

Writing

Intent – We aim to...

Embed a love of writing so that the children enjoy bringing their ideas to life on the page and can do so accurately and effectively.

Provide high-quality modelling of sentence structures and authorial intent in every lesson to enable children to grow their 'writer's brain'.

Equip our young writers with a secure understanding of grammar and sentence structures that they can apply accurately.

Create opportunities for children to think critically about their writing and choose language for purpose and audience.

Celebrate the children's writing in and out of school, fostering a sense of pride in their writing achievements.

Writing is a fundamental part of the primary curriculum, not only in the context of English, but as the vehicle through which children are able to build their learning across the curriculum. At Berry Hill, we set out to equip children with the necessary skills to be effective written communicators and inspired writers through a well-structured, progressive curriculum that exposes them to a range of text types and styles, high-quality modelling and regular and extended opportunities to write at length, building fluency, stamina and a love of writing. At Berry Hill, we have based our approach to teaching writing on The Write Stuff. The guiding principles of the approach are as follow: give the children experiences to inform their writing, explicitly model the writing process, and allow children regular and extended opportunities to write to develop written accuracy and stamina.

Implementation – How do we achieve our aims? *You can make anything by writing - C.S Lewis*

Our curriculum is structured to expose the children to a range of text types and styles within and across year groups. Carefully selected books, texts and video prompts are used to inspire the children to write. Each writing unit comprises of a high-quality model, guided writing throughout the unit, and then an independent write for children to demonstrate their learning. Our writing lessons are either writing, experience or grammar lessons. Grammar is taught explicitly at least once a fortnight, and experience lessons interleave sentence stacking lessons to equip children with knowledge and experience to draw on in writing lessons.

	Fiction	Non-fiction	Poetry	AUTUMN			SPRING			SUMMER		
YEAR 1	The train Ride by June Crebbin (book) Story narrative	Firework night by Andrew Collett (text) Poetry	Toys of the Past (text) Report	Grandad's Island by Benji Davis (book) Adventure narrative	On Safari (text) Travel journal	Song of the Sea by StudioCanal (video) Irish myth narrative	When I am by myself (text) Poetry	The Last Stop on Market Street by Matt de la Pena (book) Story narrative	Our trip to the woods (text) Recount			
YEAR 2	If I were in charge of the world by Judith Viorst (text) Poetry	Little Red Reading Hood by Lucy Rowland (book) Twisted trad. Tale	Pirates (text) Non-chronological report	A Crow's Tale by Naomi Howarth (book) Fable narrative	This is how we do it (text) Letter	Milo Imagines the World by Matt de la Pena (book) Overcoming difficulties narrative	Plants (text) Information text	The Building Boy Ross Montgomery & David Litchfield (book) Adventure narrative	Desk Diddler (text) Poetry			
YEAR 3	The Blue Umbrella by Pixar (video) Romance narrative	I asked the little boy who cannot see (text) Poetry	My Strong Mind (text) Instructions	Stone Age Boy by Satoshi Kitamura (book) Story narrative	How a Robot Dog Works (text) Explanation	The Magic Paintbrush by Julia Donaldson (book) Traditional tale	The street beneath my feet (text) Explanation	The Incredible Book-eating Boy by Oliver Jeffers (book) Comedy narrative	Autumn is here (text) Poetry			
YEAR 4	The Lost Thing by Shaun Tan (video) Fantasy narrative	The River by Valerie Bloome (text) Poetry	Float by Daniel Miyares (book) Story narrative	Sicily (text) Holiday Brochure	Aladdin and the Enchanted Lamp by Phillip Pullman (book) Traditional tale	Digestion (text) Explanation	The Great Chocoplot by Chris Callaghan (book) Mystery narrative	National Parks (text) Balanced argument	Feast (video) Story narrative			
YEAR 5	The Fantastic Flying Books of Mr. Morris Lessmore by Moonbot Studios (video) Fantasy narrative	Hatshepsut (text) Biography	Cosmic by Frank Cottrell-Boyce (book) Science-fiction narrative	Zoo by Anthony Browne (book) Fantasy narrative	Penguins (text) Non-chronological report	The Malfeasance by Alan Bold (text) Poetry	The Nowhere Emporium by Ross MacKenzie (book) Mystery narrative	Scott of the Antarctic (text) Diary	The Present by Jacob Frey (video) Story narrative			
YEAR 6	Thornhill by Pam Smy (book) Ghost story	Everest (text) Non-chronological report	Varmints (film) Setting	The Birds (film) Dialogue	Shackleton's Journey by William Gill (book) Narrative, instructions	Holes by Louis Sachar (book) Narrative, informal letter, newspaper report	The hope-o-potamus (text) poetry	The Haunting of Aveline Jones by Phil Hickey (book) Ghost story, non-chronological report, character description				

Impact – How will we know we have achieved our aims?

Our children are inspired to write. They enjoy writing and derive pleasure from creating their own high-quality texts.

Pupils write fluently for a range of carefully select vocabulary and structures for different readers and text types.

Children can apply the range of grammar taught at KS2 accurately and independently, making deliberate choices to enhance their writing.

Our children are proud of their writing and want to share what they have achieved with others. They are proud to celebrate their success.

Writing outcomes at KS1 and KS2 show an increased percentage of children meeting and exceeding the national expected standard.

A typical writing lesson

Writing lessons are divided into three (sometimes two) learning chunks. Each learning chunk has a specific content and grammar or stylistic focus and builds on the preceding chunk and the preceding lesson.

Breathing life into the story

Using a stimulus of a picture, video, extract or piece of music as a backdrop, the teacher reads a prepared text to the children which exemplifies the desired outcome of the lesson. This lasts for around a minute.

Initiate

Children CHOT (*chat and jot*) to generate vocabulary or ideas. They write these words on their thinking side, then KCO (*Kind Call Out*) their ideas and the teacher writes them onto the board so everyone can see.

Model

Drawing on the language collected on the thinking side during the CHOT, the teacher model writes for the children. Here, the children can 'see' the writer's brain as the expert writer explains word choices and sentence structures. This model remains on the board as a support for the children.

Enable

Now, the children draw on the CHOT and teacher model and write their own response for the learning chunk. The model is guidance and is not copied, but can be used to support less able writers.