

Bournville School Primary: A text based approach to Writing.



Here at Bournville, we are using high quality texts, so that our teachers can support our children to develop their speaking and listening skills, reading and writing.

We adapt this approach to use with each year group across the school, with each year group choosing their own key texts, upon which their English lessons will be based.

The main text chosen can be reinforced with additional texts, which do not necessarily have to be books or novels.

Although we will teach skills around a range of genre types, teachers will use their own knowledge of the curriculum and their current cohort.

Genre and objective coverage will be monitored across the school, by having a progression plan of genres and key year group objectives.

The initial reading and analysis of texts should provide the building blocks for quality writing. By using this text based approach we want this model to ensure consistency across the school and also allow for teachers to adapt and alter their planning according to individual needs.

Predict:

(1-2 lessons)

Before introducing the text, children are encouraged to be excited about what they are going to read. This will help to develop their ability to predict and develop their questioning skills. A 'wow factor' will be thought of that will really hook the children into what they are about to discover. Open-ended questions, props and other stimuli will be used to help children to create links between books/texts and their own experiences. The hook could be a wordless picture book, song lyrics, poetry, a play script, a music video, an advert or a short animation.

Interrogate:

(2-5 lessons)

During this stage, we introduce the children to the text for the first time. Retelling, sequencing, acting out and focusing on specific parts of the text or pictures to support their familiarisation with the text type. After reading, time is spent analysing the text in order to develop the children's analytical, inference and deduction skills. During this

stage, Grammar, Punctuation and Spelling is also taught through the text. We try to be creative in our approach, but the Learning Objective will still be our starting point for any teaching at this stage.

Capture:

(2-4 lessons)

Using the text to capture ideas will help our children to become more confident in writing. This stage incorporates looking at the book as a writer. We may focus on setting, characters or plot, using the text as a guide. We will support our children to capture words and phrases which appeal to them and that they may want to use within their work. This stage can also be used to extend themes and ideas by looking at drama/hot seating/ images/other texts and media which relate to the main text. Towards the end of 'Capture' the children will move towards their own ideas based on the text (Imitation) for inspiration.

Create:

(3+ lessons)

Create is when the children will use all of their ideas from the unit to produce a piece of writing (Or podcast, film, comic etc) Modelled, shared, guided and individual writing will be happening at this stage.

It is VITAL that we show our children how to verbalise their internal dialogue whilst writing, in order to support them to understand the writing process.

We do not rush this process: We write small parts of a text within a lesson, which will build up to an extended piece.

Editing, reviewing and redrafting are crucial elements to the 'create' stage and will be evident in our workbooks.

There must be a purpose for the writing, to make it worthwhile for children to complete.

End of Unit Assessment: We assess the children's final piece of writing and plan appropriate follow up lessons to address any gaps in writing knowledge, before moving onto the next unit. This task should be independent but it also allows children to work to a set of criteria which they are familiar with and which they have built up over the unit and which is based on the characteristics of the genre.

Talk:

Discussion will be embedded at each stage so that our children have plenty of opportunity to discuss debate and orally rehearse what they want to write.