

The Yorkmead approach to Writing

At Yorkmead, we believe that the ability to write with confidence and accuracy is an essential life skill. Writing well is the ability to communicate ideas, information and opinions across a wide range of contexts. As a successful writer, a child will understand how to use different genres appropriately, matching them to audience and purpose whilst at the same time accurately using and applying the conventions of syntax, spelling and punctuation. Our writing provision at Yorkmead will equip children with the skills necessary to achieve this throughout the curriculum.

Aims:

All children should be able to:

- Write with confidence, clarity and imagination;
- Understand and apply their knowledge of phonics and spelling;
- Understand how to write in a range of genres (fiction, non-fiction & poetry) using the appropriate style, structure and features;
- Plan, draft, edit and redraft their work and learn how to self and peer-assess against success criteria;
- Develop a technical vocabulary through which to understand and discuss their writing;
- Develop their imagination, creativity, expressive language and critical awareness through their writing.

Implementation:

We follow the National Curriculum (2014) which ensures that a range of genres are covered, including narrative (e.g. extended stories, stories by the same author, myths & legends, adventure stories and traditional stories), non-fiction (e.g. persuasive texts, non-chronological reports, information texts, recounts, reports and letters) and poetry (e.g. rhyme, nonsense rhymes, shape poems, acrostic and descriptive poetry.) Genres are taught and learnt by considering the key aspects of

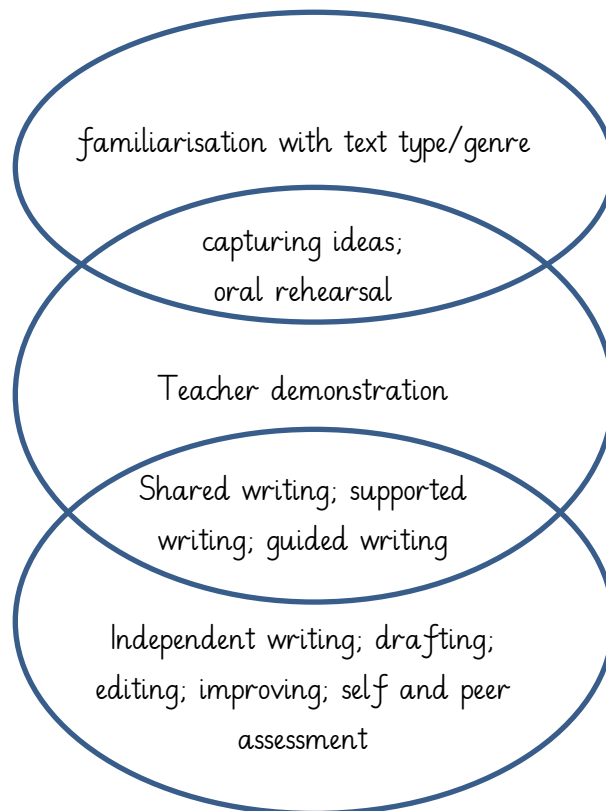
- purpose
- form (organisation & language features)
- audience

Throughout each unit, the links between reading and writing are made explicit – we read as writers and we write as readers. The progress throughout each unit of work shows the transition between reading as writers (focussing on the structure, characterisation and language features) to writing as readers (word play, describing, composition, planning, editing, redrafting.)

In a nutshell, planning for the learning journey in writing should follow these principles:

stimulate & generate  capture, sift & sort  create, refine & evaluate

The sequence of teaching of writing should generally include the following progression:



At Yorkmead, we use two clear teaching sequences in order to secure the children's understanding of how to write in different genres.

1. Talk for Writing – This will be used more frequently in KS1 and at least once per half term in KS2.
2. Cold to Hot Cycle – this will be used when teaching specific genres, both fiction and non-fiction.

When either is used the emphasis is always on securing an understanding of the audience, purpose and form (organisation and language features) of each genre being taught.

The Working Party will be developing a plan to secure the progression of skills for each fiction, non-fiction and poetry genre. In the interim, the appropriate key stage's planning proforma for different genres, which are available within our Assertive Mentoring materials, should be used as a first port of call.

Talk for Writing – the key principles

Week 1 - Imitate

- Reading/sharing text with the children.
- Identify features of the text – discuss genre, audience, purpose, language features.
- Make a toolkit for your working wall.
- Story map text.
- Either – read story to the children and they draw pictures as you read, or provide the children with a story map you have already made (choose what is best for your year group/children).
- Talking/learning the story
- Use the story map with actions to learn the text.
- During this phase, teach sentence structures and encourage children to add these to their story map so that they can use them in their writing.
- Children then to write the story themselves.
- They do this using the story map and the teacher should model each part of the text first.

Week 2 - Innovate

- Make changes to the story.
- Keep the underlying pattern the same. Forget the detail and think about making changes to basic events, characters, settings and endings. Things you could change Animals, names, types of buildings, rooms, weapons, settings, time connectives, sentence openers. You can also add bits in Adjectives, adverbs, descriptions.
- Story map
- This can be done over your story map (by adding post it notes), children can draw a new story map or it could be planned out on a boxing up grid.
- Talk through the story
- Children to write their own story
- A class plan and story should be modelled again by the teacher.

Week 3 – Create

- Children to make up their own story following the features of the genre covered (using toolkits made during the unit).
- Use either a story map, planning frame or boxing up grid to plan (whatever you feel is more relevant to your children)

Cold-to-Hot Writing Cycle

This cycle begins with the children writing 'cold' in a particular genre, moves on to the teaching and rehearsal of specific skills and features necessary for the children to secure that genre, to them finally being able to independently apply the newly acquired skills in a 'hot' write.

The advantage of using this approach is that:

- a) the progress from a cold to hot write is clearly evident;
- b) teachers can address key learning gaps which are evident in cold writes;
- c) there is a clear progression planned into the skills and techniques taught for genres across year groups.

1. **COLD WRITE:** In the week before a new genre is being taught, the children write in that style with minimal input about features etc. Some initial stimulus is given but the emphasis is on assessing the children's skills at writing 'cold' in a particular genre. This needn't be a long piece of writing – perhaps 20-30 minutes depending on age, with some brief planning time beforehand in KS2.
2. **WAGOLL** (What A Good One Looks Like) is shared with children and used to identify features of the genre. The findings of this are used to generate posters for the working wall which clearly specify:
 - Purpose
 - Form
 - Organisation (how it is set out etc)
 - Language (tense, formal/informal, style of openers, types of conjunctions etc)
 - AudienceThroughout the unit, the toolkit for each aspect needs to be added to the working wall and regularly referred to.
3. **STIMULUS, GATHERING of ideas & PLANNING** for writing. This may be as part of the class text, a visual stimulus (e.g. Literacy Shed), a real-life context from a trip or event etc. Key vocabulary and development of word banks is essential at this stage.
4. **WARM WRITING: TEACHER MODELLING & REHEARSAL.** A variety of techniques are used to model good practice in writing (see list below) and to develop their understanding of how to write in a particular style. For example, greater emphasis may need to be put on modelling how to write an effective introduction to a report, or a story opening/ending etc. The focus will vary depending on prior teaching focus and what key issues arose out of their cold writes.
5. **HOT WRITE:** Children begin to write independently with a first draft, based on either shared or independent planning. They can draw on new skills and aspects of writing they rehearsed earlier in the WARM WRITE stage. This can then either be edited in part or edited and totally redrafted.

Eventually, the more this cycle is used, the more independent the children will become in confidently writing across a wide range of genres. we anticipate that after some time, the HOT WRITE section of the cycle should be applied *away from the point of teaching*. For example, after a shared planning stage, teacher modelling leading into independent rehearsal(WARM WRITE) the children should then be able to plan, draft and redraft in the same genre up to two weeks after the initial teaching input.

In Upper KS2, children should eventually be taught to then return to their Cold Writes and redraft them by applying their newly acquired skills which they have developed throughout the cycle.

Upper KS2 should also revisit genres throughout the year so that they are applying their knowledge of genres without the need for the full cycle to be taught again.

Writing Working Party Team