

Building Writing Composition Skills

Recent to inform practice:

The Research Review Series: English 2022 states: In EYFS and KS1 children practise composition through oral activities before their transcription becomes fluent. Moreover, in KS2, pupils need secure knowledge of English grammar for composition. This enables them to express themselves clearly and creatively through writing. The grammatical structures of a text carry much of the writer's intended meaning. Exploring these choices in texts allows the writer to understand the writer's thoughts better.

The **EEF 2021 KS1** states: Pupils' writing can be improved by teaching them to plan and monitor their writing. • Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer. • These include:— pre-writing activities;— drafting, editing and revising; and — sharing. • Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently. Furthermore, the **EEF 2021 KS2** overview states: Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.

How this impacts our practice:

We have integrated punctuation and grammar into our writing units, where we have produced high quality WAGOLLS as a model for high quality writing. Vocabulary is developed explicitly as part of our English lessons to reduce the word gap in the early years, KS1 and KS2 and to enable disadvantaged children to develop their vocabulary faster. We ensure children have opportunities to orally rehearse the text, especially in EYFS and KS1 to ensure children are hearing, speaking and learning vocabulary and grammatical structures. Part of our writing process is reading as a writer, where we unpick the text and discuss the authors choice of language or grammar and the impact.

At Parkfield, we have developed our own approach to 'how to teach writing', which includes elements of both 'Talk for Write', 'Alan Peat' sentence types and the 'Self-regulated strategy development approach (S Graham and D Perin: 2007 & S Graham, D McKeown, SA Kiuahara and K Harris: 2013). Children are taught genre-specific texts and follow this cycle below:

- ✓ **Read the text and discuss language and composition,**
- ✓ **Learn new vocabulary (which they will use).**
- ✓ **Imitate (learning key component knowledge- SPaG)**
- ✓ Reading as a reader- do they understand the text?
- ✓ **Reading as a writer – do they understand the writing techniques that have been used and what the impact/effect it has on the reader?**
- ✓ **Innovate (practising/applying key component knowledge)** where there are opportunities to edit and improve and respond to feedback
- ✓ **Planning and writing the independent application** (invent) (outcome piece using knowledge about the topic and knowledge about how to write) in this stage, pupils will have an opportunity to edit and improve and then 'publish' in their Big Book of Knowledge.

To support the children with composition in narrative, we have developed toolkits linked to Alan Peat sentence structures to support writing the following: description, settings, dialogue, suspense and character.

The Self-regulated strategy development (SRSD) is an approach to teaching writing strategies that has been found to be effective in helping pupils learn the specific knowledge about how to write, including knowledge about the genre of writing, linguistic and grammatical knowledge, and knowledge about how to carry out specific aspects of the writing process (S Graham and D Perin: 2007 & S Graham, D McKeown, SA Kiuahara and K Harris: 2013)

'Self-regulated strategy development involves:

- ✓ Pupils being taught the background knowledge they need to use a writing strategy effectively.
- ✓ The teacher explicitly describes and discusses the purpose and benefit of the strategy.
- ✓ The teacher models how to use the strategy.
- ✓ Pupils memorise the steps/components of the strategy.
- ✓ The teacher supports and scaffolds pupils' mastery of the strategy.

✓ Pupils use the strategy independently.

Cultural Capital

We understand that all children have different starting points and we need to provide equity in order for children to succeed. Equity to take many forms which includes scaffolding: vocabulary mats, phonics/common exception word mats, talking partners, guided group work for collaboration, adult support. It can also be through timetabled weekly writing intervention sessions to address misconceptions and support composition skills.

SEND

Teachers work closely with the inclusion lead who supports with pedagogy regarding supporting composition. We champion 'Talk for writing' as a way for children to understand, learn and practise sentence structures, vocabulary and grammar. Other technologies such as, Clicker and visuals/widget can also support composition.

How do we assess?

Formative: during and after a lesson. React to feedback/misconceptions in starters, guided groups.

Summative: End of unit writing outcomes.

| Writing: composition | Three and Four-Year-Olds Reception Early Learning Goals | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Planning, Writing and Editing | <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal</p> | <p>To write sentences by: Saying out loud what they are going to write about</p> <p>To compose a sentence orally before writing it</p> <p>To sequence sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>To discuss what they have written with the teacher or other pupils</p> <p>To read aloud their writing clearly enough to be heard by their peers and the teacher.</p> | <p>Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> ♣ writing narratives about personal experiences and those of others (real and fictional) ♣ writing about real events ♣ writing poetry ♣ writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> ♣ planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, | <p>plan their writing by:</p> <ul style="list-style-type: none"> ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own | | | <p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ précising longer passages |

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| <p>sets, dolls and dolls houses, etc.</p> <p>Learn new vocabulary</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Develop storylines in their pretend play.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount</p> | | | <p>sentence by sentence</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> ♣ evaluating their writing with the teacher and other pupils ♣ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ♣ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p> | <p>and others' writing and suggesting improvements</p> <ul style="list-style-type: none"> ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | <ul style="list-style-type: none"> ♣ using a wide range of devices to build cohesion within and across paragraphs ♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ♣ ensuring the consistent and correct use of tense throughout a piece of writing <ul style="list-style-type: none"> ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ♣ proof-read for spelling and punctuation errors ♣ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
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| | <p>narratives and stories with peers and teachers.</p> | | | | | | |
| <p>Awareness of Audience, Purpose and Structure</p> | <p>Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p> <p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary</p> | | | | | | |

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| | <p>from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | | | | | | |
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