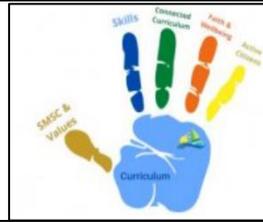




Why Writing?



Skills

A message from Mrs Stevens , our Writing lead:

Writing at Darlinghurst is interesting and stimulating and encourages our children to be creative and imaginative. We challenge them with adventurous vocabulary and always encourage them to improve their work through focused editing. A writer is rarely satisfied with their first draft and this is a skill we want to instil in the pupils here – you can always make it better; maybe with a word or rearranging a sentence to make it more effective. I want the children to see themselves as authors and to be proud of the writing they produce. Seeing the enthusiasm from a child when they share their work with an audience is always a joy and it is these moments I want to see across our academy.

Design and Purpose

Writing permeates the entire curriculum and is used to inform, discuss, persuade and entertain. We have a structured writing approach that we adopt in Writing lessons four times a week. This includes offering children modelled examples of what we expect them to achieve, word mats (with vocabulary that may help and stretch them) and scaffolds to work with.

At the end of each writing cycle (2 weeks), we expect the children to write a well -composed, independent piece of writing. Children will be offered opportunities to write within their topic books, developing their cross-curricular links and deepening their subject knowledge i.e. when studying World War they might write a soldier's diary letter or a letter from an evacuee. They might write about their science experiment, writing instructions, making hypothesis or extrapolating results .We incorporate grammar, punctuation and spelling within the writing cycle.

Writing Reflections

Autumn 2021

Across the academy, children have written for a variety of purposes through stories and reports. Some great texts have been shared as stimuli including the classic tale of Dogger, Harry Potter and letters to Facebook. Scaffold is provided to support and challenge our children within their writing. Our spelling resources, Sir Linkalot, has been used to support the teaching of spelling and children enjoy watching the video clips and practising daily in class. Children have worked hard to earn gold presentation best stickers for their handwriting and are rightly proud to show these off.

Spring 2022

There has been a real buzz around with writing this term. Children have been engaged in a huge range of different styles and have been focused on improving their handwriting and earning gold stars for their presentation best. Children in Reception enjoyed reading the story of 'The Tiger who Came to Tea' and wrote sentences about who they would invite to their own tea party. The children have worked hard to practise their pencil grips. Our Year 1 children did some hot-seating when looking at a text based on 'Owl Babies' to imagine how the characters were feeling and created instructions on how to grow a sunflower. Instructions in Year 2 this term included when children wrote how to make an origami dog. Our Year 3 children have been international with their writing and created travel guides for Guatemala and stories based on the Mayan creation. They have also used a discussion text to debate whether homework is a

good or bad thing. Year 4 classes also used a question to create balanced argument, 'Should we eat chocolate?' Linking to the academy-wide theme of diversity, children in Year 5 wrote biographies on celebrity members of the LGBTQ+ community including Elton John and Tom Daley. Our Year 6 children have written newspaper articles based on the escape of characters in 'Harry Potter and the Prisoner of Azkaban' and also created horror stories inspired by a short film called 'Alma'. It has been amazing to see our children enthusiastic about their writing and sharing their successes this term.

Difference

Our children learn to be successful learners through building on and scaffolding their basic writing skills in the first week of our writing cycle, which is called 'Our Write'. Using the skills developed ie how to use adverbial openers (Amazingly, A year later etc...) in the first week of the cycle enables them to use these skills independently therefore becoming writers that are more independent in the second week of the cycle, which is called 'My Write'.

They develop the skills of spelling, editing and using different grammatical forms and punctuation through practice and the 'Build' part of our writing cycle.

The 'Build' lesson is a shared, modelled writing session where children write sentence-by-sentence together using peer partners and their steps to success.

They gain the knowledge of how to improve their writing and support their partners in improving their writing, making them effective contributors in lessons.

Our children are equipped to be confident individuals as we challenge them to constantly develop their writing skills.

'Achieving Excellence Together'

Useful websites

BBC Bitesize

Use BBC Bitesize grammar, some interesting games and activities. I like the verb tense ones. There are also some great videos on here for introducing spelling rules.

<https://www.bbc.co.uk/bitesize/topics/zhrrd2p>

British council

Use British Council's grammar games, great for verb tenses

<https://learnenglishkids.britishcouncil.org/grammar-vocabulary>

BBC Teach

BBC Teach, some great video stimulus on here for writing. Spelling songs are great ie Supermovers for Key Stage 1

<https://www.bbc.co.uk/teach/ks1-english/z67ncqt>

The School Run

The School Run's grammar worksheets are quite good

<https://www.theschoolrun.com/subject/worksheets/grammar/all>

Literacy Shed

The Literacy Shed has a vast array of animations to inspire creative writing

<https://www.literacyshed.com/home.htm>

Writing Gallery

Victorian Suffragette Word mat

Model verbs
 must (not)
 should (not)
 would
 could
 might
 may

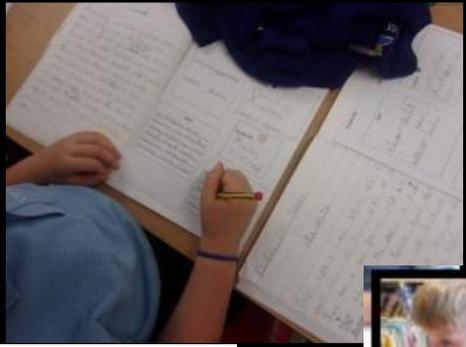
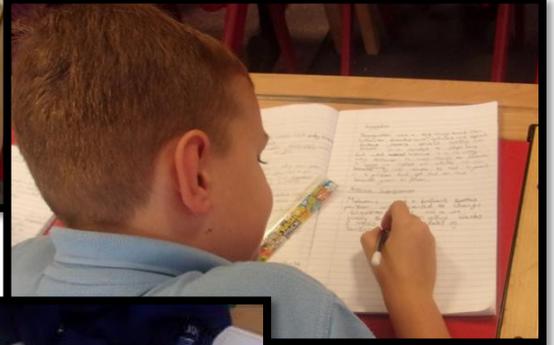
Other useful words
 place, not
 jossins
 voracious
 Peeters
 Women's Social and Political Union (WSPU)
 'Votes for Women' petition
 architect, buildings

Synonyms
 imprisoned-incarcerated
 raided-stormed, ransacked
 discovered-exposed
 prominent buildings-landmarks
 conditions-state of affairs
 institution-organisation,
 establishment
 urgent -crucial, pressing, burning
 perturbed-distressed, agitated
 dismayed-demoralised,
 disheartened
 inconvenience-tiresomeness
 resolute-staunch, unwielding
 endeavour-venture
 approach-line of attack
 published
 targeted

We are here, not because we are law-breakers; we are here in our efforts to become law-makers.

"I would rather be a rebel than a slave."
 Emmeline Pankhurst

"Audience and judgment are often as world apart."
 Emmeline Pankhurst



FIVE DEVELOPMENTAL PHASES	SASSOON® CAMBRIDGE JOINER	Pengools Progression	Pengools typesizes*
2 BEGINNING TO JOIN	<i>pen</i>	Red is used for the focus join and joining letters to teach fluent formation.	Year 2/Primary 2 1.5mm a
3 SECURING THE JOINS	<i>secure</i>	Once all joins have been taught, all words are shown as joined for practice and consolidation.	Year 3/Primary 3 2mm a
4 PRACTISING SPEED AND FLUENCY	<i>faster</i>	Children are encouraged to develop an individual style for speed and legibility.	Year 4 onwards/ Primary 5 onwards 3mm slight slant
5 PRESENTATION SKILLS	<i>individual print</i> <i>joke!</i>	Further development of an individual style as well as presentation skills and techniques.	

* Letters in red are for larger tracing. Letters in black are writing models.

