

# What does it mean to make excellent progress with writing at The Purbeck School?

To make progress when composing texts, student require the following knowledge: **knowledge of form and purpose; knowledge of transcription skills (handwriting and spelling); knowledge of structure; knowledge of grammar; knowledge of vocabulary; knowledge of the subject matter; knowledge of planning strategies.** We are also aware that revising texts can help students progress with their writing.

Students are given opportunities to write frequently, monitor their own performance in the composites of writing and work cooperatively on different aspects of writing and stages of the writing process.

## The pre-requisites of good writing:

Building from KS2, certain pre-requisite skills are the foundation of good writing, such as **knowledge of grammar, sentence construction and vocabulary.**

Underpinning all writing at The Purbeck School is the Purbeck School writing mat which outlines key pre-requisites and these pre-requisites are returned to during all writing tasks:

<h3>Writing in a Variety of Sentences: A Purbeck School Guide</h3>			<h3>Writing using a Variety of Punctuation: A Purbeck School Guide</h3>		
<h4>Simple</h4> <p>A <b>simple sentence</b> consists of a single clause with a subject and verb. <i>The boats bobbed.</i></p>	<h4>Compound</h4> <p>A <b>compound sentence</b> uses coordinating conjunctions to link main clauses. <b>FOR / AND / BUT / OR / YET / SO / NOR</b> <i>The boats bobbed <u>and</u> they shook in the wind.</i></p>	<h4>Complex</h4> <p>A <b>complex sentence</b> consists of a main clause and subordinate clause(s). The subordinate clause will not make sense on its own. <i>As the wind blew, the boats bobbed on the waves. The boats, because it was very windy, bobbed on the waves. The boats bobbed on the waves, shaking in the wind.</i></p>	<p><b>!</b> <b>Exclamation marks</b> are used to express excitement, surprise, astonishment, or any other strong emotion. <i>Help!</i></p>	<p><b>;</b> The most common use of the <b>semicolon</b> is to join two linked independent clauses. <i>Napoleon led through fear; he killed other animals.</i></p>	<p><b>?</b> A <b>question mark</b> at the end of a sentence shows something is being asked. <i>Who inspires you?</i></p>
<h4>Adverbials – They tell you more about the verb in a sentence</h4> <p>Adverbials give more detail about the <b>verb</b> in the sentence. They can be placed at the beginning, middle or end of sentences. They describe <i>where, when, why and how</i> something is done.</p>			<p><b>'</b> <b>Quotation marks</b> are for direct quotations and for titles of texts including poems. <i>'Animal Farm'</i></p>	<p><b>...</b> An <b>ellipsis</b> is used to indicate that words have been missed out or to create tension. <i>Then the silence fell...</i></p>	
<h4>Manner:</h4> <p>Manner adverbials tell you how an action was taken: -Cautiously, -With fear in her eyes,</p>	<h4>Time:</h4> <p>Time adverbials tell you when an action was taken: -During the 1920s, -A few seconds later,</p>	<h4>Reason:</h4> <p>Reason adverbials tell you why an action was taken: -Because the rain started, -As it was the Victorian era,</p>	<h4>Capital Letters</h4> <p>Use a <b>capital letter</b> for: - The first word of a sentence - A person's name (fictional or real) - The name of a day or a month - The name of a historical period - The first word, and each significant word, of a title</p>		
<h4>Use adverbials at the beginning, middle and end of sentences</h4>			<h4>Place:</h4> <p>Place adverbials tell you where an action was taken: • High in the sky, • In London,</p>	<p><b>''</b> An <b>apostrophe</b> is used: - To show ownership <i>Tom's bicycle</i> <i>the boys' playground</i> <i>the children's sand pit</i> - To show omission (when letters have been missed out as two words are joined together can't, wouldn't, I've</p>	<p><b>:</b> A <b>colon</b> is used: - To introduce a list <i>There are three things every dog needs: food, water and love.</i></p>
<p><b>Beginning:</b> -<i>High in the sky, an eagle flew to its nest.</i></p> <p>Don't forget the comma after the adverbial!</p>	<p><b>Middle:</b> - Sherlock Holmes, <i>because he craves mental stimulation</i>, is excited about the case.</p> <p>Don't forget to use two commas – one on either side of the adverbial!</p>	<p><b>Ends:</b> - <i>The Birlings do not take responsibility, worried there will be a scandal.</i></p> <p>Often you do not need to use a comma if the adverbial is at the end of a sentence – <i>unless it is a manner adverbial!</i></p>	<p><b>( )</b> <b>Parentheses</b> are used: - To enclose extra information in a sentence <i>My family is getting a new dog (a border collie) from the rescue centre this weekend.</i></p>		
<h4>Relative Clause</h4> <p>A relative clause tells you extra information about the noun in a sentence. They are often called 'embedded' clauses and are separated from the main clause by two commas. <i>The tiger, who had two young cubs, stalked her prey.</i></p> <p>Relative clauses often start with the words: <i>who / which and that.</i></p>	<h4>Minor Sentences</h4> <p>A minor sentence is an irregular sentence that does not have a complete independent clause. <i>Example: There was nothing around. Silence.</i></p>			<h4>Organising our Writing: A Purbeck School Guide</h4>	
<h4>Paragraphing</h4> <p>A paragraph is a group of sentences that deal with one idea or topic. Use <b>TIPTOP</b> to remember where to start a new paragraph. • <b>T</b> – Time. When there is a change in time • <b>P</b> – Place. When there is a change in place • <b>T</b> – Topic. When there is a change in topic/idea • <b>P</b> – Person. When there is a change in person (applies to dialogue as well)</p>			<h4>Discourse Markers</h4> <p>Discourse markers help shape and organise your writing. Here are some examples: <b>Firstly / Secondly / Furthermore / In addition / Finally / In conclusion / On the other hand / Similarly / In contrast to this /</b> If you start a sentence with one, follow it with a comma!</p>		

## Supporting progress in writing through knowledge of forms and purposes:

Students must develop knowledge of how to become excellent writers across a range of forms and purposes and must understand that different writing will often include different stylistic and grammatical features. Through knowledge and effective modelling of the features of different writing forms and genres, students can progress and become more expert at expressing complex ideas in a variety of ways.

Therefore, in our curriculum we help students develop expert knowledge in how to write in a range of forms such as:

- Well-structured essays
- Stories, descriptive writing, poetry and imaginative writing such as poetry
- Notes for speaking
- A range of non-fiction writing forms such as persuasive speeches, letter writing, newspaper article writing.
- Summaries of texts.

During year seven, our students are taught different forms in dedicated units whereas in year 8 and beyond our units are arranged thematically to allow for text forms to be placed next to each other in order for commonalities and differences to be discussed. Careful modelling of text forms is important and students are provided with high quality style models in order to base their compositions on.

#### **Supporting progress in writing with knowledge of spelling:**

Students are given commonly misspelled words in their knowledge organisers to learn at home and tier 3 words through the curriculum and the knowledge organiser. Students struggling with single word decoding, identified undertake secondary phonics intervention. Spellings are often taught within the context of the subject matter being taught.

#### **Supporting progress in writing with grammatical understanding:**

We recognise that knowledge of grammar improves writing quality and accuracy which is why grammatical starter activities feature so heavily at KS3. We use the Purbeck School writing mat across the school so that students are confident in writing in a range of sentences: simple, compound and complex with attention drawn to being able to move adverbial clauses and use relative clauses. We do extensive deliberate practice regarding grammar in order to move our students towards grammatical fluency. Grammar can be linked to form and purpose and is therefore also taught contextually as well as in isolated starter tasks that use direct instruction of grammatical rules.

#### **Supporting progress in writing through self-regulation:**

Our assessment systems support students in actively checking their own work and identifying gaps in knowledge. For example, after writing a descriptive piece of writing, students may be encouraged to annotate their writing to show evidence of where the composites of effective writing have been used such as – variety of sentences, variety of punctuation or structural features. Feedback PPTs include prompts to help students analyse and assess composites.

#### **Making progress in writing through vocabulary acquisition:**

The school runs a number of systems to support vocabulary acquisition. Please read about these on the curriculum homepage.

#### **An example related to creating effective creative writing:**

- *Students at the start of year seven will undertake creative writing. During this unit, we work with our students on some of the composites of descriptive writing such as sentence variety (based on our Purbeck School writing mat), vocabulary choices, figurative methods and a range of punctuation which links back to what has been studied during the KS2 curriculum. In year eight, we continue to monitor these composites of descriptive writing but build further by adding more focus on the complexities of structure such as use of motifs, foreshadowing and circular narratives. Year nine then adds additional levels to the creative writing process by considering narrative hooks and narrative voice. Therefore, we would expect that each year*

*our students make progress towards understanding the full complexities of creative writing as they progress through the curriculum and as we build more knowledge of effective composition each year whilst checking that the pre-requisites are in place from previous years.*

**Supporting progress in writing through motivation:**

In order for students to make progress with their writing it is important that students are motivated and this is why we allow opportunity to:

- Write for real audiences and purposes
- Choose their own topic
- Work collaboratively with peers.