Walton's approach to Writing KS2

Introduction
In KS2 (years 3-6), we are following Jane Considine's, The Write Stuff, as an approach to writing. This approach focuses on scaffolding children's learning to enable them to write coherently (especially in extended pieces), with confidence and with individuality. This approach aims to hone spelling, punctuation and grammar skills through careful planning and modelling and consideration of year group expectations in line with the National Curriculum.

FANTASTICs
The FANTASTICs are an acronym that summarise the ideas of writing. Teachers use these in their planning and modelling to ensure that the children include the appropriate ideas in each genre of writing they produce.



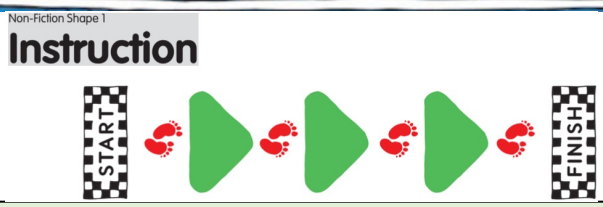
GRAMMARISTICs
The GRAMMARISTICs are the tools for writing. They can be used as a visual guide for the children, encouraging them to use varied punctuation, grammar and sentence styles in their writing.



BOOMTASTICs
The BOOMTASTICs are the techniques for writing. If children can conjure up a picture in the reader's mind, their writing will have more of an impact. The BOOMTASTICs give the children a unique style of writing and a personal voice.



Non-fiction shapes for writing
Non-fictions shapes for writing are a fantastic resource to guid children through the layout of a text. The resource helps children to build non- fiction texts like a jigsaw. The shapes function as frames that visually represent the structure and organisation of a text type.



Text Types
To ensure that the children are exposed to a rich variety of writing, they are expected to cover a wide range of fiction and non-fiction writing styles.

Fiction can include:

Setting descriptions
Stories (varied genres)
Story openings
Playscripts
Letters

Non-fiction can include:

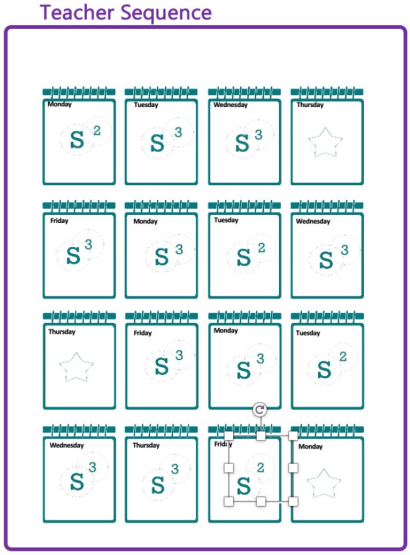
Persuasive texts
Discussion tests
Instructions
Non-chronological reports

Writing Units

Units of work will typically last up to 3 weeks. There are two types of lessons – Sentence Stacking lessons and Experience Days.

Teachers will also leave time for separate lessons to focus on editing. This will ensure that children have the opportunity to peer and self-assess their writing.

Teacher Sequence



S

This symbol means that the lesson will focus on Sentence Stacking – the children will add sentences to their ongoing piece of writing.

1

This symbol represents the number of sentences that the children will be expected to write in the lesson. These will be high quality sentences that have been modelled by the teacher.

The star refers to an "Experience Day". During this lesson, the teacher will have planned an experience which will support the children with further ideas for their piece of writing.

English Unit Plan – Lesson 1			
Experience Day:			
Shape of the Text lesson - L.O: Layout of a letter.	**Steps to success**		
	Features of a letter.	**Order the features.**	**Information for each feature.**
FANTASTICs			
Grammaristics			
Boomtastics			

Initiate	Model	Enable
Chn to discuss whether they have ever received a letter. What can they remember about it? What was written on it?	Look at a model of a letter. What features can they spot? Why are these features important?	Use the layout handouts to create a large layout of a letter – focus on the order of the features. Work in small groups.
Chn to go to another group's layout and discuss whether they think the features are in the correct order.	Teacher to show features layout model on the IWB. Teacher to talk through the layout choices. Chn to compare their layout and edit it if incorrect.	In their groups, chn should describe their layout. E.g. I have put the address at the start because it is important to say who you are writing to.
In groups – discuss what info is needed for each feature. E.g. Address: Name, Street, Town, Country.	On teacher model, write what is needed for each feature. Discuss why this info is needed and explain choices. E.g. importance of info.	In groups – write on their model what info is needed for each feature. E.g. Address: Name, Street, Town, Country.

Lesson Structure

This is an example of a daily writing lesson structure.

Initiate

This part of the lesson is teacher-led. It will focus on an element of ideas (FANTASTICs) or tools (GRAMMARISTICs) that will be needed to write a sentence.

Model

In this section of the lesson, a sentence will be modelled on a 'sentence strip' by the teacher. The sentence will have been given by a pupil and the teacher will demonstrate the thinking process behind writing it down; focusing on grammar, punctuation, sentence structure and spelling.

Enable

This section of the lesson give the children the opportunity to put into practice their learning and write a sentence using the grammar or punctuation that has been taught and modelled in the previous two sections.