

Writing Policy:



At Kniveton Primary School we want children to:

- See themselves as a writer and celebrate their success
- Be able to reflect, edit and publish their own work
- Be able to select appropriate word choice, sentence structure and text form for effect
- Understand the relevance of writing to themselves and their lives
- Understand the purpose, audience and forms of writing
- Develop resilience as independent writers

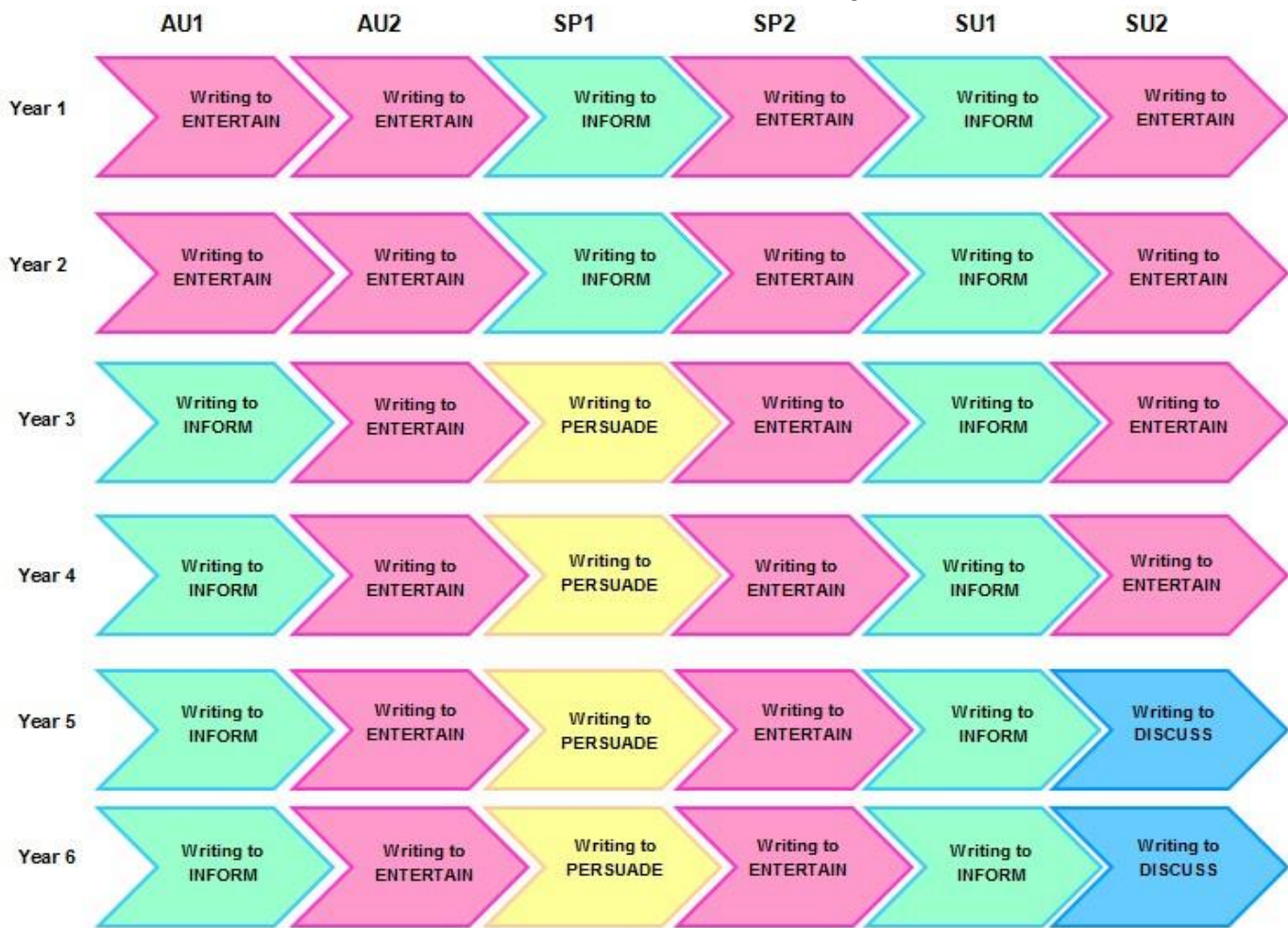
The 'Purpose for Writing' Approach

At Kniveton Primary School, we have a 'Purpose for Writing' approach. Rather than trying to teach children ten or more different genres or text types (which can actually be used for a variety of purposes), our approach focusses on what those different types have in common: the purpose for writing.

The four purposes to write being taught across KS1 and KS2 are:

- to entertain
- to inform
- to persuade
- to discuss

Below is our long term plan for writing in our school. The purposes do not have to follow this order but should be covered over the course of the year.



KS1 Focus: to Entertain and to Inform

LKS2 Focus: to Inform, Entertain and Persuade

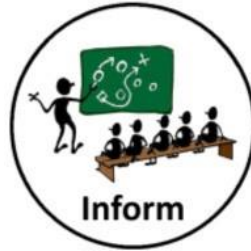
UKS2 Focus: to Inform, Entertain, Persuade and Discuss

What text types should be taught with each purpose?

Below is an overview of the different texts types that can be taught with each purpose. It is set out in phases to show progression throughout the school. *It is expected that two main outcomes are chosen for each half terms purpose* e.g. Year 2 in AU1 may focus on ‘write to entertain’ and write a story and piece of poetry. This means that at the end of one half term, pupils will have completed two pieces of writing.



Entertain



Inform



Persuade



Discuss

| | | | | |
|----------------------------------|--|---|---|---|
| Year 1 & 2 (KS1) | Story (including retellings) Description Poetry In-character/role | Recount Letter Instruction NCR | | |
| Year 3 & 4 (LKS2) | Narrative Description Poetry Characters/Settings | Explanation Recount Letter Biography Newspaper NCR | Advertising Letter Speech Poster | |
| Year 5 & 6 (UKS2) | Narrative Description Poetry Characters/Settings | Report Recount Biography Newspaper Essay NCR | Advertising Letter Speech Campaign | Balanced Argument Newspaper Review |

Why this approach?

This approach to writing better prepares pupils to recognise different genres and which purpose they are linked to: they're not a distinct type in themselves to be taught in a vacuum. So instead of seeing newspapers as newspapers and biographies as biographies, children will begin to recognise both these text types as texts to inform. With this in place, pupils are more likely to notice specific text features and structures, grammar and sentence structures, word level and choice and punctuation that cross between the two different text types being taught. Therefore, children do not have to scrap everything they learnt and start a completely new purpose: they are able to use their recently taught knowledge to help build on different text types and therefore retain the different aspects of the purpose for writing. This can be valuably seen in success criteria for different text types.

Teaching Grammar

Wherever possible, our grammar lessons are embedded within our writing units and the grammar that we teach is linked to the genre of writing. For example, we teach noun phrases in a unit of work that is to entertain, and these are then used in setting and character descriptions.

Useful Resources and Reading:

Michael Tidd has created guidance notes that offer some indications of National Curriculum content that might be covered in each section (purpose) including:

- elements of whole-text ideas
- suggestions for sentences and grammar
- notes on punctuation to include
- some examples of conjunctions and adverbials.

This is a **key document** that should be used when planning units of writing.

<file:///F:/English%20Coordinator/4-writing-purposes-guidance1.pdf>

Writing to entertain (LKS2)

| | | |
|---|---|---|
| Text Types <ul style="list-style-type: none">• Stories• Descriptions• Poetry• Characters/settings | Text Features <ul style="list-style-type: none">• Detailed description• Use paragraphs to organize in time sequence | Other Style Ideas <ul style="list-style-type: none">• Opportunities for comparing different forms of past tense (progressive and simple) |
|---|---|---|

Grammar and Sentences

- Use **fronted adverbials** to show how/when an event occurs.
Without a sound... After a moment...
- Use **expanded noun phrases** to add detail & description
...the dark gloomy cupboard under the stairs...
- Use **subordinate clauses** to add detail or context
Although Theseus was scared, he prepared to enter the maze.
- Use **nouns & pronouns** for clarity and cohesion
They crept into Minos's great labyrinth. Inside the maze...

| | |
|---|--|
| Adverbials Soon Meanwhile As... The next day... Later... Carefully Without a thought... | Conjunctions if when because while as until whenever once |
|---|--|

Punctuation Content

- Use full punctuation for direct speech, including punctuation within and before **inverted commas**.
Mum asked, "Will you be home for tea?"
- Secure use of **apostrophes** for possession, including for plural nouns.
- Use **commas** after fronted adverbials and subordinate clauses
- May begin to use **dashes** for emphasis

Planning a unit of work:

A unit of work will take 3 – 4 weeks. Within the unit, pupils will learn about the genre of writing and its features.

They will explore word level objectives looking at the vocabulary used, spellings and word types. Grammar will be taught in a weekly lesson that wherever possible is linked to the genre taught eg: speech punctuation for narratives, conjunctions for report writing.

Pupils will have the opportunity for short burst writing activities building up to a longer piece of writing at the end of the unit. They will edit/evaluate their writing against a set criteria.

Monitoring Writing

Writing will be assessed formally once a term. This will be an independent piece of work. Teachers will use ongoing formative assessment to inform teaching objectives for their next unit of work.