

# Staff Development – School Improvement 22-23



How do  
we teach  
Writing?



**MASON MOOR**  
PRIMARY SCHOOL

Teaching Staff | 1<sup>st</sup> September 2022



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PRIMARY SCHOOL

# Teaching Writing

Key take-away's for delivering successful lessons

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## 1. The Writing Hook

Experiential learning supports retention of ideas, knowledge and skills. What a child has a lived experience of – they can discuss with a peer and write about coherently.

- Too often we introduce ideas and concepts that are abstract and difficult for our children to understand. *E.g. Writing in role as a Ice Age man.*
- **Utilise digital media:** ClassVR, YouTube, Podcasts
- **Think about local area trips and visits to enhance pupil writing:** a walk to a local park to examine the changes in trees and plants could improve our pupils' poetry writing. Make these trips often!

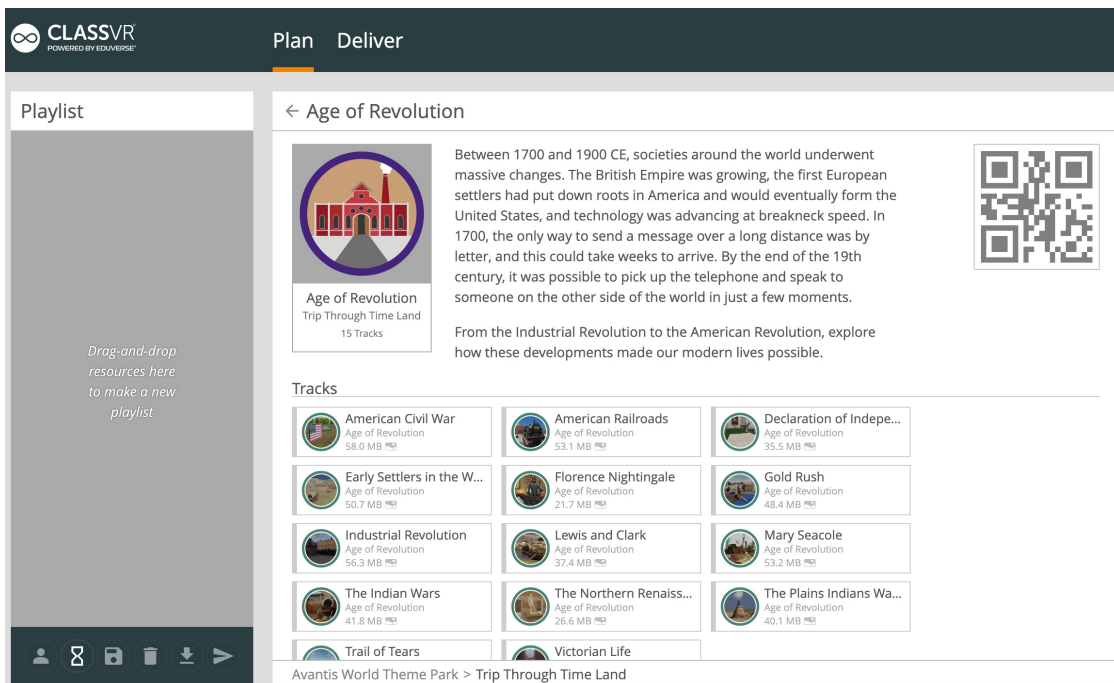


# Key take-away's for delivering successful lessons

## 1. The Writing Hook

ClassVR contains a library of 1000s of resources.

- Pupils can take a stroll down the path of the Highwayman – discovering in first-person how scary it would have been.
- 3D landscape pictures can help to bring alive setting description. The technology will enhance WHAT they can see and deepen their language choices!
- Make cross-curricula links to support lower ability pupils!



# Key take-away's for delivering successful lessons

## 2. Handwriting IMPROVES composition

KS2 outcomes at both schools were hindered in writing because of handwriting. Too few pupils were able to demonstrate the stamina and skill required to write cursively.

- A cursive hand writer writes faster!
- Handwriting is a demonstrable skill of both ARE and GD. Those who cannot present neat and legibly are set to fail.
- All pupils require a daily practise of 10 minutes. This MUST be modelled, securely taught (guidance from LetterJoin) and should be incorporated into the SPAG 'do now' activity.

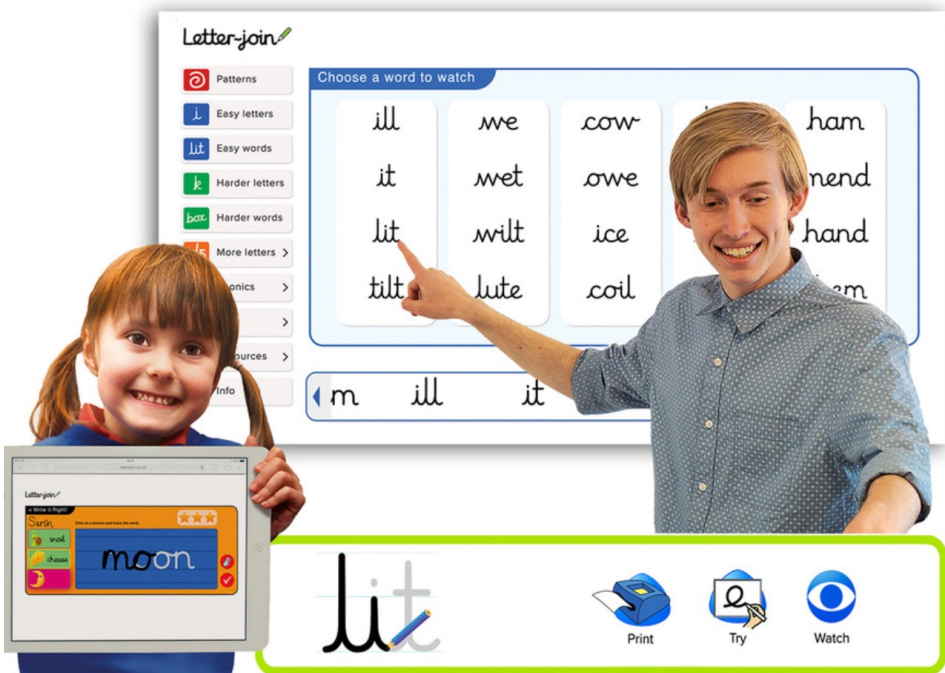


# Key take-away's for delivering successful lessons

## 2. Handwriting IMPROVES composition

LetterJoin has a log-in access for all classes. It encompasses IWB resources, alongside iPad tasks, printable homework and teaching support for staff.

- All pupils must have a weekly piece of handwriting homework. (LetterJoin printed)
- Your SPAG starter should be used as handwriting practise. This doesn't mean it should be the only part of the day where handwriting is important!
- Pupils must be given dictation exercises to improve handwriting. 'Write this into your books...'
- All teachers must use cursive / pre-cursive.





# Key take-away's for delivering successful lessons

## 3. Spelling must be taught methodically


Spelling rules, in the English language, are one of the most complex to teach (and to understand).

- Teaching children spelling patterns, before they have a solid understanding of the corresponding sound, is confusing and leads to cumulative dysfluency.
- Each week you will introduce a new spelling sound to the children. In LKS1 this will include the common exception words. These are (mostly) mapped to their learning of the phonics!
- The planning includes suggested words to practise which should be used for homework.



# Key take-away's for delivering successful lessons

## 3. Spelling must be taught methodically

 LAT SPELLING STRATEGY PLANNING

Week	spelling	Statutory requirements	Rules and guidance (non-statutory)	Examples
1	c: k	Using k for the /k/ sound	The /k/ sound is spelt as 'k' rather than as c before e, i and y.	Kent kept kill king kiss skid skill skin skip sky kit frisky sketch
2	-ck			back pack rack sack kick lick pick sick tick deck neck peck lock rock sock duck luck muck suck tuck back crack lack rack stack track flick block clock rock shock smock duck stuck truck
3	-ff	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	cliff sniff stiff huff puff stuff off
4	-ll			ball call fall hall tall wall bell fell hell sell tell well yell
5	-ss			hiss kiss miss bless dress less mess press cross across moss fuss
		Phase Two Tricky Words and Common Exception Words	Taught on-going – but by the end of the phase should know:	I no the to go into A is his has of an and as at back big but can dad got had if in it mum not off on up

32	y to ied	Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.
33	y to ier		
34	y to iest		

Hip	po	pot	amus
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- The strategy builds sequentially over the academic year. Teachers must deliver the spellings in order to ensure coverage.
- The strategy includes subject knowledge support for those new to teaching spelling.
  - At the back of the strategy an appendices provides teachers with ideas to enhance lesson delivery.
  - It is an explicit expectation that children record learning – however brief – inside a spelling book.



# Key take-away's for delivering successful lessons

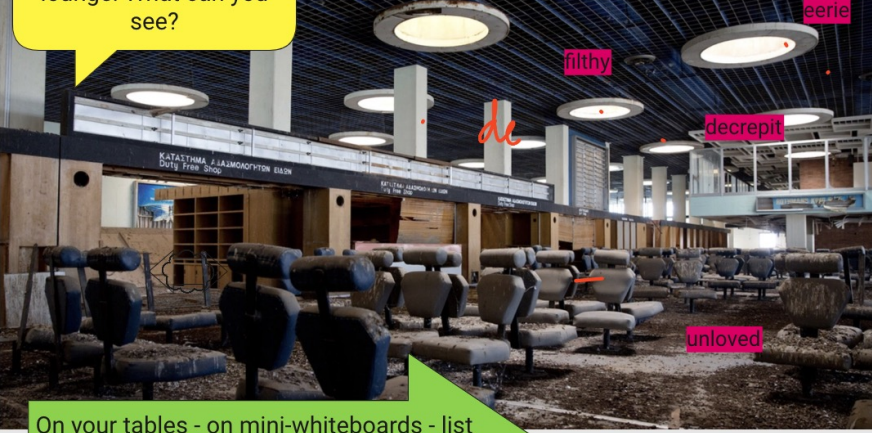
## 4. Vocabulary drives better writing outcomes

Sometimes we assume that pupils have the vocabulary to write successfully. Even higher ability pupils need help framing words to suit the context and support writing.

- Ensure lessons contain opportunities to magpie words – hearing peers share better vocabulary choices improves ALL pupils' writing.
- Use images/video to elicit pupils' words/ideas.
- Display words and their definitions on your display board to reinforce pupils' knowledge and acquisition of language.

Wednesday 12 January 2022

Here's a photograph of the abandoned airport lounge. What can you see?

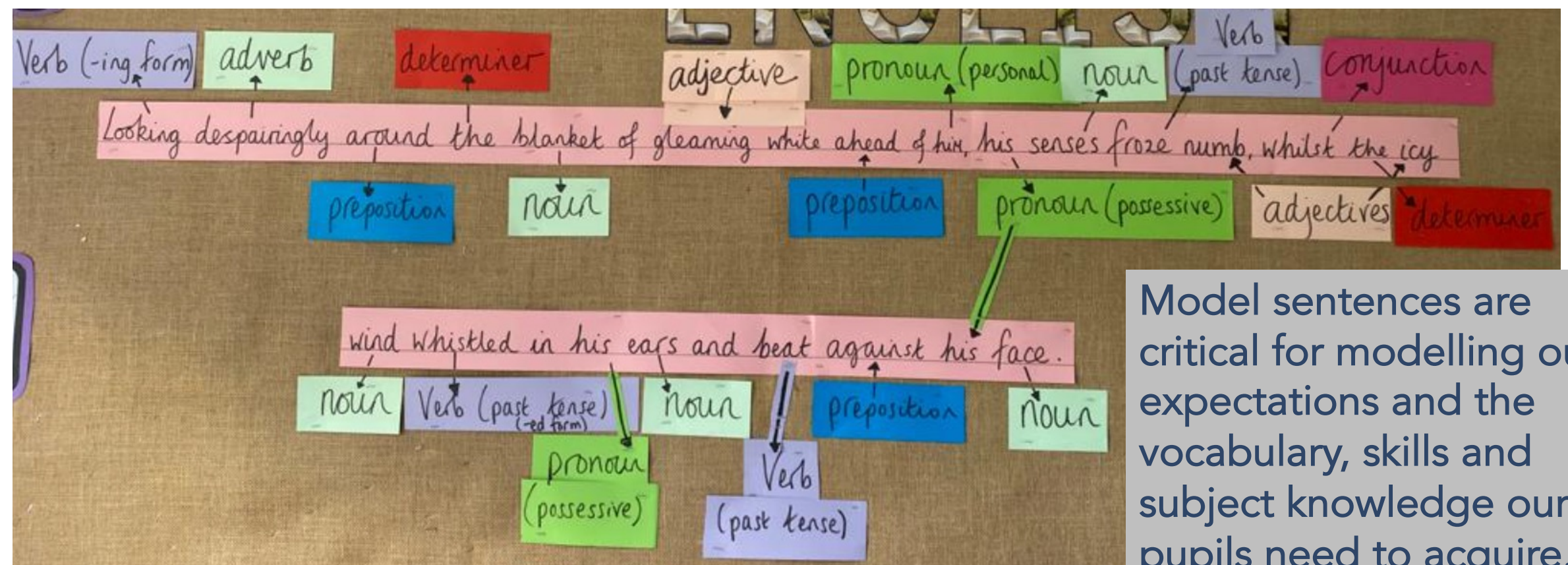


On your tables - on mini-whiteboards - list as many descriptive words as you can. Think about the senses - what could you see/smell/hear/feel in there?

deserted, forgotten, forsaken, vacant,  
SMELL: rotting, mouldy, damp,

# Key take-away's for delivering successful lessons

## 4. Vocabulary drives better writing outcomes



Model sentences are critical for modelling our expectations and the vocabulary, skills and subject knowledge our pupils need to acquire.

Every classroom needs to have a model sentence on their writing/English display. It should be contextually relevant to the genre taught.

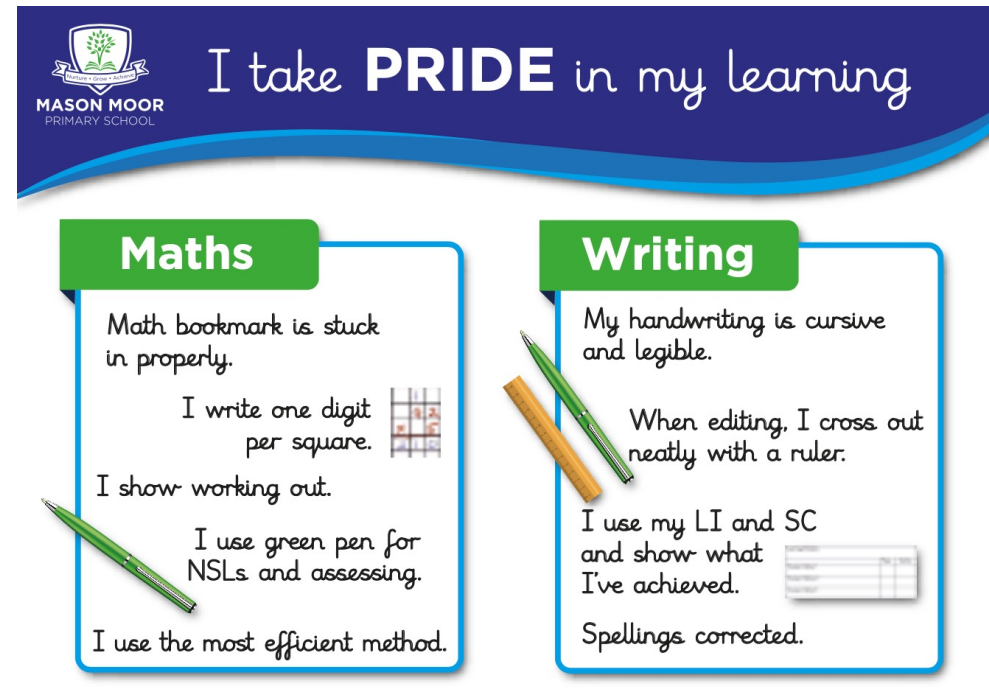
# Key take-away's for delivering successful lessons

## 5. Consistency is key! Sweat-the-small-stuff

Classroom aide-memoires support you in reinforcing the expectation set for the children. The 'I take PRIDE in my learning' is a visual that enables you to regularly 'milestone check' on your pupils' progress.

*'Everybody track me \*5,4,3,2,1\*. Thank you. Could you all have your green pen ready now for editing. A reminder – Gemma, what does it mean to edit?'*

*\*Stop the class after 5 minutes of sustained writing\* 'Everybody – look here – is my handwriting cursive and legible?'*



The poster is titled "I take **PRIDE** in my learning" and features the Mason Moor Primary School logo. It is divided into two main sections: "Maths" and "Writing".

**Maths**

- Math bookmark is stuck in properly.
- I write one digit per square.
- I show working out.
- I use green pen for NSLs and assessing.
- I use the most efficient method.

**Writing**

- My handwriting is cursive and legible.
- When editing, I cross out neatly with a ruler.
- I use my LI and SC and show what I've achieved.
- Spellings corrected.




# Key take-away's for delivering successful lessons

## 6. Modelling – I do, We do, You do

Wednesday 12 January 2022

Teacher MODEL (I do)



Example of personification

Conjunction

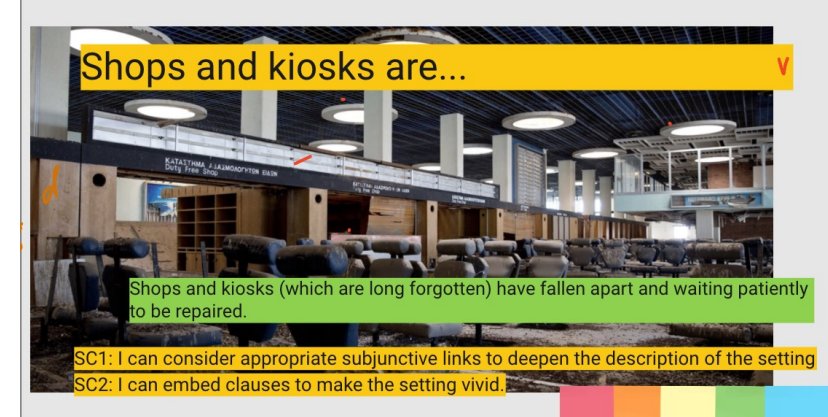
The dusty chairs sit abandoned and lonely they haven't had visitors for many years.

What could go here? Why?

SC1: I can consider appropriate subjunctive links to deepen the description of the setting

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Shared MODEL (WE do)



Shops and kiosks are...

Shops and kiosks (which are long forgotten) have fallen apart and waiting patiently to be repaired.

SC1: I can consider appropriate subjunctive links to deepen the description of the setting

SC2: I can embed clauses to make the setting vivid.

### I do:

- Instruction coaching – this is *HOW* you do it.
- Here's my model
- Here's a deconstructed model demonstrating how it meets the success criteria

### We do:

- In pairs, table groups or whole-class - lets have a look at this together.
- The ingredients required are in the SC – have we met the SC?
- Magpie the ideas as a class – record them on your flipchart paper.

# Key take-away's for delivering successful lessons

## 6. Modelling – I do, You do, We do

### You do:

- Practise and application task. An independent piece of writing where the child is able to demonstrate understanding of the skill taught.
- A clear reminder of the 'ingredients' needed through the repetition of the SC underneath the task.
- The YOU DO should be open-ended. We don't need to give pupils expectations of numbers of sentences required etc.

Wednesday 12 January 2022

(YOU do)



SC1: I can consider appropriate subjunctive links to deepen the description of the setting  
SC2: I can embed clauses to make the setting vivid.

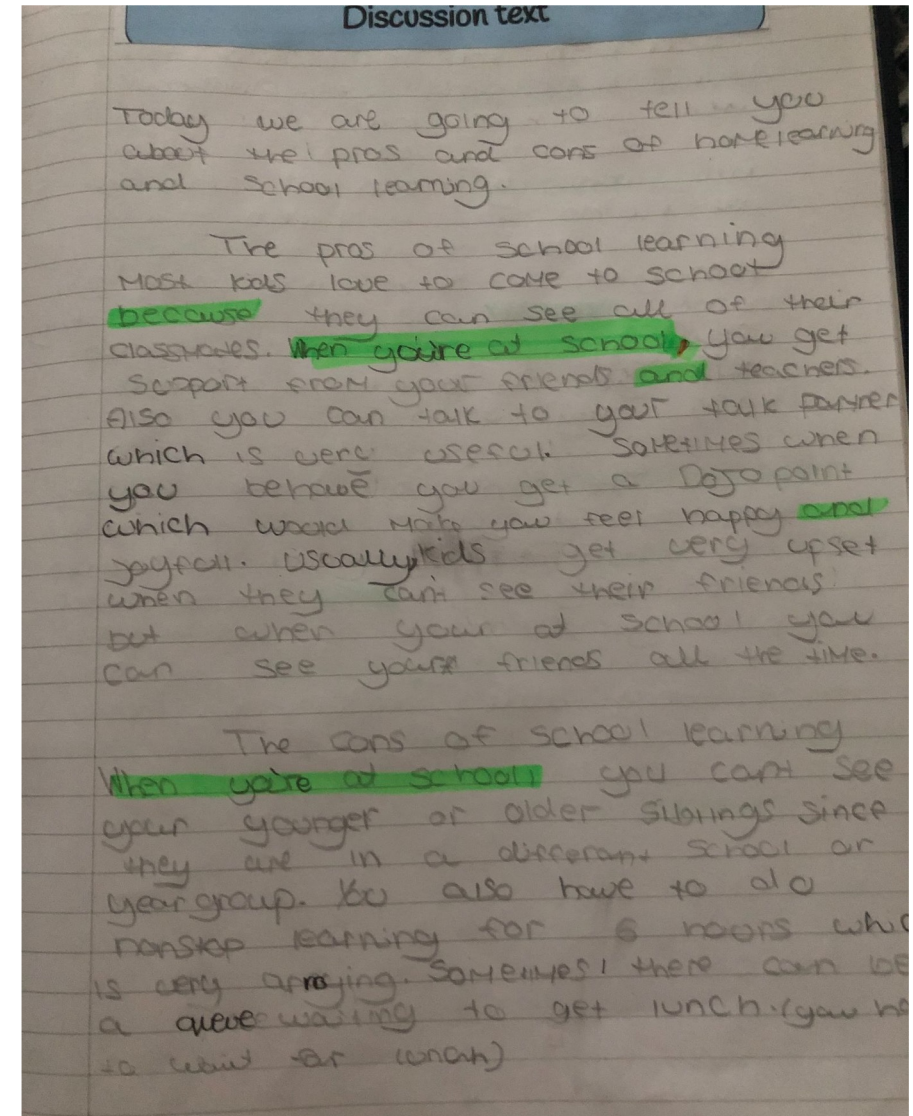


# Key take-away's for delivering successful lessons

## 7. Independent Writes – every Friday

Every Friday your set/class will complete an independent write – an unaided piece of writing that demonstrates their application of the skills that they have learned throughout the week.

- All Independent Writes must be marked on the Friday. This ensures feed-forward planning amendments for Monday's writing lessons.
- The Independent Write needs to be deep marked with specific feedback for improvement.





# Key take-away's for delivering successful lessons

## 7. Independent Writes – every Friday

### Key things to remember:

- The Independent Write is **not** a published piece.
- The context of the writing needs to differ to enable you to understand what the child has retained and understood. **They are not 'carrying on with the same piece of writing'.**
- The writing is assessed using the independent writing indicators. These should be inside the child's exercise book.

**INDEPENDENT WRITE:** Writing to describe a setting  
**Writing Context:** An unseen forest scene

Learning Intention: To vary sentence types (clauses) in my independent write		
	Pupil	Teacher
Success Criteria 1:		
Success Criteria 2:		
Success Criteria 3:		