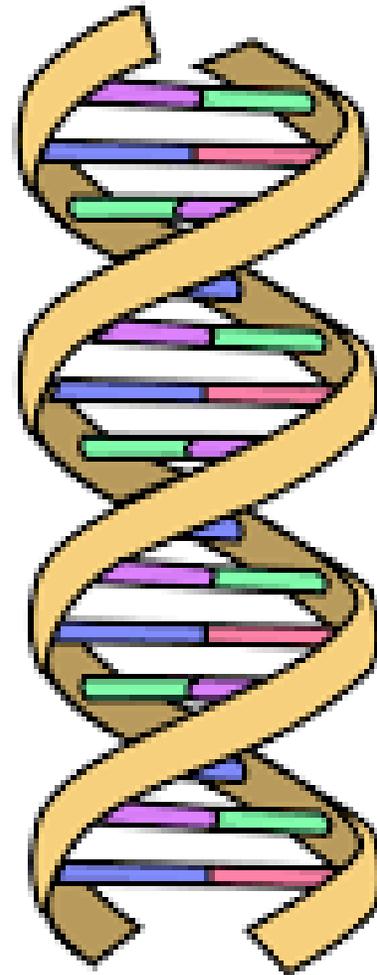
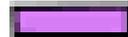


Writing DNA

St. Helen's CE Primary School

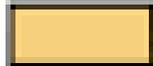


 = Adenine

 = Thymine

 = Cytosine

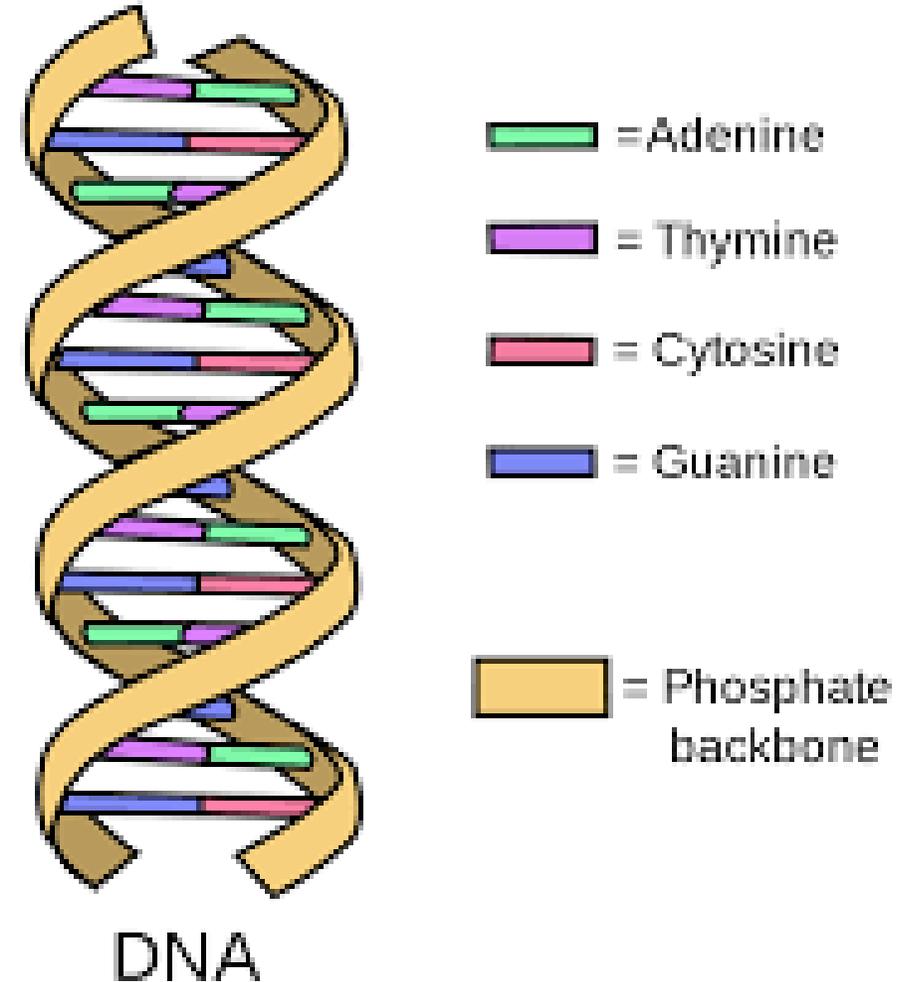
 = Guanine

 = Phosphate
backbone

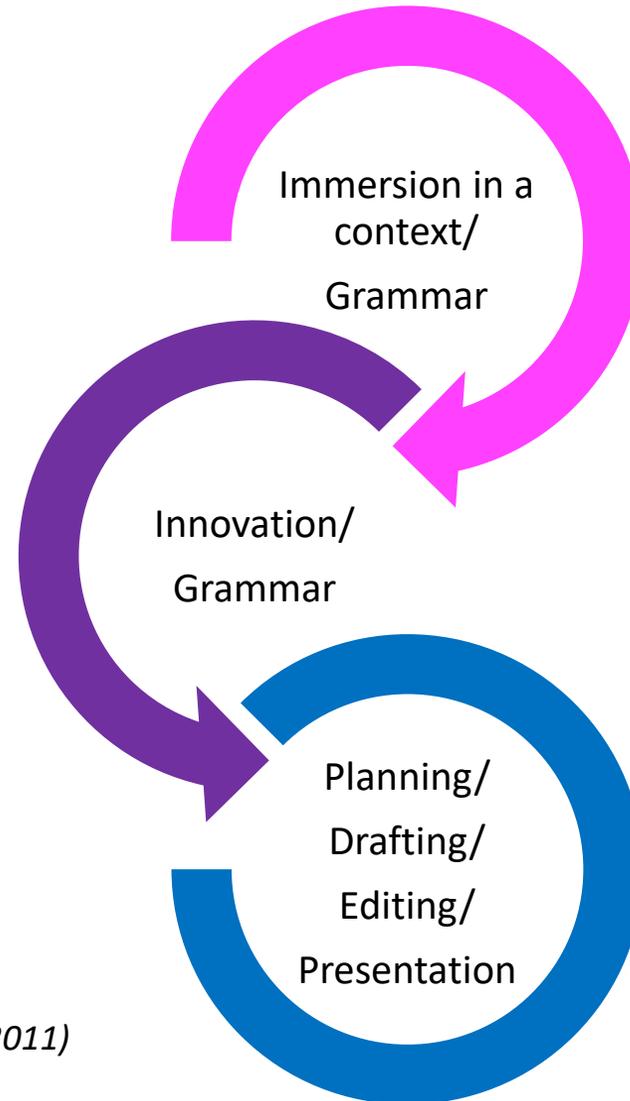
DNA

Agenda

- Our DNA for writing
- Implementation Process 2022 -2023
- Where are we now? What do we think? How do we feel? Next Steps
- Implementation Process
 - **Briefly**
 - Innovation (boxing up planning strategy)
 - Writing Process (Editing and Proofreading)



Research Rich Writing Process



Research

Gradually shift responsibility from the teacher to the pupils so that they become independent writers

Give pupils a writing task which involves the use of inquiry skills e.g. establish a clear goal for writing or researching/exploring concrete data on a topic

Fisher, R., Myhill, D. and Twist, L. (2011)

Intent

Our vision for writing at St. Helen's CE Primary School is for our children to use their love and knowledge of quality texts to connect with each other, their community, society and the world. Through our rich and well-structured curriculum, our children develop clear purposes for writing that help them inform, entertain, instruct, persuade and explain the wider world through a range of writing experiences that have an impact beyond the classroom. Our children are immersed in the process of writing and this allows them to develop the confidence to become authors.

We use a systematic approach to teaching writing that is built around the principles of the writing process. This approach loops learning towards an end of unit outcome. The sequence runs over three phases and prioritises understanding the purpose and how authors achieve this, explicit contextualised teaching of grammar and punctuation, and the authorial skills of editing, proofreading and publishing writing with pride.

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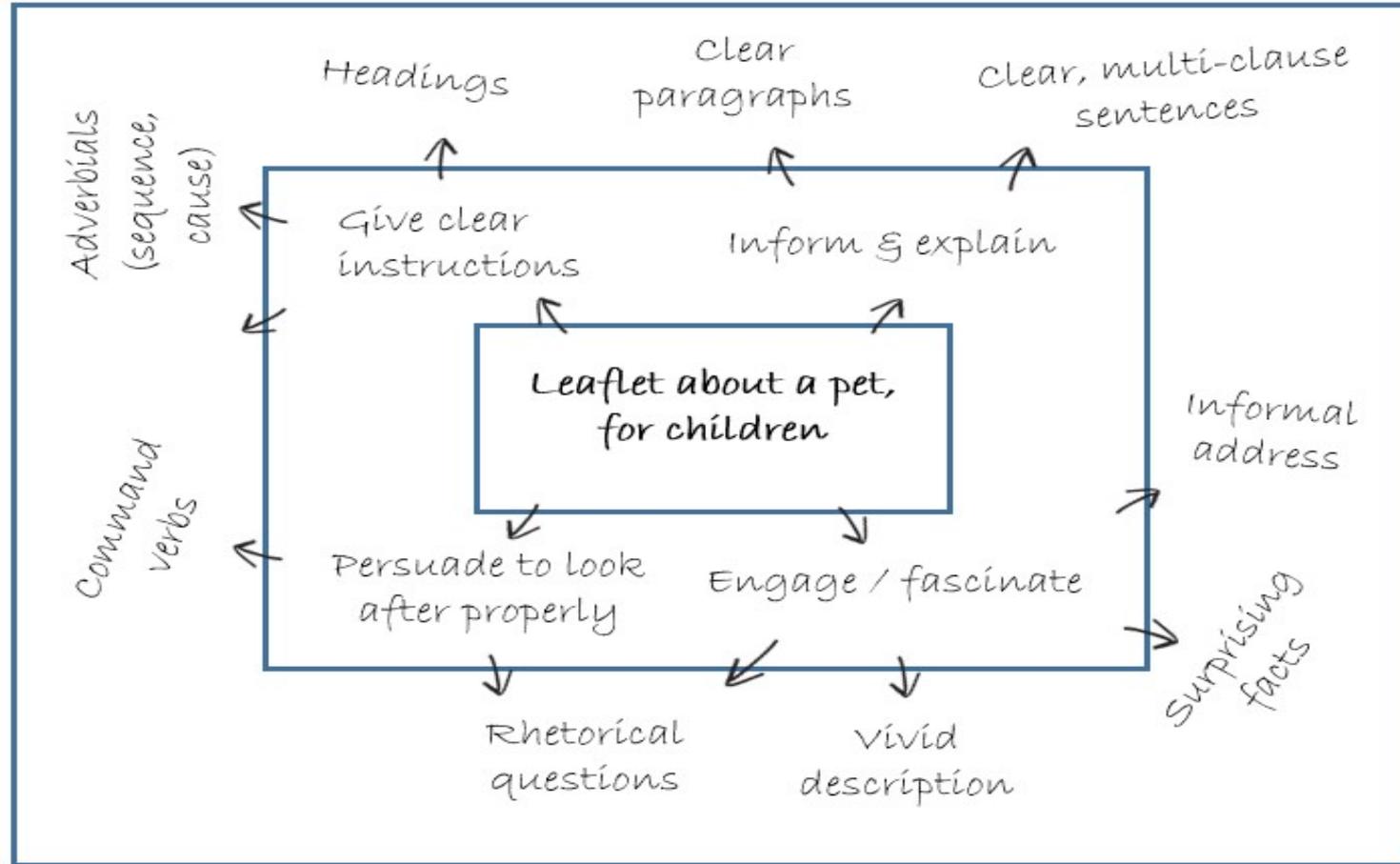
Yearly Overview

Year 4 English - Yearly Overview Plan (2022/2023)

Write on most days TRY IT → USE IT → PROVE IT – apply skills in wider curriculum subject: science, curriculum and RE

Topic	<p align="center">Peace and Conflict Attitudes: Respect for people and human rights Values: Peace/generosity and forgiveness</p>			
Autumn	Narrative Windows + Journey Reader - Anglo Saxon Boy	Non-Fiction Cross curricular	Narrative Ice Palace + Polar Express Reader - Viking Boy	Non-Fiction Cross curricular
	Poetry			
Topic	<p align="center">Rights and Responsibilities Attitudes: Respect for people and human rights Values: Responsibility/service and trust</p>			
Spring	Narrative	Non-Fiction Cross curricular	Narrative	Non-Fiction Cross curricular
	Poetry			
Topic	<p align="center">Global Neighbours Attitudes: Belief that people can bring about change Values: Courage and compassion</p>			
Summer	Narrative	Non-Fiction Cross curricular	Narrative	Non-Fiction Cross curricular
	Poetry			

Success



Scaffold the steps on the learning wall

LF

I can write a biography

Model of Excellence

Modelled Writing

Boxing Up

	TRAGEDY 
Opening	MCs introduced (Olive - 1st person - tells story of Cliff - 8 year old brother Suki - oldest)
Build Up	MCs happy MCs become separated All is well
Dilemma	Things start to go wrong MC worried → terrified / panic-stricken
Resolution	Events spiral out of control (Suki evades MCs - air raid continues → both in mortal danger)
End	Hero destroy (Suki revealed as hero)

Vocabulary

dimming teasingly foyer
 descending resembled (resemblance)
 gushed abruptly
 eerie protectively
 deserted / abandoned
 grief urged pickled

"If I'm not back by the end of the film, meet me in the foyer. Suki whispered loudly, generating a number of shuffles from other women's seats. Apologising profusely, she exited the Picture Palace auditorium. Without warning, an alarming message appeared on the screen. AIR RAID IN PROGRESS. HEAD FOR THE NEAREST SHELTER IMMEDIATELY. "Oh, no. Typical," I mumbled under my breath. "where's Suki?"

"Probably on the bar," Cliff answered good naturedly, clearly not taking the air raid seriously. "There hasn't been a drop of air on the bar." I gave Cliff a gentle slap round the ear, grabbed his arm and marched him towards the foyer before he had a chance to finish. "You two! Get out of here! Didn't you see the message?"

100 Colourful Words

The Major School common word list

Exploring

Purpose and Audience - Establish your context

Introduce quality text or animation or experience

Topic specific vocabulary

Key features of text type

Link to enquiry discussions

Summarising (KS2)

Retelling of narrative (EYFS and KS1)

Introduce learning wall as a scaffold

Responding to text in different ways

Use drama, practical activity and oracy to develop ideas

Analyse parts of text using VIPERS

Contextualised SPaG and vocab

Editing short burst

Creating

Generating ideas and planning

Develop alternatives, adaptations, changes to original text

Responding to text in different ways

Use drama, practical activity and oracy to develop ideas

Contextualised teaching of SPaG and vocab

Editing short burst

Proofreading short burst

Planning ideas using boxing up (KS2) and story mapping (KS1)

Communicating

Writing, Editing and Publishing

Oral rehearsal

Modelled and shared writing to support end of unit outcome

Drafting

Editing

Redrafting

Proofreading

Publishing

Application of taught SPaG

Application of topic specific vocabulary

Application of ARE skills

Gradual release from the scaffold

Immersion

Purpose and Audience - Establish your context

Introduce quality text or animation or experience

Topic specific vocabulary

Key features of text type

Link to enquiry discussions

Summarising (KS2)

Retelling of narrative (EYFS and KS1)

Introduce learning wall as a scaffold

Analyse parts of text using VIPERS

Contextualised SPaG input

Editing short burst

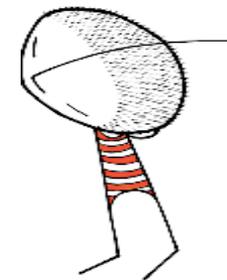
Proofreading short burst

I know why I am writing. I
know a story.

I know about a non-fiction
text type.

I have spoken about
characters, settings, key
features.

I know about a grammar skill
that will help me later.



Priorities for Phase 1

- **WAGOLL/oral story**
- **Key features toolkit**
- **VIPERS discussions**
- **Writing that explores key themes (character, plot, setting, content, purpose e.g. instructions)**
- **Deliberate practice of grammar**
- **Writing to apply grammar**
- **Modelled and shared writing in learning environment**

Innovation

Generating ideas and planning

Develop alternatives, adaptations, changes to original text

Responding to text in different ways

Use drama, practical activity and oracy to develop ideas

Contextualised teaching of SPaG

Editing short burst

Proofreading short burst

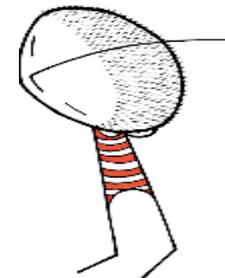
Planning ideas using boxing up (KS2) and story mapping (KS1)

I have spoken about new characters, settings, points of view or content for my writing
I know some ideas to help me write a new version.

I remember a grammar skill that I have used before that I can use again. I

I know about a grammar skill that will help me later.

I have a plan that I can follow



Priorities for Phase 2

- **Innovations linked to character, setting, point of view, alternative endings, additional chapters, content**
- **Evidence of active learning (drama, practical, oracy to develop new ideas)**
- **Deliberate practice of grammar**
- **Writing to apply grammar**
- **Modelled and shared writing in learning environment**
- **Planning a story sequence or non-fiction sequence**

The Writing Process

Writing, Editing and Publishing

Oral rehearsal

Modelled and shared writing to support end of unit outcome

Drafting

Editing

Redrafting

Proofreading

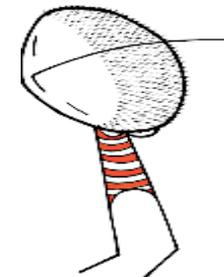
Publishing

Application of taught SPaG

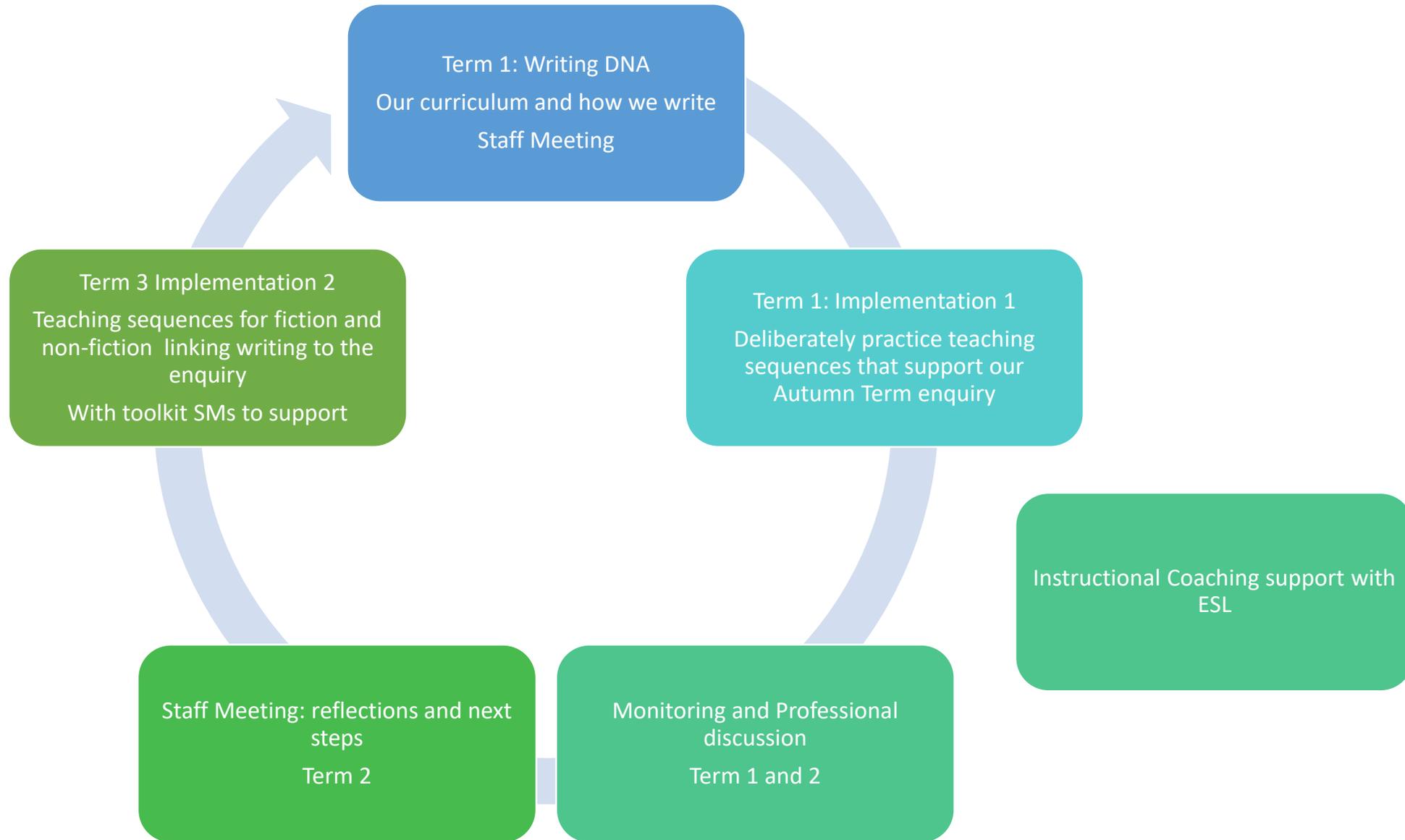
Application of topic specific vocabulary

Application of ARE skills

I have practiced my plan. I know what to write first, then, next...
I know why I am writing.
I know what skills I need to prove.
I know that I will be writing for an audience. My writing to communicate my ideas to the world



Implementation Cycle Term 1 – 3 2022 - 2023



Reflection

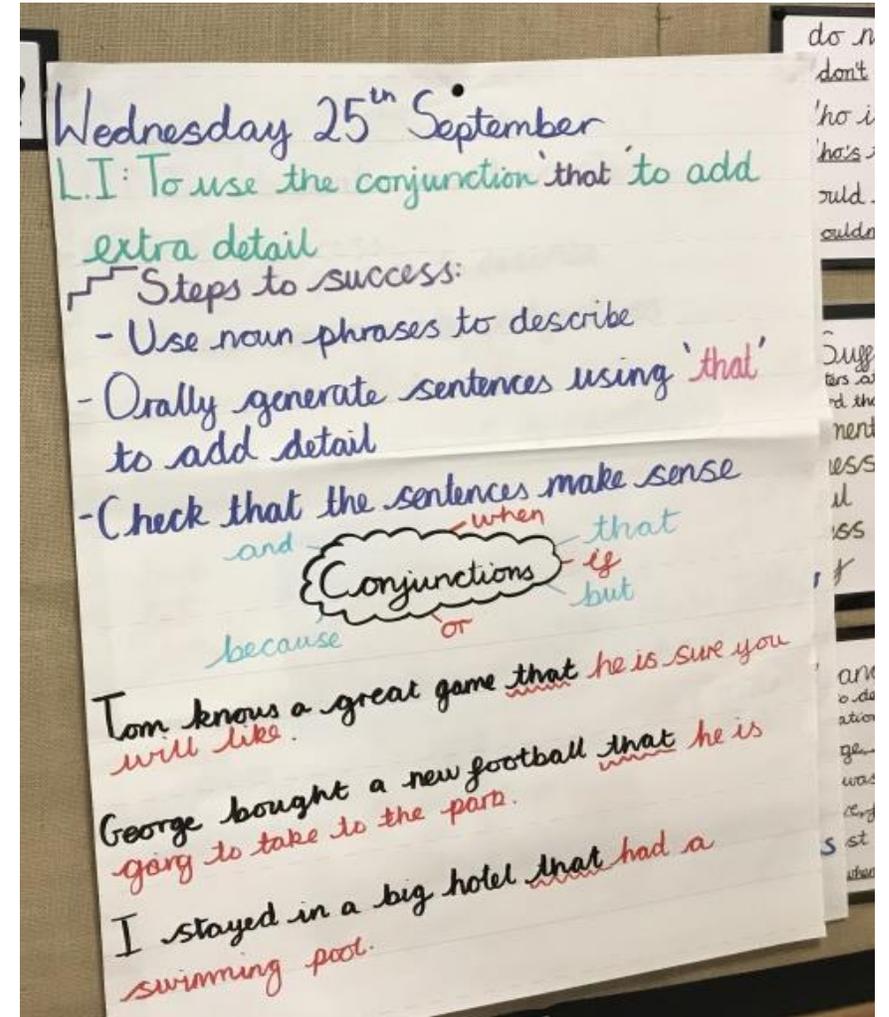
Remember: There is no new theory to writing to uncover. The likely change is around planning and organisation of the sequence.

What can you confidently take away and put into practice in your classrooms from tomorrow?

What else needs to happen for you to be able to confidently implement our writing DNA?

Making the Invisible Visible

1. Model Excitement
2. Model the Best
3. Think Aloud
4. Model Learning Links
(*metacognition*)



Invisible Skills

You model to make the invisible visible.

Invisible skills

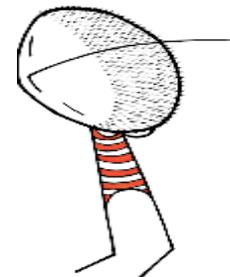
- Purpose
- Applying Grammar
- Composition:

Selecting the 'most appropriate' word or phrase

Building atmosphere

Portraying character

Leading the Reader (cohesion)

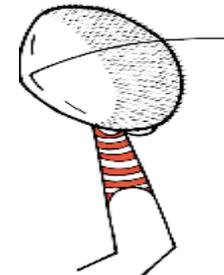
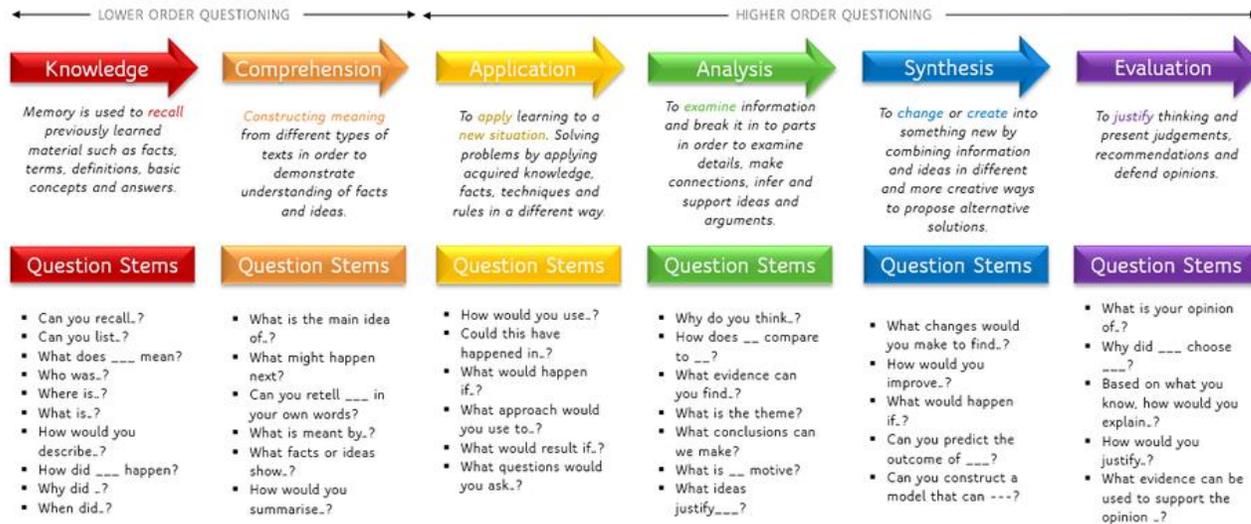


Summary for Shared Writing

1. What's the focus?
2. Collect together any key vocabulary or 'discourse markers'
3. Pre-write opening sentence then write OR present a model that needs editing
4. Ask higher order questions to support the writing

BLOOM'S TAXONOMY OF CRITICAL THINKING SKILLS

Adapted by Alice Vigors



Learning Environment

Tuesday 14th 17th September 2019

L.I: to describe using emotive language

- = look at the images
- = generate emotive language to describe
- = generate descriptive language
- = write a short descriptive piece of writing

grey, rough skin loud large happy

sad elephant beautiful

slow curious exhausted hard working

smart thirsty wild horrified

upset strong friendly shocked frightened

uncertain of their future angry disappointed

anxious hungry uncomfortable

poor endangered lonely worried

exhausted terrified scared home sick

hunted tired

Summarising

Structure	Summary	Story Language
<p>MC made a discovery</p>	<ul style="list-style-type: none"> • Lucy was in the house • She heard scratching • She knew it was wolves 	<ul style="list-style-type: none"> • Her mother was...her father was...her brother was... • Lucy heard noises. There were noises coming from....They were hustling noises and bustling noises. • They were/they were/they were
<p>MC tried to warn</p>	<ul style="list-style-type: none"> • Lucy told her mum, her brother and her dad. • They didn't believe her. 	<ul style="list-style-type: none"> • Plotting their wolfish plots. Hatching their wolfish plans
<p>Disaster!</p>	<ul style="list-style-type: none"> • At night, the wolves came out of the walls. • The family woke and ran out of the house. • They went to the bottom of the garden. 	<ul style="list-style-type: none"> • As quick as a flick of a wing of a bat... • Second best tuba

Innovation KS2: Boxing Up

Structure	My Ideas	Vocabulary/Grammar Ideas
MC makes a discovery	Elephants in the wall	Thudding Trumpeting Sneezing
MC warns family		
Disaster Strikes	Elephant stampede	Stampede
Family hide and plan	Hide in a tent in the garden	
Family return to their home – triumphant	Family don't return and move to the Arctic	

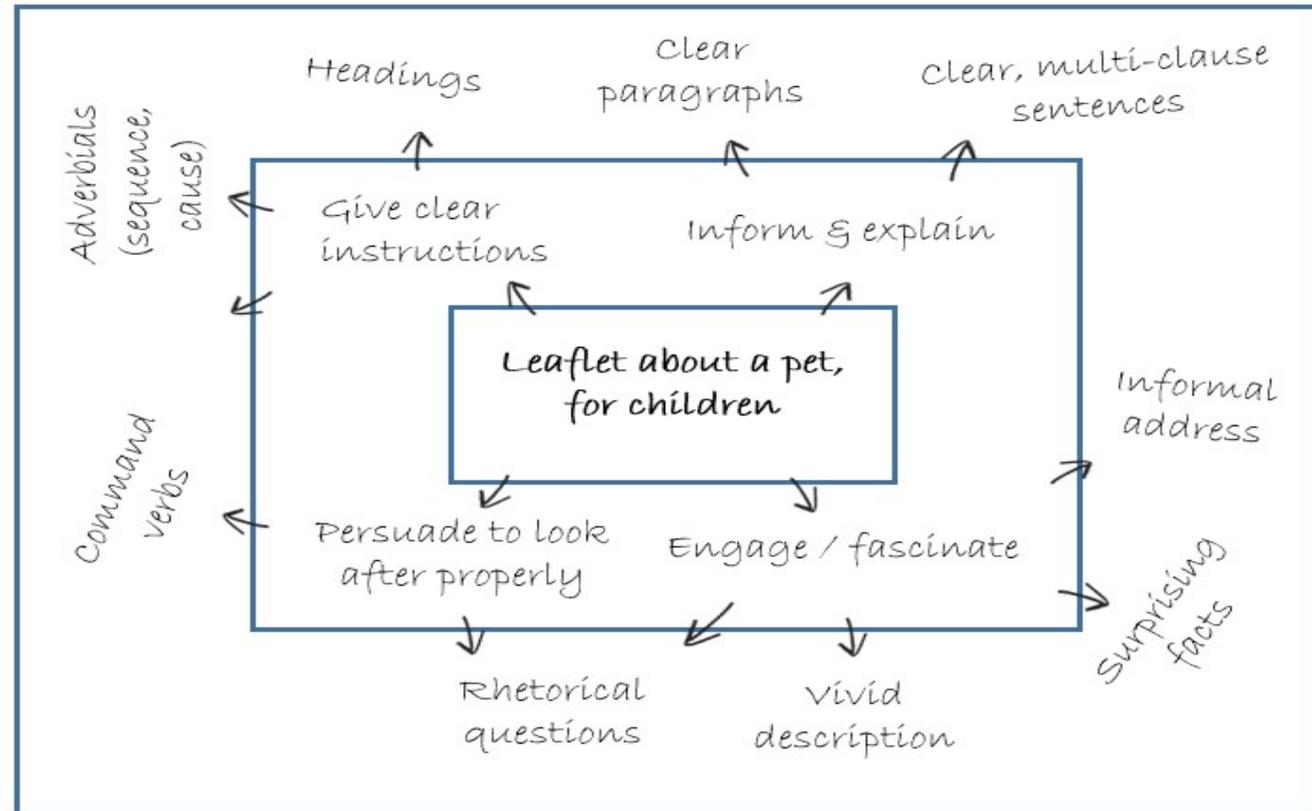
Innovation KS2: Boxing Up (PoV)

Structure	My Ideas	Vocabulary/Grammar Ideas
MC makes a discovery	Humans in the wall	
MC warns family	Wolf warns the wolf family – tells them to stop eating the jam sandwiches and playing video games	
Disaster Strikes	Lucy and her family charge out of the wall	
Family hide and plan Family escape to new house	Hide in a tent in the garden	
Family return to their home – triumphant Lucy and family pleased		

Research Using Boxing Up (non-fiction)

Introduction	
Habitat	
Diet	
Threats	

Chunking Up



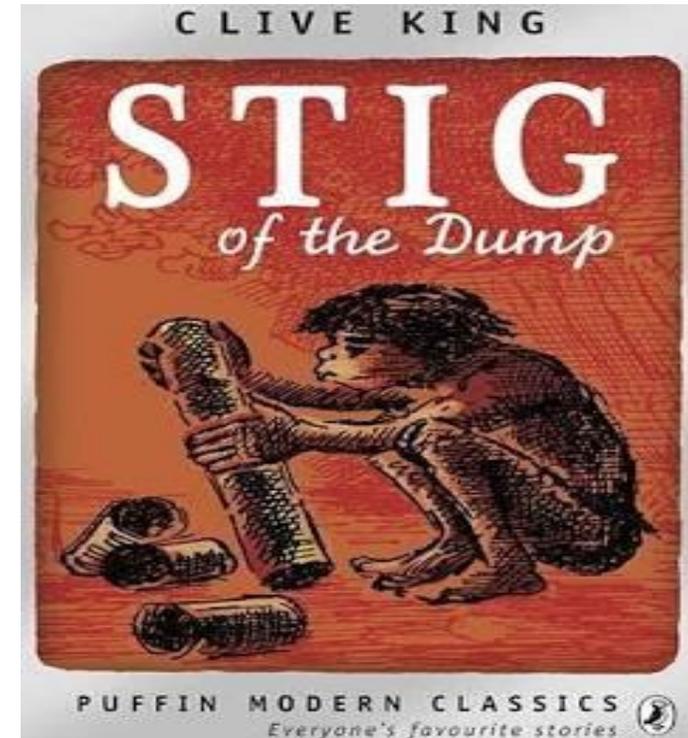
Toolkit: Proofreading and Editing

- HOLD for Alex's messages from previous training

The Writing Process

Writing, Editing and Publishing

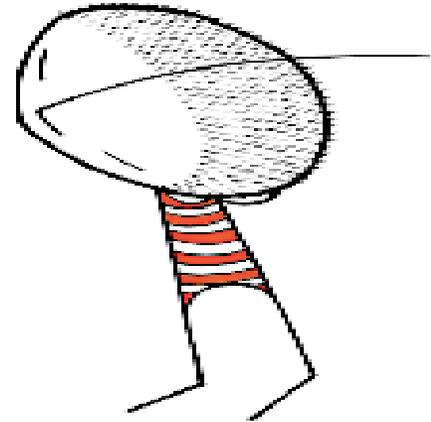
Editing and Proofreading



Proof-reading: What is it?

Proof-reading is about checking and correcting the:

- spelling
- punctuation
- sense



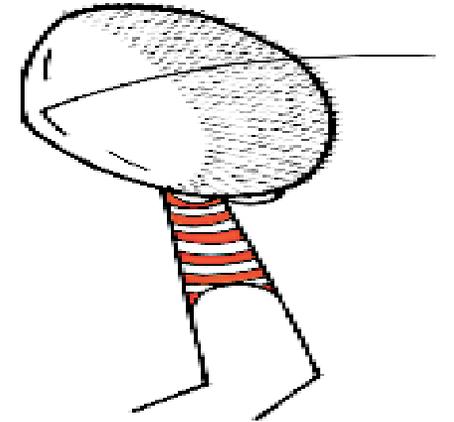
Improves how well the children are using their Year Group

GPS

Redrafting (revising): What is it?

Revising is about changing composition to add value through altering :

- Punctuation
- Vocabulary
- Grammar

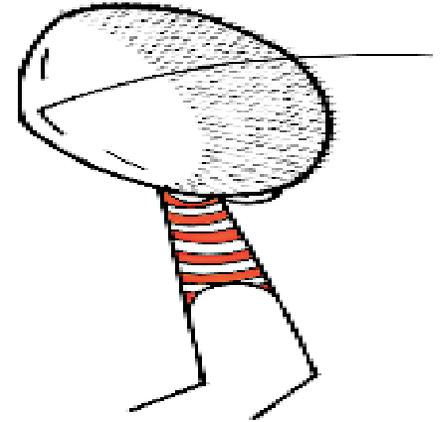


Improves how well the children are **applying** their Year
Group GPS.

Editing: What is it?

Editing is about correcting and adding value through checking and altering :

- Punctuation
- Vocabulary
- Grammar



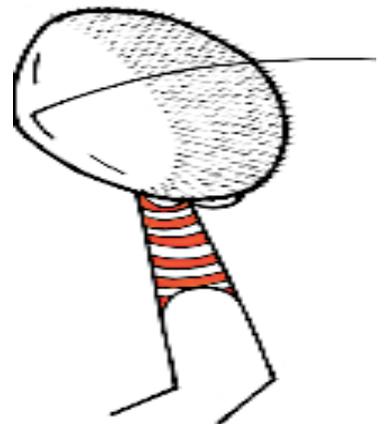
Improves how well the children are using their Year Group

GPS

REVISING AND EDITING

- Revisions need to be made in relation to the ARE standard*
- Set editing WALTs within your teaching sequence
- Model editing/revising frequently
- Use marking and 'in the moment' feedback to inspire editing and revising
- Run guided editing groups
- Make time

*GDS is achieved by taking ideas from the reading and more adventurous vocabulary



Reflections

What can you confidently take away and put into practice in your classrooms from tomorrow?

What else needs to happen for you to be able to confidently implement our writing DNA?