

‘If you want to be a writer, you must do two things above all others: read a lot and write a lot.’

Stephen King

At Hawes Primary School, it is our intention to excite, engage and inspire our pupils by teaching an English curriculum that allows them to acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists, preparing them for their future journey through education and beyond.

We believe that writing is strengthened by fostering a love of reading and language within our pupils, immersing them in the wonders of high quality texts, developing a passion for discovery and a confidence to explore their imagination and develop understanding through our literature led curriculum.

Children continually build on their substantive and disciplinary knowledge to enable them to express themselves and communicate effectively for a variety of purposes.

Reflecting on their own and others’ writing, our children become confident, capable and resilient; demonstrating an enjoyment for writing.

Structure and Sequence

English writing comprises of transcription and composition. When teaching composition (grammar, punctuation, structure, language and specific genres), we follow the structure below in all classes. This structure has been informed by the English Hub and ‘The Three C’s’ approach. ‘The Three C’s’ approach is a three part teaching process that builds up to a final piece of writing. The three parts are categorised as collect, connect and create. Adopting this approach to writing ensures consistency across the school and ensures opportunities for reading, exploration of vocabulary, oral rehearsal and drama, drafting and editing.

In the Autumn Term we recap and embed the previous year’s knowledge then teach new knowledge of structure, grammar and language, using known texts. This addresses gaps in connected knowledge and provides a secure foundation for learning.

In KS1, these texts are a selection of traditional tales that build on their knowledge of oral composition of traditional tales from Early Years. Children will apply their growing knowledge to labels, captions and lists, particularly in the context of the wider curriculum.

In LKS2 children learn predominantly through narrative texts, in the form of alternative traditional tales that have been read in KS1, with the addition of some instructional and information writing linked to their wider curriculum knowledge.

In UKS2 they continue to build knowledge using narratives such as Grimms Tales, focussing on known stories e.g. Cinderella, and on high quality non-fiction texts that are familiar from their wider curriculum or Reading Comprehension lessons.

These known texts are used as stimuli for the application of these grammatical features in writing.

By Spring Term, fiction, non-fiction and poetry genres are introduced using a progression of specifically chosen, high quality texts, and all knowledge of structure, grammar and language is embedded through the teaching. Children begin to apply their grammatical knowledge across a wider range of purposes and audiences from Year 2 upwards.

Non-fiction genres are applied in purposeful areas of the wider curriculum once taught in writing lessons.

The progression of genres allows for a build-up of essential knowledge regarding a range of genres of writing (narrative, informative, persuasive and poetic) and their specific features (see progression of genres document).

	Teaching sequence elements	This might look like...
	Reading for Writing	<ul style="list-style-type: none"> • Creative introduction to the text e.g. taste porridge for 3 bears • Talk about reading as a writer – being conscious of words, feelings, events that make the writing exciting/emotive etc

		<ul style="list-style-type: none"> • Share a summary/overview/recap of the story • Share extracts of the texts
Collect/Connect	Exploring Vocabulary <ul style="list-style-type: none"> • generate and explore vocabulary • model its use • dictation 	<ul style="list-style-type: none"> • teachers sharing vocabulary and meanings • matching words to meanings/to pictures • finding synonyms/ shades of meaning • generating vocabulary around an image linked to the text e.g. setting or character (working in pairs or groups) • using zones of relevance to sort vocabulary linked (or not) to the narrative • inserting the appropriate vocabulary into sentences. • Dictated sentences using the new vocabulary using the new words in sentences orally • using the new vocabulary in written sentences
Collect/Connect	<ul style="list-style-type: none"> • Sentence study • collect and study different good examples • generate and practice ideas for composition (grammar, structure, language, punctuation) • teach sentence types • dictation 	<ul style="list-style-type: none"> • teaching and modelling examples • reading models and examples e.g. sentences using conjunctions • finding examples in a paragraph or passage • manipulating sentence strips e.g. experimenting with the position of a subordinate clause. • identifying/sorting examples and non-examples • correcting mistakes in a piece of work • inserting new knowledge e.g. conjunctions/subordinate clauses/punctuation etc into pre-written sentences that link to the text. • dictated sentences applying new knowledge • shared writing of sentences • partner writing • independent writing on sentences linked to an image • independent application of knowledge within a paragraph
Connect	Combining new and connected knowledge <ul style="list-style-type: none"> • oral rehearsal of sentences for writing • drama techniques when appropriate to explore character, setting and themes 	<ul style="list-style-type: none"> • Mini knowledge checks • Identifying sentence types from a list and selecting from them for a particular purpose/audience/impact • Organising prewritten sentences to create a paragraph • 'Up-levelling' a piece • Generating sentences orally before writing • Drama e.g. creating a conversation between 2 characters before writing dialogue • Drama to explore character motivation • Writing short paragraphs that include new and connected knowledge.
Collect	Reading for writing <ul style="list-style-type: none"> • identifying, labelling and annotating features • impact on reader 	<ul style="list-style-type: none"> • annotating a text • finding features 'hunt' • matching features to examples taken from the text. • discussing/analysing the impact of features on the reader • how does the text make you feel? How is this achieved? • Discuss authorial techniques e.g. for building suspense. Are they successful?
Create	Drafting and writing <ul style="list-style-type: none"> • scaffolding techniques – reverse modelling, guided writing • Writing for reading - purpose and audience • developing own ideas 	<ul style="list-style-type: none"> • real and relevant purpose and audience (where possible) • oral rehearsal • modelled writing • reverse modelling • shared/guided writing • staying close to the structure/ideas of a known text and altering elements • planning using pictures, models, written ideas • develop ideas around images • generate success criteria for writing

	<p>Evaluating and editing</p> <ul style="list-style-type: none"> • peer and self assessment • identifying, labelling and annotating features • final publication 	<ul style="list-style-type: none"> • identifying successful features • highlighting where new and connected knowledge has been applied • highlighting sections where the reader is particularly engaged – why? • Annotate a paragraph • Re-write/edit a teacher written sentence/paragraph • Edit a sentence/paragraph of own work • Evaluate against success criteria
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Early Writing

In EYFS and KS1 there is a specific focus on teaching fundamental skills. Core transcription skills such as pen grip are taught using the nip, flip, grip technique and a focus on seating position, letter formation, spelling and simple sentence construction is the focus on learning. Dictation is used widely to support learning and enable pupils to build the skills they need.

Spelling and Handwriting

In EYFS and KS1, spelling forms part of the daily phonics lesson. Children rehearse spellings using the sounds they know through specific tasks and dictated sentences.

In KS2, Spelling lessons teach the spelling patterns for LKS2 and UKS2. The children are taught a yearly cycle so they can encounter each spelling rule at least twice. Spellings are practiced 4x weekly in class and children complete low stakes tests on Spelling Frame weekly.

English Working Walls

Working walls support children to remember new knowledge and to make connections between knowledge.

They are language rich as this is how children can achieve the depth they need in their writing and really write with a purpose or audience in mind.

Working walls at Hawes Primary feature both connected and current learning, mid and end points, vocabulary, models and reminders of key knowledge. Working walls should be useful to all pupils and they should be involved in their creation when possible.

Reviewed: September 2024

Next Review Date: September 2025