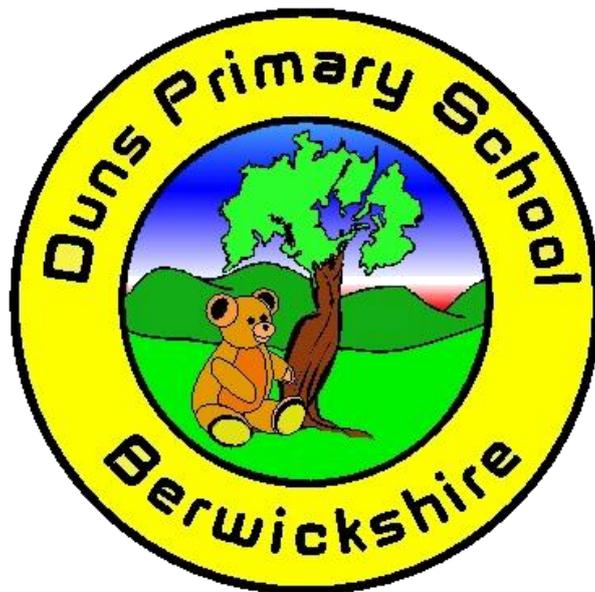


Duns Primary School



Writing Policy 2017

The Writing ETHOS

In Duns Primary school we value writing and give it a high priority. We place high expectations on the writing pupils produce and regularly celebrate success and achievement in this area. We want to foster a 'love' of writing so that children are enthusiastic and confident to express themselves in this way. In every classroom there will be a nurturing environment where pupils will be encouraged to 'babble in print', have freedom to experiment with different types and genre, draft and plan with a variety of approaches and edit and publish pieces with a sense of purpose and enjoyment.

This can be done in a variety of ways:

- Create meaningful contexts and a clear purpose for writing
- Writing displayed across the school building and in the classrooms
- Provide clear success criteria by demonstration and showing examples of literature and texts which engage, entertain and enthuse.
- A clear handwriting and presentation policy applied consistently across the school.
- Clear Assessment and Moderation procedures
- Personal choice 'Writing Areas' with lots of resources, different types of paper and stationery, picture postcards with starter ideas, computers, tablets, redrafting and editing codes
- Designated time for meaningful dialogue with all pupils on a weekly basis.
- Opportunities to write daily
- Enthusiastic teachers modelling writing, showing pupils how they overcome challenges, plan and think about their ideas and review and improve what they have written.

The key main principles to creating this are:

PURPOSE- meaningful writing that excites children so that they are desperate to put pen to paper, linked to ongoing learning and personal experiences.

AUDIENCE- this purposeful approach is enhanced further if children are given an audience to produce this writing for. Children need to know why they are writing and who is going to read it, otherwise what is the point?

DIALOGUE-through daily discussions and weekly group lessons children will be able learn key skills to strengthen and improve their ability to express themselves.

PROCESS- children and staff are familiar with the clear stages of the writing process and lessons taught mirror this process.

The Writing PROCESS

Stage 1 Immersion

Children and adults find the writing process much easier when they have lots of experience of the subject matter. Before being asked to write pupils will have sound knowledge of the context, have had opportunities to read similar types of writing, acted out/discussed, drawn or painted and generally immersed themselves in the topic before they write about it. At Second Level for example, we may plan to teach and assess writing an imaginary piece about Robert Burns during a Scottish theme. Before writing, children will need to know a lot about Robert Burns; through reading, research, drama, music and art, they will need to have been given the opportunity to demonstrate their learning. If they are writing an autobiographical style piece pretending to be Robert Burns, pupils should have undertaken similar written pieces about themselves in order to be able to transfer and apply the skills learnt.

For Early Level Activities see Appendix 2

Stage 2 Teaching

Effective Openers-(Hooks, LI's, audience, purpose)

Developing Writing-(modelling, success criteria, sharing and discussing)

Conferencing and Improving

Redrafting-(re-reading, improving, changing)

Using effective openers is central to good teaching and particularly so in the area of writing. When pupils respond in writing it should be from a place of enthusiasm and excitement.

Writing should be taught in small groups where teachers share the Learning Intentions (explanation of Purpose and Audience), model the planning of a piece and show pupils how to go about writing the first draft. In so doing, the success criteria and expected standards are made explicit; pupils are given a clear idea as to what 'good writing' looks like.

As pupils and teachers write, teachers should model the use of the Redrafting Code (see Appendix 1). This is an appropriate stage for emphasis to be placed upon grammar in order for the piece to make sense, but it is not the main purpose of the overall task (where a number of pupils share the same grammatical misconceptions, the teacher should make a note and use as a basis for a separate grammar lesson.) At this stage

teachers can point out some spelling errors which children could put into their personal word banks (look, cover, write, check), but it is not the main purpose of redrafting.

Much of this happens naturally as pupils read through their work with peers and staff during the writing process. Staff should ensure pupils are given opportunities to revisit the success criteria and establish whether their writing will make sense to the intended audience.

In the teaching of factual a useful staged approach is advocated by David Wray, where he outlines the key points in a teaching sequence as familiarise, focus, define, model, collaborate, scaffold and increase independence. (see Appendix 3)

Stage 3 Celebrating Success

Not all pieces will reach this stage of the process, but teachers and pupils together may wish to **edit**(see Appendix 2) a piece to prepare for **publishing**. This way their success in a particular piece of writing can be publicly celebrated.

This will mainly be undertaken at a separate time from the teaching and redrafting and its purpose and audience made clear so that it is not just a published piece to go in a folder. E.g. a newspaper article for a class newspaper, a wall display, a letter to someone, a chapter in their 'autobiography', a recipe for the cooking area, a poem to be read at Assembly. It is vital that each piece of writing has an authentic purpose if we are to demand the highest standards from our pupils.

Other Useful resources

North Lanarkshire Writing Pack

David Wray's chart on Developing Factual Writing (Appendix 3)

'New Horizons' Resource Pack

Foundations of Writing

Re-Drafting Code

Insert a word ^

*Insert a phrase

~~Mistake~~

Move text ∫

Editing Code

sp spelling error

p punctuation

np new paragraph

Writing Support Ideas-Build Up for Writing- Appendix 2

- ◇ Role Play
- ◇ Together Reading
- ◇ Listening centre
- ◇ Picture sequencing
- ◇ Moving story paths
- ◇ Story mountains
- ◇ Hot seating
- ◇ Sentence Circles
- ◇ Freeze Frames
- ◇ Masks/Puppets
- ◇ Models Instant displays - Large card boards for pupils to stick things onto.
- ◇ Velcro Storyboarding
- ◇ Storyboarding
- ◇ Mind mapping
- ◇ Story telling cards-Who? When? Where? What? Why? Which?
- ◇ Story prop boxes
- ◇ Interactive whiteboard - sequencing, storyboarding, video, flash images, revealing
- ◇ Flip cam - recording devices
- ◇ Captions and Speech/thought bubbles
- ◇ Classroom books
- ◇ Words of the day
- ◇ Story starter picture cards

Supported Writing Techniques

- ◇ Copy writing
- ◇ Word by word writing
- ◇ Scribe writing
- ◇ Sentence selection/dictation/substitution
- ◇ Simple sentence (just get to write one rather than many)
- ◇ Write for a friend (Children to write sentence for each others' pictures)
- ◇ Word Mats
- ◇ Clicker
- ◇ Velcro sentences
- ◇ Word selection and stick
- ◇ Writing buddies
- ◇ Sentences bricks
- ◇ Talking Books/tins
- ◇ Time tracker
- ◇ Shallow sand tray (paint resources)
- ◇ Large dry wipe dice
- ◇ Writing rings
- ◇ Magnetic letters
- ◇ Clear bag - for words
- ◇ Sentence singing - all think of a sentence and sing to a familiar tune.

Developing factual writing: an approach through scaffolding

David Wray, University of Warwick, United Kingdom

1. A chart to show the purpose and structure of the major non-fiction genres

Purpose of writing	Genre	Schematic structure	Language features
<ul style="list-style-type: none"> To retell events to inform or entertain 	recount	<ul style="list-style-type: none"> orientation events reorientation 	<ul style="list-style-type: none"> use of past tense chronological connectives personal participants
<ul style="list-style-type: none"> To describe the way things are (or were) 	report	<ul style="list-style-type: none"> general classification descriptive comments 	<ul style="list-style-type: none"> present tense (past in historical reports) generic participants conditional and logical connectives
<ul style="list-style-type: none"> To explain the processes involved in natural and social phenomena, or to explain how something works 	explanation	<ul style="list-style-type: none"> opening statement series of steps explaining the subject 	<ul style="list-style-type: none"> present tense (past in historical explanations) logical connectives generic participants
<ul style="list-style-type: none"> To give instructions on how something is done through a series of sequenced steps 	instructions	<ul style="list-style-type: none"> statement of goal material and equipment steps to achieve the goal 	<ul style="list-style-type: none"> generic participants chronological connectives imperative verb forms
<ul style="list-style-type: none"> To promote a particular point of view or argument 	persuasive argument	<ul style="list-style-type: none"> statement of thesis series of points each with elaboration reiteration of thesis 	<ul style="list-style-type: none"> generic participants logical connectives present tense
<ul style="list-style-type: none"> To present arguments from differing viewpoints before reaching a conclusion based on the evidence 	discussion	<ul style="list-style-type: none"> statement of issue arguments for arguments against recommendation 	<ul style="list-style-type: none"> generic participants logical connectives present tense

2. A teaching sequence for introducing a new text type

Sequence	Purpose	Possible activities and strategies
Familiarise	<ul style="list-style-type: none">To acquaint students with the text type by providing examples	<ul style="list-style-type: none">Classroom textual environmentShared readingGuided reading
Focus	<ul style="list-style-type: none">To draw students' attention to the key features of this text	<ul style="list-style-type: none">Reading-thinking activitiesSequencingClozePrediction
Define	<ul style="list-style-type: none">To discuss and define the conventions of this text	<ul style="list-style-type: none">Draft list of conventionsProduce class posters with text rules
Model	<ul style="list-style-type: none">To model the production of such a text	<ul style="list-style-type: none">Shared writingMetacognitive modelling by teacher
Collaborate	<ul style="list-style-type: none">To give students the experience of composing an example collaboratively	<ul style="list-style-type: none">Guided writingGroup writing tasksReciprocal teaching
Scaffold	<ul style="list-style-type: none">To scaffold students' use of the text type	<ul style="list-style-type: none">Procedural facilitationPlanning framesWriting framesGradual transfer of responsibility
Increase independence	<ul style="list-style-type: none">To help students become independent writers of this text type	<ul style="list-style-type: none">Collaborative editing of completed writingReflective commentaries by students on their own writing

3. Further details of this work, and blank writing frames to download, can be found on David Wray's web site:

<http://www.warwick.ac.uk/staff/D.J.Wray>