



WRITING AT HAMBLEDON



While you are waiting...

Can you think of a simple sentence?

Can you add an adjective?

Can you add an expanded noun phrase?

Can you add a simile?

Can you add a fronted adverbial?

- In English, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:
 -
 - ● read easily, fluently and with good understanding
 - ● develop the habit of reading widely and often, for both pleasure and information
 - ● acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
 - ● appreciate our rich and varied literary heritage
 - ● write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
 - ● use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
 - ● are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

- We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the audience / reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. Our approach when teaching writing covers the transcription and composition requirements of the National Curriculum.
- Throughout Early Years, Key Stage 1 and Key Stage 2, our writing follows a Book-Led curriculum. This is mapped out on our long term plan. Writing opportunities are sourced and developed based on the class text within each year group. Our curriculum allows children to have the opportunity to explore high-quality texts in depth, enhancing reading comprehension and providing meaningful contexts and purposes for writing. The teaching of this programme is flexible and class teachers are then, in turn, able to apply their own creativity to cover the objectives across all Key Stages. Our approach is to encourage children to read like a writer and write like a reader. We include poetry, fiction, non fiction and video within a term to ensure a wealth of different genres are explored.

- Teachers clearly model writing skills and document the learning journey through consistent working walls; guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length, in extended, independent writing sessions at the end of a unit of work – applying their taught skills to an unsupported piece of writing. Children are given the tools to plan (using learnt skills), write and then assess their own and peers' work. Within a half term, all classes are expected to have written one fiction and one non fiction piece from scratch.

Other aspects:

- Within our writing and reading curriculum, we explicitly teach grammar aspects of the English language.
- A consistent approach to editing has been introduced to our English curriculum which will be used to ensure the craft of writing is completed to the end product.

Osprey's Learning Journey Autumn 2 Unit 1

Text: Secrets of a Sun King by Emma Carroll

Purpose: To entertain

Audience: Emma Carroll – Author

Effect: To write from a different perspective – taking into account what that character has seen/done.

HOOK	STIMULATE/ GENERATE	CAPTURE/ SIFT/ SORT	CREATE/ EVALUATE	OUTCOME
Design a mask for a Sun King	<p>To use inference skills.</p> <p>To explore unfamiliar vocabulary.</p> <p>To compare characters.</p> <p>To explore character emotions.</p>	<p>To use relative clauses.</p> <p>To use subordinate clauses.</p> <p>To structure ideas into effective paragraphs.</p>	<p>To write an argument (if you dig up a tomb, should you be able to take the artefacts and put them into a museum?)</p> <p>To write a postcard from Lil to her parents (arrival in Egypt).</p> <p>To explore the events of a story within the perspective of a character – story mapping.</p>	A written and edited letter of the events of the story from the perspective of a character of their choice. (Diary entry)

Grammar	Adverbials	Conjunctions	Punctuation
<p>To use relative clauses</p> <p><i>'The jar, which Lil had carefully hidden, seemed to call out to her.'</i></p> <p>To use expanded noun phrases to provide additional details</p> <p><i>'The cold, empty study left Lil feeling uneasy as she walked through.'</i></p>	<p>In the blink of an eye</p> <p>Never before</p> <p>Within moments</p> <p>Beforehand</p> <p>During the night</p> <p>In due course</p>	<p>Nor</p> <p>Since</p> <p>Not only</p> <p>But also</p> <p>Until</p>	<p>.</p> <p>CLs</p> <p>,</p> <p>To use brackets and dashes for additional information. () –</p> <p>"Inverted commas for speech" said Miss West</p>

Helping at home

- Read to your child
- Read with your child
- Discuss the meaning of words- have a word of the day that must be used throughout that day.
- Orally tell/ re tell stories
- Draw ideas before planning them