

Ewanrigg Junior School



Writing Procedure

Aims

At Ewanrigg Junior School we aim to:

- Ensure progression of writing skills across the school.
- Provide meaningful writing experiences using the contexts inspired by quality core texts and other stimuli.
- Inspire pupils to write through exciting shared experiences.
- Model high standard writing to secure high expectations and inspire writers.
- Ensure children are taught and recognise the range of social functions that writing can perform e.g. persuade, instruct, inform, and entertain.
- Develop a clear understanding of the structure and language features associated with different genres of writing.
- Enable children to demonstrate the ability to choose the appropriate form and content to suit the purpose and audience.

Teaching and Learning

- High quality texts are used to challenge, enthuse and engage children.
- Core texts, where possible, link to projects.
- There is a clear progression in the teaching of writing which includes the familiarisation of the text type through reading, the identification of structure and language features, modelled writing, shared writing, supported composition, guided writing and independent writing (see further explanation below).
- Progression of teaching writing includes exploring features, planning, drafting, assessing and editing.
- A form of modelled or shared and guided writing should take place throughout the writing process.

Modelled Writing

The teacher talks aloud the thought processes as a writer. They have complete control over the writing and make explicit the structure, language features, spelling and punctuation of the text type as appropriate.

Shared Writing

This is a collaborative approach; pupils contribute their ideas and thoughts for the teacher to select the most appropriate. The teacher needs to give reasons for the choices made.

Supported Composition

The children work in pairs (clever friend) to provide the next sentence of the text. This may follow from either modelled or the shared writing process.

Guided Writing

Pupils are grouped by writing ability according to their levels and/or target needs. The teacher works with each group in rotation during the week. The task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the writing process as opposed to writing a complete piece. Tasks may include the processes of planning, drafting and editing pieces of writing. Teachers choose a target for each group to work on based on an assessment of their individual needs and previous writing.

Independent Writing

All children are given opportunities to apply their understanding of the text type in their own writing. This is vitally important if children are to develop their skills as writers within different genres.

Assessment and Feedback

Years 3, 4 and 5

During years 3, 4 and 5, children are taught writing following the process stated above. This work is then assessed following the marking procedure; pink highlighter used to recognise positive aspects of the child's writing and green highlighter used to recognise areas where editing is required. Editing skills are modelled and taught by the teacher, the children are also encouraged to self-assess and peer assess their work in order to make improvements. Children then make an informed choice as to the editing which will take place. When pieces of writing are deemed to be independent i.e. the children have self-edited then these pieces can contribute to moderation- in year and at the end of the academic year. Each groups writing is assessed using year group targets and the teacher makes a judgement as to the child's outcome based on the evidence.

Year 6

As this is an interim assessment year, editing skills are taught and modelled up until February half term and some evidence of independency is collected. After February half term we believe that year 6 children are confident and equipped to self-edit their pieces of writing. From February onwards the pupils self-edit all of their writing in order for it to be used to contribute to their end of Key Stage 2 teacher assessment.

Moderation

Internal- writing is internally moderated for all year groups every term.

Joint- writing is moderated with other cluster schools once a year (Spring term)

External- Schools are informed mid-May if they are to be moderated by a Cumbria County Council moderator. Ewanrigg Junior school was moderated in 2013 and 2015. All judgments were fully agreed by moderators.