 and Year 6 subject national data for the end of Key Stage.

## Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

### Impact

- Assessment for learning strategies are used on a daily basis. These will allow a picture to be built up of the pupils' progress, any areas of strength or weakness that can then be addressed in teachers' planning.
- Assessment of learning is completed termly. Children complete independent writing pieces within a unit of work, which are assessed against our writing criteria.
- Teachers will have at least 6 moderated pieces of work through the academic year. These will then be sent up to the next teacher as evidence of what the children can already do.
- Analysis of the data impacts upon teachers planning so pupils' needs can be addressed.
- Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. This is carried out within school.
- Moderation of writing is also carried out with other schools to check the accuracy of our judgments.
- At the end of KS1 and KS2 teachers use the Teacher Assessment Framework to report Teacher Assessment.
- 2018-2019 Writing data:
  - **EYFS GLD – 64.6%**
  - **KS1 Writing – 76.5% (GDS 17.6%)**
  - **KS2 Writing – 78% (GDS 14%)**