

Writing for an Audience.

TUDOR PRIMARY SCHOOL

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Intent (What we aim for)

We believe that writing is a crucial part of our curriculum. By the end of Year 6 we aspire that children have developed an ability to express their thoughts and ideas creatively and purposefully through the written word.

We intend to develop authors who can respond to their audience and adjust their pieces to meet the purpose of them. As part of this, we aim for pupils to have the ability to use a wide range of grammar and punctuation for impact in their pieces.

At Tudor Primary School we know the importance of having a purpose for writing. Texts are not just written, but written for a reason. To support this we have developed the use of a range of text structures and approaches within our thematic curriculum to develop children's approaches to writing.

Implementation (What it looks like in class)

At Tudor, we follow a thematic curriculum, meaning that we try to link as much of the learning to an over-riding theme. This allows skills to be used in a range of subjects, which is especially important when looking at writing.

The school is arranged in phases and each phase works on a two-year cycle, meaning that every pupil has the opportunity to engage with six different themes within the phase. Even though they are working within the context of the same theme as the year group either above or below them, pupils will be given learning opportunities appropriate to their school year level. This ensure there is progress in the key skills for each subject.

Our current thematic cycle includes:

		Key Stage 1 (Year 1 &2)	Lower Key Stage 2 (Year 3 &4)	Upper Key Stage 2 (Year 5 &6)
Cycle A	Autumn	Homes Under the Hammer	Buried Treasure	Raiders and Traders
	Spring	Field to Fork	Crime-Busters	Extreme Environments
	Summer	Seaside Rescue	What a Wonderful World!	Step Back in Time
Cycle B	Autumn	Toy Stories	Is it Right to Fight?	A Whole New World
	Spring	Wings, Wheels and Waves	Up Pompeii	Spaceship Earth
	Summer	Turrets and Tiaras	Tomb Raiders	It's All Greek to Me!

At the start of each new theme, the teachers within the phase collaborate to generate a range of creative writing opportunities, both fiction and nonfiction. Then each year group uses these ideas to generate an overview for the term with the age related outcomes in mind. This is support by the use of our assessment and progression documents to guide teachers look at which elements of grammar, punctuation and spelling to focus on.

For further information on how we teach spelling and phonics please refer to

In Classrooms

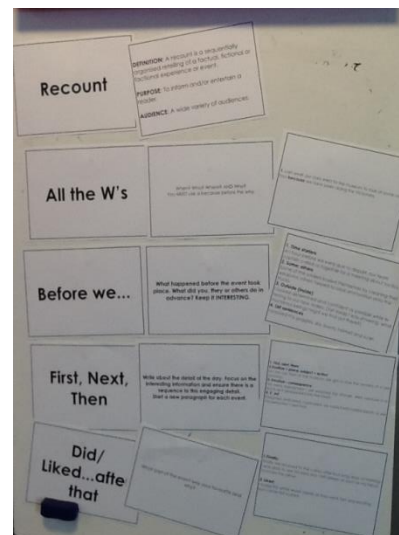
The general sequence of sessions around a nonfiction text will look like this (for a real life worked example see appendix a):

Structure analysis/Reading

Pupils are given access to the text type at the appropriate reading level. They are then encouraged to think about purpose and how it relates to the way the text is written. This involves looking at what is written as well as how it is written, focusing on appropriate grammatical features and how they affect the outcome of the text.

The text is split into sections. Each sections is named and children are given explicit teaching on what the goal of each of those sections are. Teachers will use the shared language as stated in the 'Progression Through the Text Types' document. This is generally through the use of headings on the Working Wall:

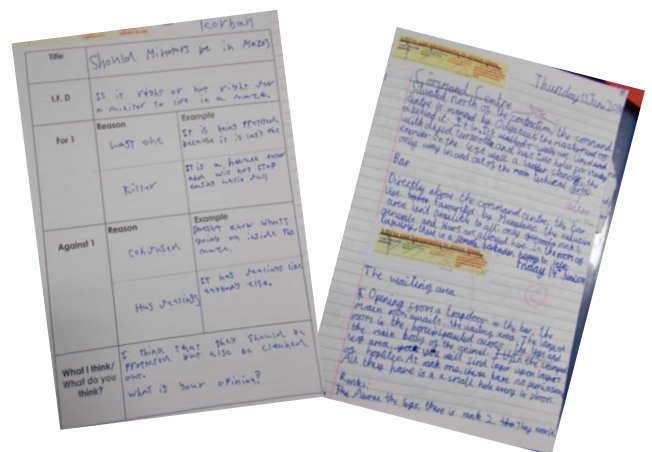
TITLE	Your title should tell the reader who the biography is about in no more than eight words	The Life of Gandhi
Overview Paragraph (All the W's)	What is it about and what they are best known for? When did they live? Where did they live? Why are they important? <small>Answer take or more in one sentence</small>	Gandhi is remembered as being a leader, peace activist and lawyer. He was born in 1869 and spent his childhood in India. As a child he lived in South India, then returned to London, and worked in South Africa before returning to India at the age of 44. He is famous for his peaceful non-violent approach to resolving conflicts.
Childhood events	Include any childhood events you think are important.	When he was a child Gandhi saw ... As a child he ...
Early life events and achievements	Tell the reader the important things which happened in the person's early life and perhaps how this influenced his/her later work.	As Gandhi grew older, he ... In later life he...
Later life events and achievements	Tell the reader the important things which happened in the person's later life. Tell the events in the order which they happened. Indicate whether their later life achievements are more or less important than earlier ones.	In his early life Gandhi worked as/ studied/ visited/ saw/ experienced/ thought ...
Concluding paragraph	Tell the reader the importance or impact of what the person did during his/her life, what we can learn from his/her, how she affected others.	Today Gandhi is remembered for ... The lesson we can learn ... His life is interesting/ important because...



Drafting texts/Writing

Pupils then plan and write texts which follow these structures. The fact that there is clear guidance around what each section does, it allows a deeper understanding of purpose and more time to consider the quality of the content.

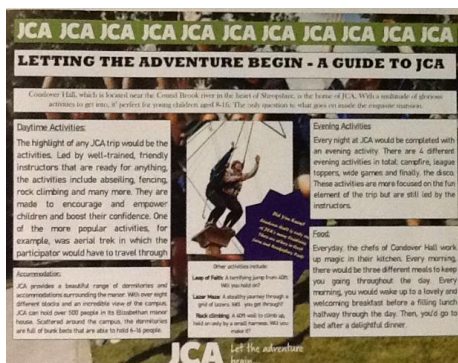
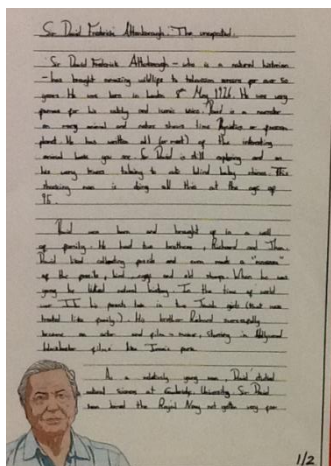
Teachers have the freedom to cover a range of text types in a range of ways. Although they are nonfiction in structure, pupils have the opportunity to write more creatively within the theme for the term, for example: writing a report about imaginary lands; explaining how to catch a monster; a balanced argument around the keeping a minotaur underground; newspaper articles about historical events and instructions on how to look after a dragon.



Pupils are encouraged to write with an audience in mind. Teachers will respond to the written work and give timely feedback to support the developing writers voice.

Publishing/Performing

After proof-reading and editing, pupils are given the opportunity to publish their work. This could be done in a range of ways depending on the task.



This may be in a hand written format (using POWER PENS to encourage presentation), a word-processed format or a digital presentation.

Fiction

Boxing Clever

As with nonfiction, pupils are taught a shared language/structure from the youngest year groups to the oldest. Teachers follow the same process of looking at a text, using that text or characters to create their own version and then publishing or performing the finished piece.

To support pupils with the structure of a story, we use a tool developed by Alan Peat called **Boxing Clever**.

The story is divided in to sections relating to questions. These questions support the pupils understanding of the role of the section in the narrative beyond the idea of a beginning, middle and end. By having questions such as Who? Where? Where next? it allows clear guidance for the information that the author (them) should be sharing with the reader to help move the narrative along successfully.

After spending time looking at the model text, looking at characters and how the author generates the images in the readers mind, the whole class will work together to verbally plan the story using these key questions and generate the story using pictures to support their thinking. This is the starting point for their own writing.

Who ?



Where ?



Where next ?



Why ?



What goes wrong?



Who helps?



Where last?

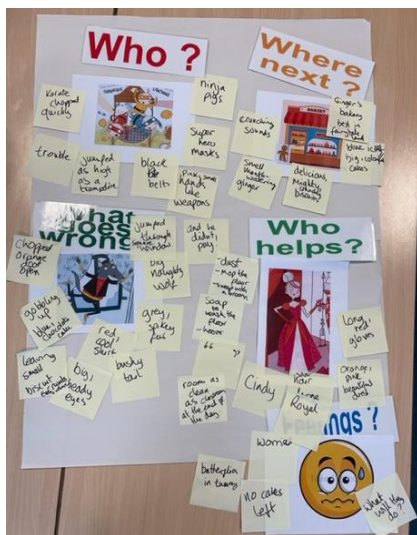


Feelings ?



A story example based on Fantastic Mr Fox

Sometimes, teachers may decide to focus on specific sections of a story; remove some questions (especially when writing in younger year groups) or even start writing in at a different point in the story for impact, for example a time jump story in upper key stage 2 may start at what goes wrong then jump back to who.



An example of a slimmed down version for a Year 2 story. This is from the Homes under the Hammer unit based on The Ninja Pigs.



Once pupils are secure with the key elements and purpose of parts of a narrative, teachers have the freedom to work with model to allow pupils to develop their writers' voice.

Mirroring the nonfiction writing process, pupils will publish or perform their final edited pieces of work. Again, this may be through a variety of mediums and depending on ability and age, it may be a section of the text-not the whole piece.

Grammar and Punctuation

As stated in our intent, we aim for grammar and punctuation to be taught within the writing process as a tool to impact the audience. We believe that know why sentences are structured in the way they are and how punctuation can change the meaning of thought is the most impactful way to teach these key elements.

Due to the Grammar and Punctuation test as part of the end of Primary School assessments, children in Upper Key Stage 2 will also have focused grammar sessions to support their ability to access these papers. All pupils in Key Stage 2 have access in spag.com to support their progress when focusing on grammar and punctuation out of context. This may be used in class or as a tool at home.

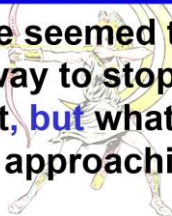
Teachers are guided on what principles to teach by the National Curriculum as well as the Herts For Learning end of year expectations.

Sentence Types

At Tudor, we use Sentence Types to help show how a range of grammatical skills can be used in sentences. These have been developed by Alan Peat and have catchy names, explaining what they do and this allows pupils to remember them. These are introduced from Year 1 and the same language around them continues throughout the school.

BOYS sentence

There seemed to be no way to stop the beast, **but** what was that approaching?



Emotion, sentence

Nervous, he edged away from the foul beast.



2A sentence

The **bright, bursting** colours bounced off the **white, cool** buildings.



To know which sentence types to use when teaching specific texts, staff use the progression through nonfiction text types and a genre specific guided.

Fairytale	2A 2 pairs Emotion word comma Some: others Irony
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Suspense	Boys Verb, person Ad, same ad Short sentence Simile Many questions P.C. sentences Irony
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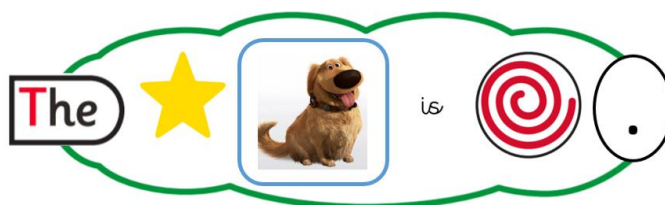
The Mighty Writer

The primary focus in Key Stage 1 is the concept of what makes a sentence. To support this learning, we have developed the use of a tool called The Mighty Writer.

Originally, this tool was used to help with planning whole texts, however, we have refined our practice and developed the use of visual symbols to show pupils what a sentence is.



This is used to support all learners and encourages oral planning of sentences before writing them, as well as a visual cue for the learners.



Supporting all pupils

At Tudor Primary School we are dedicated to providing our pupils with the tools they need to be confident learners, part of this is seen in the way we support those who find writing tricky.

We have invested in a range of physical resources such as ergonomic pencils, slopes and coloured paper books. As well as learning resources including Lexia and Clicker 8.

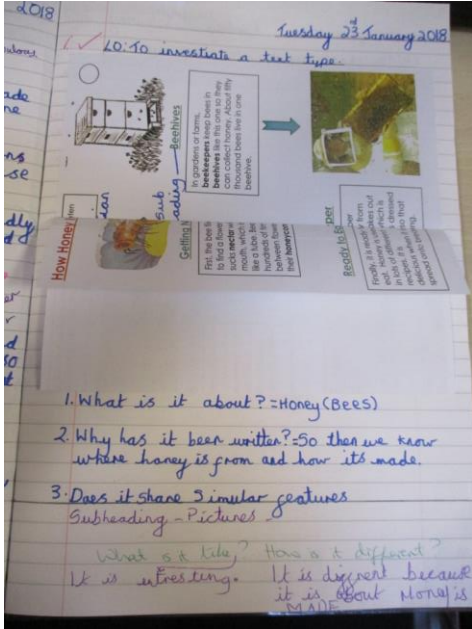
For information about how we support children with SEND needs, please refer to the 'School Information Report- our school offer', which is available on the website.

Impact (The results of our process)

Pupils will make good progress from their own personal starting point. Our pupils will be able to write clearly, accurately and for the intended audience. They will have a range of tools to support how they share their thoughts with their audiences and the ability to evaluate and edit their work. They will be well equipped to continue to progress in the remainder of their time in education.

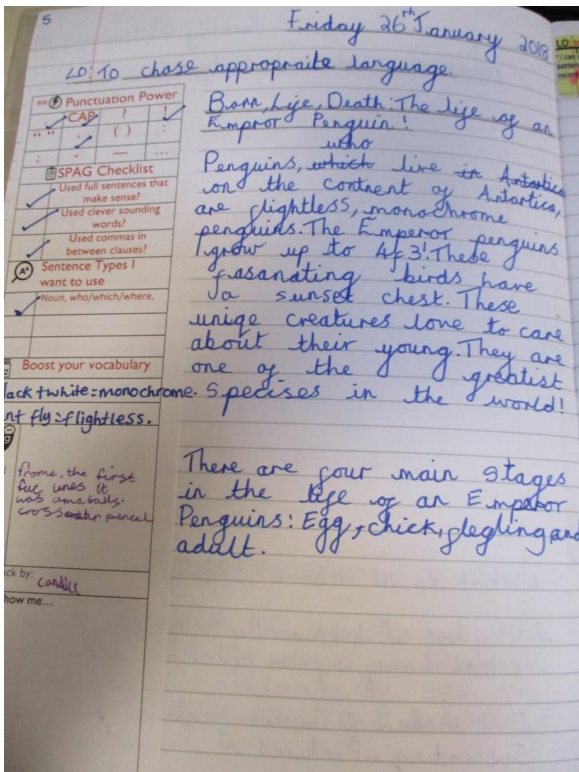
Appendices

Appendix A: An example of the nonfiction approach in a book:



Looking at the text type (this is an explanation of a process)- breaking down how it is similar and different to other text types- looking at structure and purpose. Then the child can plan the text out using the paragraph headings.

Breaking down the writing into sections- writing to fulfil the purpose of the text



TITLE

What is this all about?
General statement clarifying what the explanation is going to cover

What it needs
Further explanation of the general statement, including stages/parts

Monday 29 January 2018

The Egg:

Firstly, the female penguin lays a huge egg. Meanwhile, the male penguin goes to find a warm place to keep the infant egg. After that, the monochrome, flightless female waddles her out to the freezing waters, to prepare and get the food ready for the egg to hatch. It takes up to 40 days for the egg to hatch at the right time.

The Chick:

Secondly, after the correct time, the female penguin comes back from her prey and by that time the embryo comes out of the egg and the female incubates into the infant's mouth.

What happens
 Sequential explanation with key points

Tuesday 30 January 2018

LO: to use devices and to add cohesion to paragraphs

The Fledgling:

When it is an infant, it begins its life as a young adult. Eventually, it learns to fly - it will learn to scavenge on its prey. Some fledglings go far away; others stay near their parents. After 4 months, they can go out by themselves and get food.

Adult:

Finally, they grow up and find love, and they create another egg. Then the cycle starts over again.

Bringing in grammar foci from the year group that are suitable for the text type- again linking to purpose.

Thursday 1st February 2018

LO: to summarise and edit writing

Finally, the fledgling penguin matures. It can grow to be up to 4 feet tall, one of the largest penguins in the Antarctic region. Once it is fully grown, it can completely look after itself. It will stay with a group of penguins to keep safe, then it will find another penguin to mate with and begin the cycle again.

the life-cycle of a penguin is both interesting and important: the question is why? Everyone loves penguins and without them there would be too much fish in the sea. Antarctica wouldn't be the same and also, the food chain wouldn't work so most animals would die. Why let these poor, fascinating animals die?

What happens next?/ Something interesting
 Summative paragraph, including interesting facts

Final stage is publishing the piece- 'best work' etc...