

“It is only by writing, not dreaming about it, that we develop our own style.” – P.D. James

At DSJA writing is a crucial part of the curriculum. Our intent is to foster a love of writing and to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. At DSJA all our children from Foundation Stage to Year 6 and are provided with many opportunities to develop their vocabulary and apply their writing skills across the curriculum. We intend for our pupils to develop an awareness of audience, purpose and context and have the skills to plan, revise and evaluate their writing. We set high expectations for all our children to take pride in their work and to leave school being able to use fluent, legible handwriting.

Implementation

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At DSJA English sessions are robustly planned units of work, based on objectives from the National Curriculum and EYFS Framework.

In EYFS writing.....

In KS1 and KS2 writing is completed explicitly in daily literacy lessons over a clearly structured two-week cycle. Every unit of work covers a specific text type that uses a combination of novels, film, poetry and relevant real-life events, making learning fun, meaningful and memorable. At the start of each unit children study and unpick features of the texts, then over the two weeks cycle relevant skills are taught that allow children to immerse themselves in the language and structure to aid their writing. Through every cycle Teachers model the process of writing. During this process, teachers think out loud, edit and demonstrate how and why they have structured their writing in the way that they have. This ensures that language patterns, punctuation, key phrases and the importance of editing work are internalised by the children so that they become confident and competent writers.

All skills learnt are regularly reinforced within lessons across the curriculum.

Repeated practice of writing genres ensures that pupils leave our school capable of writing for different audiences and purposes.



| Structure | Suggested ideas | Pupil Outcome | Most likely Marking Outcome |
|---|--|---|---|
| Spelling and SPAG | | Spelling outcomes based on rule. SPAG work- linked to genre where appropriate | Secretarial (Detailed/next steps may be needed in individual cases). |
| Hook into text/outcome Text Analysis | Annotation of text. Immersion into text type. Text mapping | Identify features of text. Annotated features/Group text map/C checklist/ | Secretarial (Detailed/next steps may be needed in individual cases). |
| Planning | Use writing frames to plan. Use texts to plan from. | Structured plan for genre. | Marked with positive points and next steps linked to the learning objective or genre. |
| Skills/Writing phase | Specific skills taught differentiated where appropriate linked to genre. Modelled write. | Independent opening incorporating skill taught. | Marked with positive points and next steps linked to the learning objective or genre. |
| Editing and acting on feedback | Modelled edit on board. Specific intervention with individuals. | Edit first aspect of genre and produce final draft- | Verbal feedback during process. |

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| Spelling and SPAG | | SPAG work- linked to genre where appropriate Spelling outcomes based on rule. | Secretarial (Detailed/next steps may be needed in individual cases). |
| Writing phase | Specific skills taught differentiated where appropriate linked to genre. Modelled write | Independent writing of next part of genre. | Marked with positive points and next steps linked to the learning objective or genre. |
| Editing phase | Modelled edit on board. Specific intervention with individuals. | Edit next aspect of genre and produce final draft- | Verbal feedback during process. |
| Writing phase | Specific skills taught differentiated where appropriate linked to genre. Modelled write | Independent writing of next part of genre. | Marked with positive points and next steps linked to the learning objective or genre. |
| Cold Piece of next genre | | Writing cold piece and self evaluating of final draft. | Teacher evaluation comment on final draft. |

| DSJA genres covered through the year | | | |
|---|---|---|---|
| | Autumn term | Spring term | Summer term |
| Year 1 | Description, recount, simple retell, labels, list and captions, character description, instructions, autobiography, poetry | Instructions, labels and captions, retell, character description, fact file. | Descriptive writing, stories from other cultures, fact file, narrative. |
| Year 2 | character description, narrative, instructions, poems, NCR, letter | recount, persuasive writing, poem (riddle), diary entry, newspaper report | Recipe, letter, instructions, setting description, poem, recount |
| Year 3 | Narrative, Fact file, Instructions, Poetry – acrostic, Narrative, Wanted poster, Poetry- diamante | Fact file, Persuasive letter writing, Poem – acrostic, Narrative, Postcards, Poetry | Non-chronological report, Character description, Instructions, Narrative, Poetry |
| Year 4 | Non-Chronological reports, Narrative, dialogue, Poetry (Non-Rhyming), Instructions, Persuasive letter, Character descriptions | Diary (Recount), Adventure story, Poetry (Haiku/kenning), Newspaper report | Explanation text, Play scripts, Biography, Setting description, Persuasive leaflet |
| Year 5 | Diary entry, non-chronological report, narrative, retelling part of a story, Descriptive writing, | Biography, non-chronological report, narrative/descriptive report, prayer/poetry, newspaper report, narrative | Instructions, Information text, Mystery Story, Playscript, Persuasive writing, Poetry |

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| | poetry | | |
| Year 6 | Autobiography, Formal letters Non-chronological reports, Newspaper reports, Informal letter Diary, Narrative settings poetry | Biograph, Persuasive writing, Narrative – dialogue Information texts, poetry | Newspaper reports, Narrative – adventure Poetry, Balanced argument Persuasive writing, Biography, Narrative – mystery stories |

