

How We Teach Writing at Belleville

To enable all children to write
both **creatively** and **academically**.

Our Writing Progression Framework

Writing is a hugely complicated yet vitally important skill for **all children** to be successful in both life in school and the community. Within our school, we use a systematic progressive genre-based approach to writing. Our writing progression framework, which enhances the National Curriculum for Writing, intends to achieve the following:

To enable **all children** to develop
a repertoire of **knowledge** and **skills**
in order to write both **creatively** and **academically**
for a range of **audiences** and **purposes**
through a variety of **genres** and **text types**.

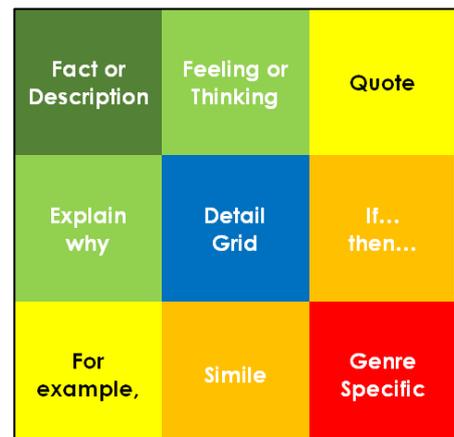
Effective writers employ and apply a wide repertoire of knowledge and skills to make them successful. A writer constantly has to consider the skills of handwriting and spelling (transcription), idea generation and planning (composition), and grammar and punctuation (mechanics).

Writing can do a great many things: inspire; entertain; inform; explain; instruct; persuade; and many more. It is our aim that all children are able to write both creatively for enjoyment and academically for meeting a specific purpose. We have a rich diet of engaging and exciting texts and experiences which stimulate high-quality writing.

In order to ensure progression of knowledge and skills throughout our writing curriculum, we teach a diet of *genres* and *texts types*. These genres are systematically differentiated for year groups to make the purpose of our writing very clear:

- Narrative – to tell a story with a problem and a resolution
- Recount – to recount an event that has happened
- Information – to inform the reader about a thing, idea or concept
- Explanation – to explain why or how something happens
- Procedure – to instruct what to do
- Persuasion – to convince someone about something
- Response – to respond and review something

From the beginning of our writing curriculum we teach an awareness of audience. This builds the foundations for exploring the *Academic Register* in Key Stage 2, which helps us to write appropriately for a range of audiences with different degrees of formality



Semantic Building

who?	what doing?	what?	where?	when?	how?	why?
Pronouns	Combine adverb and verb to make verb	Pronouns	Prepositional phrase	Adverb [First]	Adverb	To ...
Synonyms		Synonyms	Where in a where? 2 Prep. phrases	Adverbial phrase	Simile	Conjunction
Appositives Relative Clauses		Appositives Relative Clauses	Relative adverb In the ___ where he ___	Adverbial clause	Participle phrase	'That clause' Colon

We develop the complexity of our compositions through the use of *Semantic Building and the Detail Grid*. These are both memorable skills and strategies that are introduced progressively in early writing, right through to Year 6. *Semantic Building* helps us to develop detail within-sentences and the *Detail Grid* helps us to develop detail in paragraphs.

Writing is taught on a daily basis from Year 1 to Year 6, and lessons are delivered using a variety of methods, including *shared writing* (modelled writing with contributions from the children), *guided writing* (writing in small groups with support), and *skills lessons* (focus on spelling, grammar and punctuation).

Planning of writing is taught in a systematic manner, building on the skills of semantic building and the adding of details through *couplets* (Year 1), as well as the *Detail Grid* (Year 2 – 6). A vital part of planning is note-taking and this is introduced in Year 1. Children are given memorable strategies for planning introductions and conclusions (GSV/VSG), which become increasingly complex as you progress through the school.

Each week, children are given an extended period for independent writing called *Writing Enrichment*. When they do write, children are expected to write with double spaced to allow for improving writing. Improvements in writing are taught through *editing and revising* using the memorable strategy of ARMS (revising) and CUPS (editing).

The teaching of grammar and punctuation is fully embedded into the writing process. Grammar skills are taught as appropriate to the genre that the children are writing. The importance of Standard English, *written-like* language, and expert language is emphasised and promoted in all year groups.

REVISING
The 'content' checking
A.R.M.S.
Add
Add interesting or precise sentences and words
Remove
Remove sentences you don't need
Move
Move words or sentences to a more suitable place
Substitute
Change words and sentences for new ones to avoid repetition or use of boring words

EDITING
The SPAG checking
C.U.P.S
Capitalise
First word in a sentence and proper nouns: names, places, titles, days, months
Usage
Inflection of nouns and verbs.
E.g. we was were / One dogs
Punctuation
. ! ? , - ; '
Spelling
Check words you are not sure how to spell, including homophones

Belleville Primary School