



STOCKBRIDGE WRITERS

At Stockbridge, we want our children to write interesting things for others to read. We want them to know why they're writing something and it be for a real purpose. We recognise that we must expose them to language at all levels; rich, challenging, new and exciting. We know that they get better at writing if they're given an opportunity to do it lots and we must create space within the curriculum for this.

We also know that writing needs structure and form; it must make sense and the very best writing will layer meanings and give clues rather than be explicit all of the time. Our writers need a fluent hand (which doesn't ache!) to be able to record their ideas and thoughts. Writing is a complex business but it should be the skill of the teacher to make it simple for children and make it accessible so that they learn to love writing as a way to convey their thoughts and ideas.

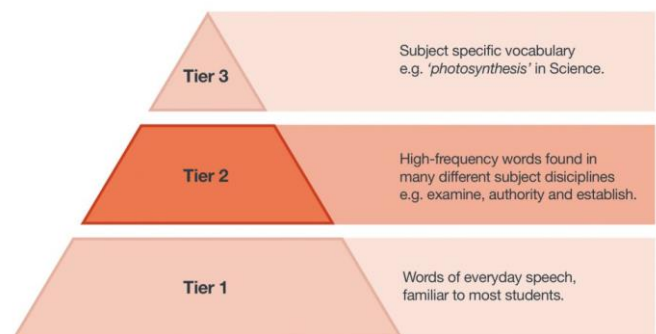
Let's link it to high quality texts

It is essential that children use what they read to inform & inspire what they write. Our planning for writing should be linked to a text where possible and that writing should have a purposeful, real outcome. Reading journals encourage children from Year 2 upwards to note down new vocabulary that they encounter in their reading and this should be 'magpied' to inform better writing. **Our reading maps** link the text to be used with NC objectives that can be driven by the book.

Of course, it is not simply whole texts that may stimulate writing. An extract from a book, magazine, online article or film may also serve the same purpose and be just as rich as a novel or complete text.

Let's develop a rich vocabulary

A poor vocabulary is a significant barrier for our children historically. We have explored and worked with children on using tiered vocabulary to improve the quality of phrasing and description and this had a significant impact, even if text is initially written with tier 1 vocabulary and then edited to improve. The use of vocabulary found in their reading is a powerful tool to help them understand the step up required for literary language. Working walls and modelled examples are key to improvement in vocabulary as well as never settling for second best!



Let's make sense – cohesion is key

The best writing flows and feels joined up; a sense of cohesion where thought has been given to how sentences then paragraphs link together in order to create a whole text. Cohesive devices such as topic sentences, adverbials that sequence, link, compare, contrast, illustrate, debate or add help to link complex ideas. Cohesive devices in young children's writing may be a happy accident to begin with, especially if speech is good and they are able to link ideas in their speech. Beginning to use some adverbials to link or add detail about time is the first step to linking ideas in writing.

Gradually, these cohesive devices should develop and become increasingly complex and, more importantly, deliberately and consciously chosen. By Year 6, good writers are unconsciously competent at including cohesive devices to create flow both within and across sentences and paragraphs.

At Stockbridge Primary & Pre-School, cohesion in writing starts in pre-school through talk and play. Giving children the words to link their ideas when speaking or asking for something will help develop their writing ability later in life. Once into school, working walls should keep a visual track of cohesive devices in each writing unit.

They should be clearly displayed as children build a bigger bank of them and added to with each writing unit until end

Adverbials for Cohesion			
time, place, number, exception, cause and effect, contrast or comparison, clarification and emphasis or addition			
time in the beginning only yesterday until then to begin with at first meanwhile simultaneously after that straight away presently	place near this location around here in the city behind the clouds beyond the wall inside the cave out in the countryside along the lane here in this room over the street	number/frequency firstly secondly lastly once twice occasionally rarely every so often often sometimes	exception despite this aside from despite excluding even though other than with the exception of apart from however besides
cause and effect as a result for this reason subsequently hence as a consequence due to therefore so as to because of this consequently	contrast/comparison on the other hand alternatively similarly nevertheless in contrast rather than compared with on the contrary in comparison however	clarification in fact in other words to clarify above all the main reason for this for instance in essence to summarise to illustrate this in conclusion	emphasis/addition to clarify most importantly especially primarily furthermore above all else as well as in addition to this also moreover



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of year objectives are met. Children should be encouraged to refer to them throughout the writing process both in English and other subjects; it must be a regular part of our expectations that children use these whenever they are writing – not just for a 'best' piece!

Let's get the basics right!

HANDWRITING	GRAMMAR
<p>Good handwriting begins at home with tummy time, crawling, sound gross and fine motor movements and is built upon from there.</p> <p>In Year R, children are taught the formation of letters initially using the RWI 'patter' for each letter formation. Once this is acquired – before Christmas for each of the 26 alphabet letters, they then move to the PenPals scheme. Dough disco is a generically delivered programme in autumn term year R and after this, interventions may be used in line with SENDCo advice.</p> <p>We use PenPals handwriting scheme which is available for every year group from Year R-6. Penpals is a NON-cursive style of handwriting which has break letters of j, q, x, y, z, b, f, p, q, r, s although they may be joined from Year 4 upwards as children develop their own style.</p> <p>We don't slavishly follow the pupil books (there is only 1 copy per class) but these can be used as a starting point. Handwriting books are available but you may choose to teach handwriting in the back of literacy books so that children become accustomed to writing on normal lines. A blend of these methods is fine.</p> <p>Please insist on high standards from the very start.</p>	<p>Grammar fundamentally underpins the coherence of a piece of text and is instrumental in ensuring children's writing is improving. It is clearly laid out in the National Curriculum and integrated with our reading maps which link high quality texts to writing objectives.</p> <p>Perhaps the most important thing for us to consider at Stockbridge is SOLO taxonomy and how it links to the progression of grammar. In all cases, children should show developing depth in their increasingly skilled use of grammar within their writing. As with spelling and handwriting, they should become unconsciously competent.</p> <p>At Stockbridge Primary & Pre-School, we use the analogy of a 'toolbox' of skills which can be drawn upon each time they set to a task. Grammar lends itself to this imagery as they may have multiple skills but these do not need to be used all of the time.</p> <p>Use the 'Explain Change Create' model to teach new grammar skills: Explain: Teach the LO & provide a short extract to spot the new grammar from then explain why a grammar or punctuation piece has been used. Change: correct errors from a text linked to the LO or change the punctuation or insert the punctuation. Create: apply the taught skill initially in small chunks of text then in their own wider piece. Can use visual prompts here too!</p>

Let's edit and redraft to improve

Writing is never done! This is the bit that most children (and adults!) dislike of the whole process! Hampshire follows the edict that "reflective writers make ever better choices every time." We mustn't expect children to be editors immediately, each strategy for editing will take time to be taught and modelled then practiced and developed.

Let's follow the same writing process each time

Stimulate and
generate

Capture, sift and
sort

Create, refine &
evaluate