

The Wychwood Writing Way (WWW)

Models

Prepared models

Every unit includes at least one high-quality prepared model that includes the aspects of the toolkit for the text type being taught and is pitched above what the most confident writers in the class might achieve independently.

There may be one model or multiple, particularly, though not exclusively, in UKS2.

They may be linked to the whole class reading text or to another area of the curriculum being studied that term.

These models are shared with the class and read/explored as a reader (for fluency and comprehension) and then as a writer (looking at authorial intent, structure, vocabulary choices and building a toolkit of language features and techniques used).

Once a term from Year R through to Year 4 the children learn a model text by heart using a text map and actions to support their learning. In Years 5 and 6 children learn one model text each term by heart in terms 1 and 2 only.

Live models

Live modelling of writing should take place regularly. When doing so, we make explicit the internal processes of writing (transcription skills, sentence construction, vocabulary choices, checking and revising, etc.)

Live modelling can be for a whole class or for a small group or individual and can be at word, sentence or text level.

Live modelling should include making mistakes and noticing and correcting them so as to normalise this essential part of writing.

Live modelling takes place daily during the 'innovation' phase of each unit.

Live modelling may also be 'shared' writing, where the children are involved in helping the adult modeller make decisions about what to write.

Live modelling takes place before we ask children to carry out a writing task, particularly when we are asking children to use specific language features or structures.

Toolkits

We build our writers' toolkits using our whole school progression document which details the features and techniques a writer might use in order to achieve a particular effect or to appeal to a particular audience.

Writers' toolkits are not exhaustive checklists, but rather a collection of techniques and features that a writer might choose to use in order to create a specific effect. Children are encouraged to use them like this and are not expected to include every item in their writing.

Toolkits are normally constructed gradually, as each language feature or technique is encountered in the model text(s) and explored in more detail, throughout the exploration stage of each unit.

Older children may be able to construct their own writers' toolkits as they become more experienced.

Baseline formative assessment (Cold write)

Before a writing unit, teachers may decide to provide a stimulus for children to have a go at writing the text type that will be taught in the upcoming unit. This can then be used to inform the planning of the unit by identifying the needs of the class. It is also a useful way to offer a comparison with the 'hot write' at the end of the unit.

Exploration

Reading as a reader

When we encounter a model text, we begin by reading it 'as a reader' (for comprehension). The following may form a part of this phase:

Text talk activities (may use graphic organisers such as 'Tell me' grids – Aiden Chambers)

Explore vocabulary meanings (using strategies from our Teaching Vocabulary Guidance for Teachers document)

Comprehension based tasks (SATS-style questions, layers/zones of inference – know/infer/want to know, etc.)

Drama (conscience alley, role play, phone home, role on the wall, etc.)

Reading as a writer

After reading as a reader, we begin to analyse the text as a writer, identifying authorial intent through structure, vocabulary choices, grammatical features and punctuation. During this phase we build a toolkit for the text-type, finding examples of each 'tool', creating word/phrase banks to display in the classroom and spending time rehearsing the use of each tool in our short-burst writing sessions. We may explore additional model texts, finding more examples of the features and structures used and beginning to make comparisons between models as to their relative effectiveness.

Boxing-up

Part of exploring the text as a reader includes identifying the text structure. We do this by 'boxing-up' the text into sections and then describing the generic content of each part. This generic structure can then be repurposed in the composition of a new text of the same type (purpose and/or audience).

We aim to expose children to a wide variety of generic story plots (overcoming the monster, journey, wishing, rags to riches, etc.) over the course of their time with us at Wychwood, as well as generic structures for non-fiction texts.

Innovation

Innovation does not have to take place across a whole week of lessons, proceeding an independent writing task, but rather should be seen as a process that can be applied to a writing unit at any time. The principal is that when innovating, children use a model text of some sort and then use the same structures, but adapted in some way by them.

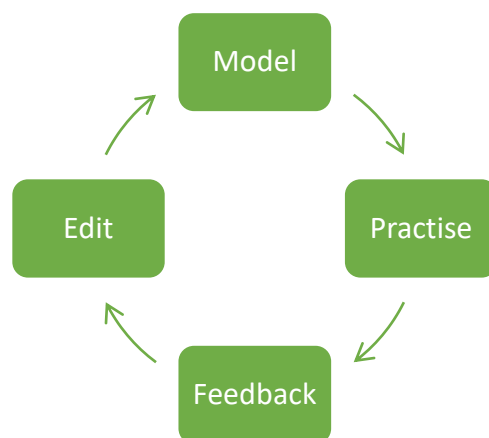
This can be as simple as substituting words in a sentence:

- Model: *Come and work at our school so you can help us read.*
- Innovation: *Come and work at our shop so you can help us sell sweets.*

Or it could be a more sophisticated innovation where a structure is reused but the whole sentence is changed – e.g.

- Model: *Jack stepped through the crack into the night. Outside the yard was quiet and thick dark clouds hid the moon from view. Squatting beside the door, he scooped up handfuls of muck from a puddle and plastered it through his white hair. (Moonlocket by Peter Bunzl)*
- Innovation: *Lily crawled out of the tunnel and into the light. Outside the garden was warm and dappled sunlight was dancing on the grass beneath the fruit trees. Hiding behind a tree, she checked her watch and felt in her pocket again for the ruby.*

In a longer writing unit, this phase is when the children see a live model of the writing that they are rehearsing, take part in guided practice and then receive feedback before they edit what they have written. The cycle continues as many times as is necessary for the children to have rehearsed writing all sections of the text they are focusing on for that unit.



The live modelling is a vital part of this process and is outlined in the Models section of this document. An element of shared writing may be appropriate at this stage and the use of a 'save-it' sheet or box is useful. This is when the teacher or a teaching assistant makes a note of language suggestions made by children, even if they are not selected by the teacher to use in the model/shared text. This bank is then displayed for other children to 'magpie' from when they are writing.

Feedback

Feedback follows our Marking and Feedback policy and teachers are expected to look at every child's writing from that day and then make notes in their own whole class writing feedback book. An agreed proforma is available for this process and supports teachers to make a note of individual children's work to praise and share during our 'feedback ferret' sessions at the beginning of the following day's lesson, any whole-class positive feedback and areas for the whole class to address, including common spelling errors and any presentation issues. Teachers will also note children to spend time with one to one or in small groups to provide individual feedback. Children then glue in a note which says, 'I spoke with my teacher and we agreed I should...' along with writing what has been agreed. Teachers and children can then refer back to this if needed.

Independent application (Hot write)

At the end of a writing unit, children should have the opportunity to apply what they have learned independently. This is called the 'hot write' and children should plan and write this text without support and without a model, although they should still have access to toolkits and word banks developed over the course of the unit. Some children will have internalised the model they learned at the beginning of the unit so well that their 'hot write' may be quite similar to the original text. As long as the children have written the text from memory rather than copying from a written text, teachers can see that aspects such as punctuation and spelling have been applied independently.

After completing the hot write, children should then have an opportunity to peer or self-edit their writing which they can then redraft for their writing folders and also, where possible for other audiences (display, books, etc.).

Spelling, Punctuation and Grammar

We follow Read, Write Inc. phonics from Reception to Year 2 and their spelling programme from Years 2 to 6. As well as this discreet teaching, we use every opportunity to revisit the spelling patterns and rules taught when we are teaching across the curriculum, but especially in our writing lessons. Teachers can help children make the link between what is learned in their phonics and spelling sessions and its application whenever they are writing.

Grammar and punctuation is taught every day as part of our writing lessons, but always in the context of the text type they are focussing on. Embedding the learning this way ensures children have opportunities to rehearse the skill in a meaningful way as well as making explicit the purpose of each language feature, aspect of punctuation or grammatical structure. It is not enough to know what a 'fronted adverbial' is; children should understand when and why using such a feature is useful.

Writing at Greater Depth

We have high expectations of all pupils and understand that teaching writing at greater depth should happen as part of the whole class provision. The most effective writers are those who draw on their wider reading to inform their writing. Through the use of a wide range of high-quality models within writing lessons and the links we make to our reading curriculum, we provide these opportunities for all children. In our lessons, we draw attention to how authors have created specific effects and tailored their writing for specific audiences. We then plan opportunities for children to innovate on structures we have 'magpied' from the texts we read.

We understand that having a wide vocabulary is closely linked to positive academic outcomes for children and so our curriculum is focused on language acquisition. Not only do children delight in using the newly acquired vocabulary in their writing, but their growing vocabulary enables them to access an increasingly sophisticated range of texts when reading. As stated above, this wider reading has a direct positive impact on writing ability and so we see our reading curriculum and our wider curriculum as intrinsic to increasing the number of children writing at greater depth.

Inclusion

At Wychwood, we understand that enabling all children to do well is the responsibility of teachers and that where possible, we aim to meet all children's needs within the classroom. Good teaching is *inclusive* teaching and adaptations to lessons that may support children with SEND will also be beneficial to all learners. If we plan and design our classrooms with these children in mind, not only will we meet their needs, but we will also be helping all of our children.

We use this inclusive pedagogical approach across the curriculum, including in our English lessons:

- Teach in small steps, building on prior knowledge.
- Plan lessons with those who might struggle to understand in mind (rather than the majority). If you can help these children succeed, then it is likely that everyone will.
- We ensure that slides or visual aids are clear, uncluttered and do not divide attention. It is helpful to create predictability in the presentation of stimuli and reference material too. For example, there might be an area of the board or screen where key language is always displayed, particular colours associated with instructions, prompts and targets, or a specific way to organise different types of information.
- Where possible, provide a live model and then display a worked model for children to refer to.
- Provide clear steps for any tasks.
- Give instructions in short, clear, uncluttered sentences.
- Build success in to lessons for all children, e.g. revealing options for an answer after a minute or two, then gradually reducing them.

When children require additional support, we use this approach from teachers and teaching assistants:

