



Brunstane Primary School



Brunstane Writing Strategy

This strategy outlines best practice for the teaching of Writing at Brunstane Primary School and is split into three sections:

- **Teacher Strategies**—a toolkit of research-evidenced pedagogical approaches for teaching Writing.
- **Writing Processes**—an outline of the process of writing, with supporting strategies and a genre progression.
- **Pupil Skills Progression**—a comprehensive progression of skills which every learner should be taught.

Teacher Strategies

Building Blocks

- Teach skills in advance of an extended writing lesson so learners can apply them.
- Differentiate in order to meet learners at their level, using the Pupil Skills Progression for reference.
- Use stimulating and engaging contexts, including use of text, props, pictures and videos, the outdoors or changes to the classroom environment.
- Provide opportunities for learners to experience intentional vocabulary in a variety of ways across the week.
- Plan to teach different aspects of fiction writing in small steps, rather than continuous whole piece writing. E.g. writing openers, writing character descriptions, writing setting descriptions, writing resolutions etc.
- Build in discrete aspects of writing teaching using school resources. E.g. Read Write Inc, Single Word Spelling Resources, Alpha & Omega Spelling, Brunstane Grammar Progression and Teaching Guides, Wordboost, Penpals for Handwriting.
- Provide regular opportunities for learners to write without restrictions (free writing), providing a stimulus and diagnostic feedback around 'non-negotiable' standards.

Feedback

- Give simple, achievable feedback which focuses on Steps to Success and enables learners to improve themselves as writers, as well as their work.
- Facilitate high quality peer and self assessment opportunities and create a feedback-rich environment.
- Co-create a set of 'non-negotiable' standards and expectations for writing with the class and not accepting 'first draft' versions as a learner's best work.
- Use a visualiser to generate teacher or peer feedback for one learner's writing and give whole class/group feedback where necessary.

Scaffolding

- Use scaffold strategies such as overwriting and restricted writing to introduce language or genre concepts.
- Use Short Burst writing techniques regularly to improve common writing problems and introduce features of language.
- Use higher order questioning to scaffold learners towards high quality word choice, sentence structure and use of language.
- Make time to “magpie” and share good examples throughout the class.
- Teach verbal storytelling skills and create opportunities for writers to verbally tell their own stories to maximise their chances of written success.
- At appropriate stages, use hand actions when verbally storytelling to embed high quality features of language.
- Use ‘whole-class writing’ to check for understanding, dispel misconceptions and share good ideas.
- Use retrieval practice to revisit previous learning, word spellings and language concepts.

Knowledge

- Knowledge of relevant Brunstane writing progressions:
 - Pupil Skills Writing Progression, SWST progression, phonics progression, Grammar & Punctuation progression, hand writing progression, genre progression.
- Knowledge of appropriate texts at relevant stages.
- Knowledge of Fine and Gross Motor Skills development.
- Knowledge of where learners are and their next steps using the Pupil Skills Progression.
- Knowledge of phonics teaching strategies.
- Knowledge of how to teach spelling using a word study approach.

Resources

- Provide accessible resources to encourage use of ambitious vocabulary and prompt use of important prior learning.
- Use technology as a targeted support to reduce secretarial load on some learners.
- Use a variety of planning formats which facilitate learners' understanding of the purpose of their writing, enabling them to make appropriate choices.
- Use visual and concrete props to promote engagement and discussion.
- Use support staff (Pupil Support Assistants or Support for Learning teacher) to support or allow the teacher to support targeted individuals or groups.
- Use WAGOLs and WABOLs at different points in the learning to set Steps to Success and as a stimulus.
- Use visuals and images to encourage ideas, sentence building and descriptive language.
- Create a literacy rich environment where learners can regularly experience and apply new language, including through exposure to texts and discussions.
- Provide appropriate line sizes for learners:
 - Nursery—Blank Page
 - P1— Blank Page/Single line/Two lines
 - P2— Single line/Two lines/Four lines
 - P3— Half page lined, half page blank
 - P4 -7— lined page

The Writing Process

The City of Edinburgh Writing Strategy recommends writing using the following structure, whether over one lesson or a series of lessons.

Plan—The intended learning is made clear, with Steps to Success co-created with learners. Learners are exposed to experiences, writing examples and verbal opportunities to enrich their vocabulary and ideas and are scaffolded to plan their writing. Planning formats make the purpose and audience of the writing clear.

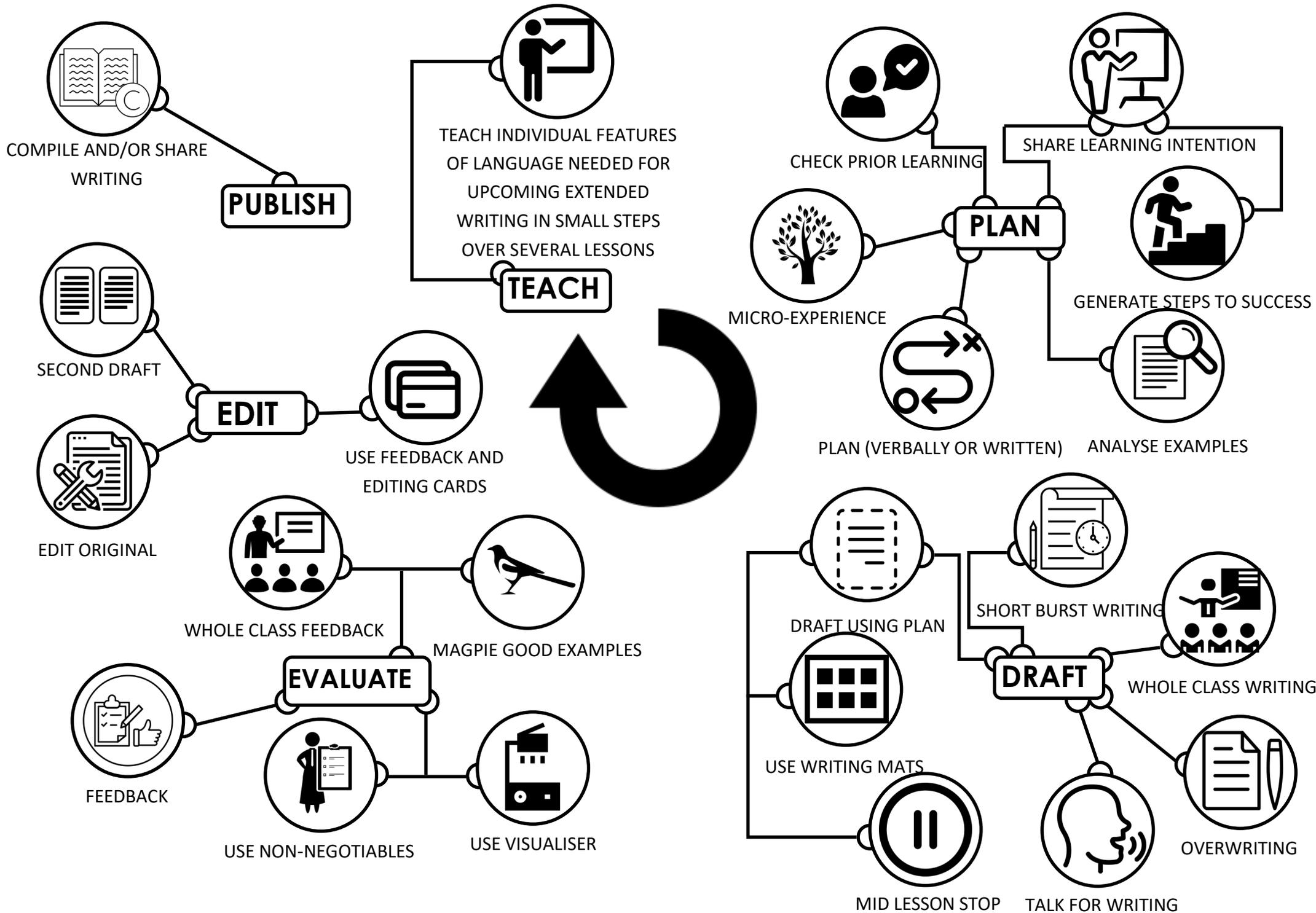
Draft—Learners use their plan to produce a first draft of the intended writing. Opportunities for whole class writing and sharing ideas throughout the class are embedded. Teachers provide scaffolds and resources to improve learners' use of language and structure.

Evaluate—Learners are provided with meaningful feedback from a teacher, peers or themselves against the original Steps to Success. Learners are clear on what they have done well and what they need to do to improve their writing. Feedback and next steps are often shared in a whole class environment.

Edit—Learners use their feedback to make edits or redraft their writing. They also incorporate 'non-negotiables' which are agreed as a whole class. For example, using full stops, neatness and presentation, use of ambitious vocabulary, spellchecked words etc.

Publish—Learners share their writing in a meaningful way, linking back to the original purpose and audience of the writing.

Writing Process—Stages and Strategies



Writing Process—Brunstane Genre Progression

<p>Early Level—Fiction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing through play <input type="checkbox"/> Dictation stories <input type="checkbox"/> Changing common stories <input type="checkbox"/> Sentence stories <input type="checkbox"/> Line drawing stories <input type="checkbox"/> Three sentence stories 	<p>Early Level—Non-Fiction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leaflet <input type="checkbox"/> Letter <input type="checkbox"/> Poster <input type="checkbox"/> Poetry
<p>First Level— Fiction</p> <p>Three part story plots Story openings Story settings Character descriptions Resolutions and endings</p>	<p>First Level—Non-Fiction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Newspaper Articles <input type="checkbox"/> Instructions <input type="checkbox"/> Poetry <input type="checkbox"/> Letter <input type="checkbox"/> Leaflet <input type="checkbox"/> Poster <input type="checkbox"/> Personal Response <input type="checkbox"/> Discursive
<p>Second Level—Fiction</p> <p>Story openings Story plots Action Story settings Character descriptions Resolutions and endings</p>	<p>Second Level—Non-Fiction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Newspaper Articles <input type="checkbox"/> Instructions <input type="checkbox"/> Poetry <input type="checkbox"/> Letter <input type="checkbox"/> Leaflet <input type="checkbox"/> Poster <input type="checkbox"/> Personal Response <input type="checkbox"/> Discursive <input type="checkbox"/> Report

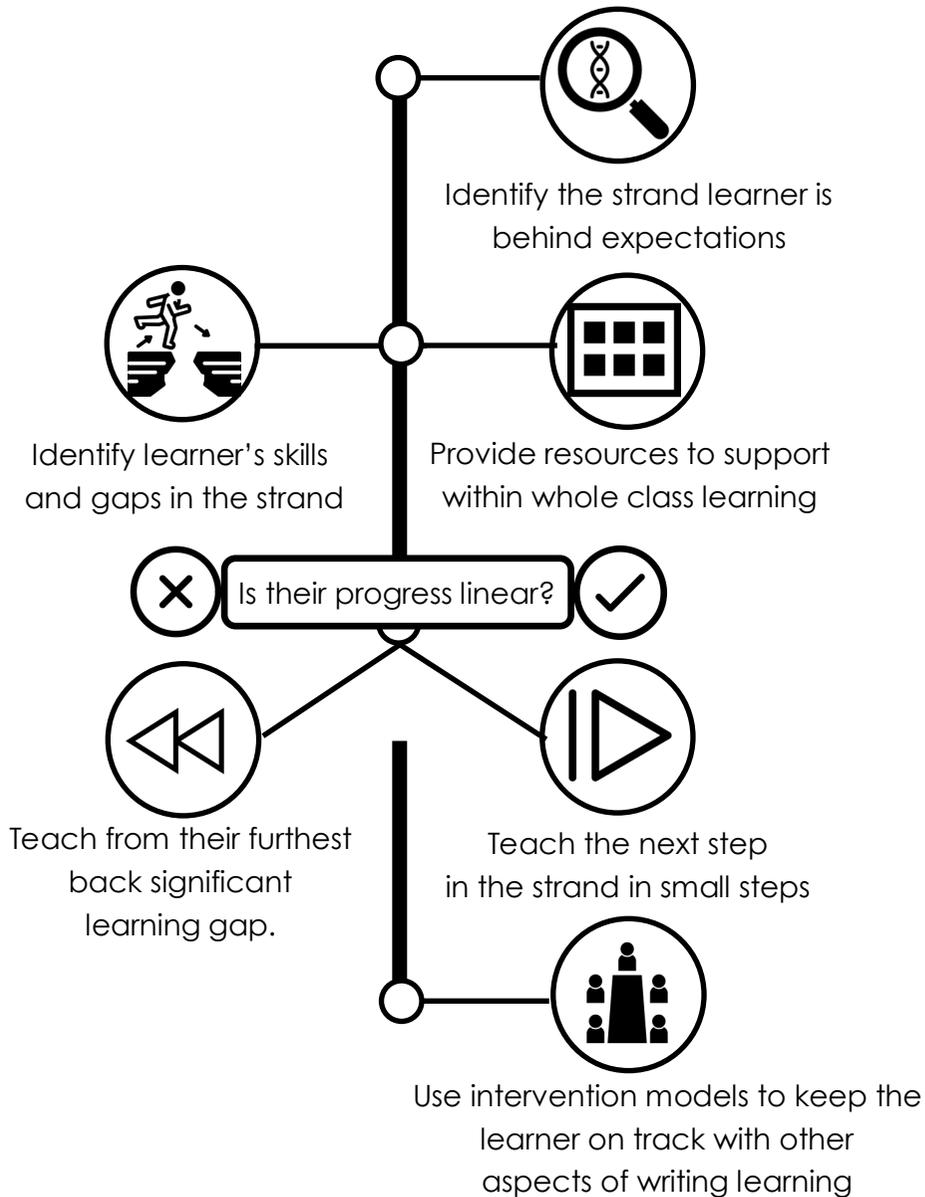
Within these possible genres:
 Adventure
 Crime
 Comic/Graphic Novel
 Horror

Within these possible genres:
 Adventure
 Crime
 Comic/Graphic Novel
 Horror
 Fantasy
 Comedy
 Mystery
 Action

Pupil Skills Progression Support & Challenge Guide

See the guide below for some tips on how to best use the Pupil Skills Progression to effectively support and challenge

Providing Support



Providing Challenge

