

# 'UNLOCKING WRITING POTENTIAL' HANDBOOK

Created by PKAT primary school writing leaders for  
all teachers in our Trust schools



**PETERBOROUGH KEYS**  
ACADEMIES TRUST





# WRITING INTENT

All schools within our Trust aim to unlock the potential in every child to be confident and expressive writers. We want all children to communicate their knowledge, ideas and their emotions across the curriculum for a wide range of audiences and purposes.

We will provide exciting, purposeful opportunities and experiences across the curriculum, including access to a range of high quality texts and books, to inspire our children to write.

We will teach Tier 2 and 3 vocabulary to enrich children's knowledge and their writing.

We will teach children how to spell new words by applying spelling patterns and rules.

We aim for children to master age-appropriate aspects of grammar and punctuation in each year group.

We aim for each child to achieve their personal best in their handwriting and presentation. We have high expectations that children will have developed a fluent, legible, joined handwriting style before they move to secondary school.

Our practice is based upon pedagogical research which includes:

- high quality modelling of the writing process
- breaking the process down into manageable steps to reduce the cognitive load (write less, but with quality)
- teaching grammar contextually rather than separately to support children to make links and apply new knowledge
- practising word and sentence level skills in different contexts across the curriculum
- explicitly teaching of how to plan and edit writing and develop metacognitive skills to apply in other aspects of learning

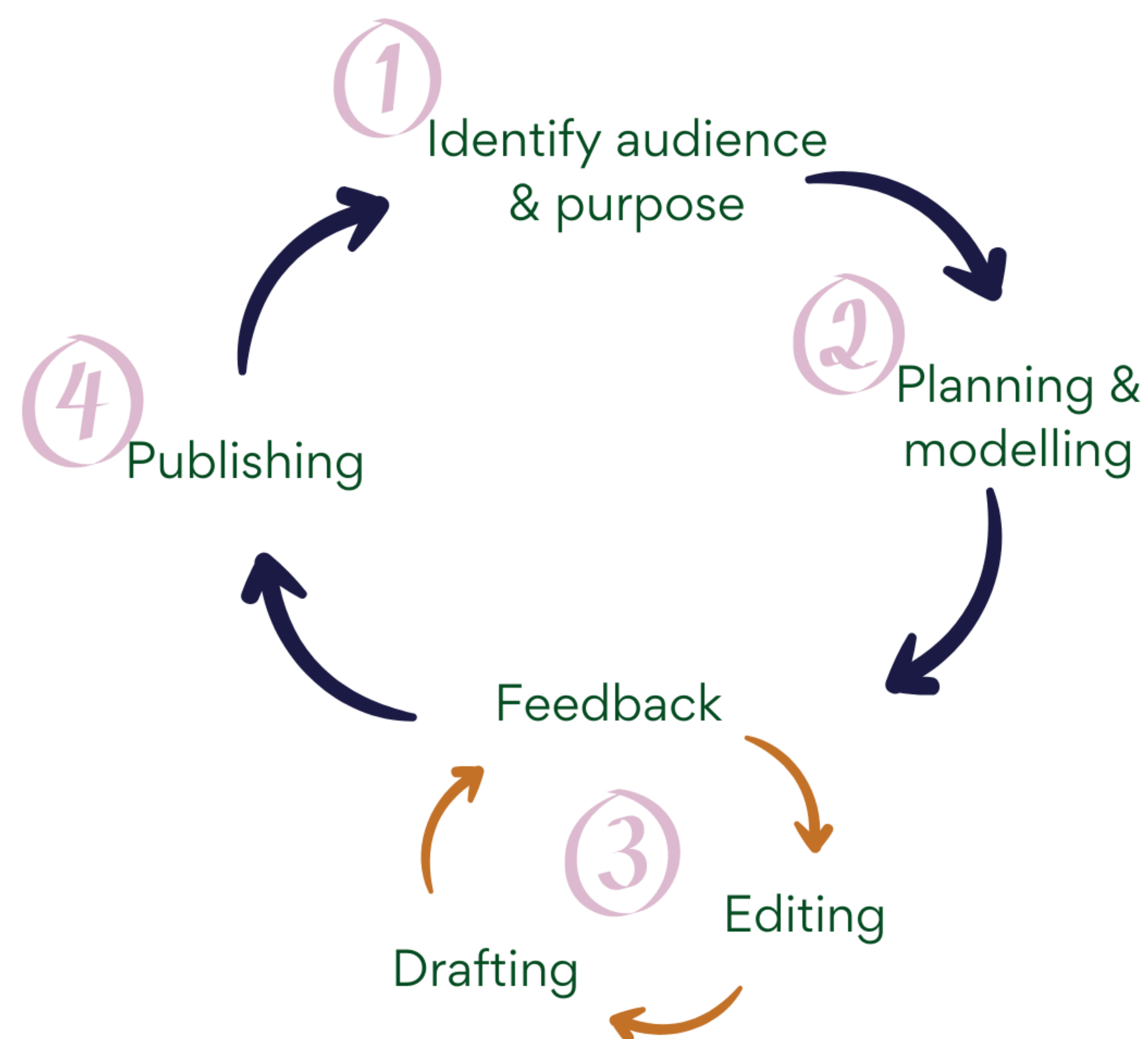




# WRITING IMPLEMENTATION

Schools within our Trust use the 'Unlocking Writing Potential' framework. These are 4 steps that underpin the writing curriculum across the primary phase and into Key Stage 3.

1. Identify audience & purpose
2. Planning & modelling
3. Drafting, feedback & editing
4. Publishing

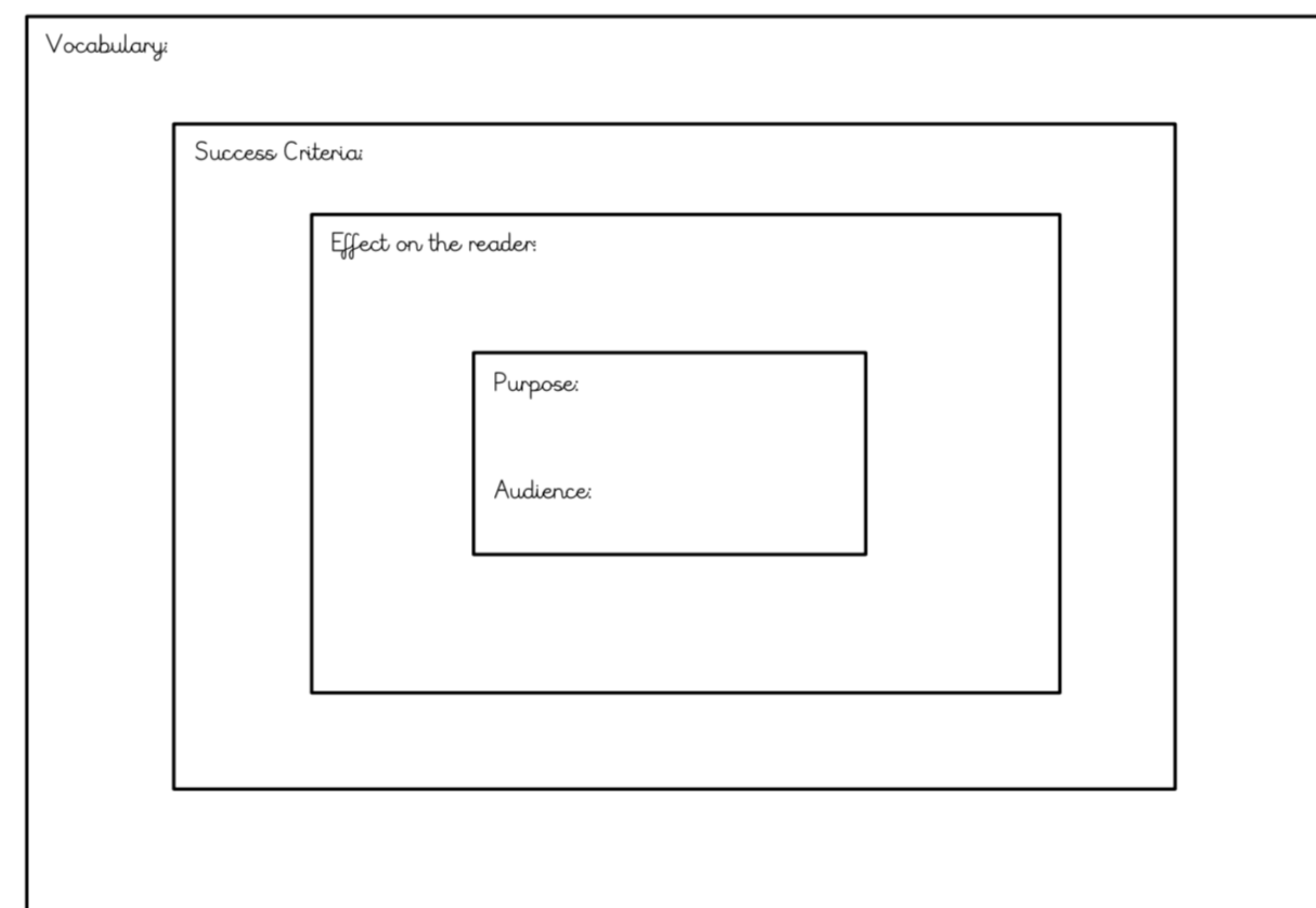
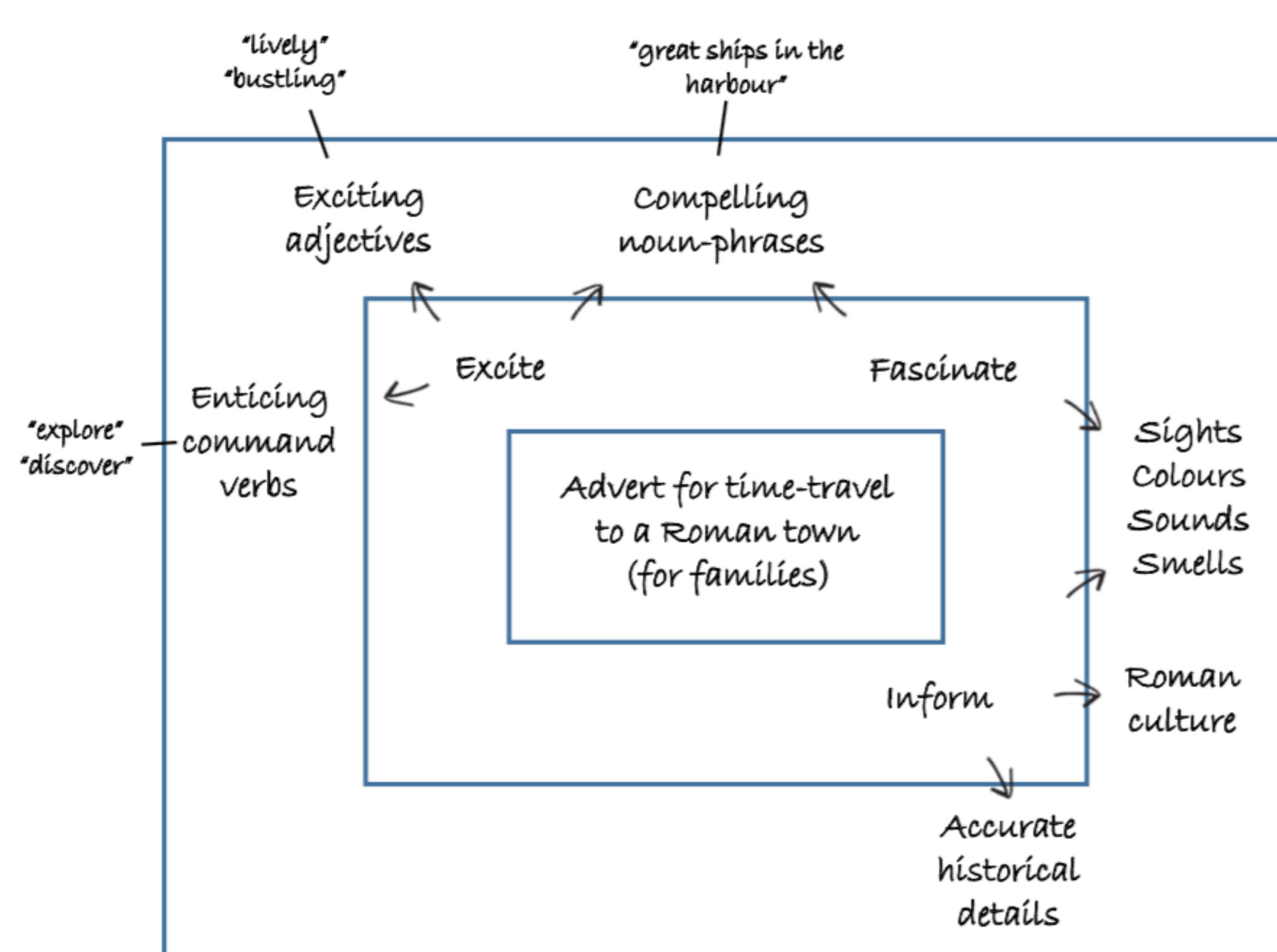






## 1. Identify audience & purpose

We start each unit of work focussing on the audience and purpose of the piece of writing. To ensure the children have a secure understanding of this we use the James Durran 'co-constructing toolkit' which should be displayed in the classroom.



The purposes we cover are as follows:

Write to entertain (text type examples - narratives, poetry, descriptions)

Write to inform (text type examples - newspaper, non-chronological report, biography)

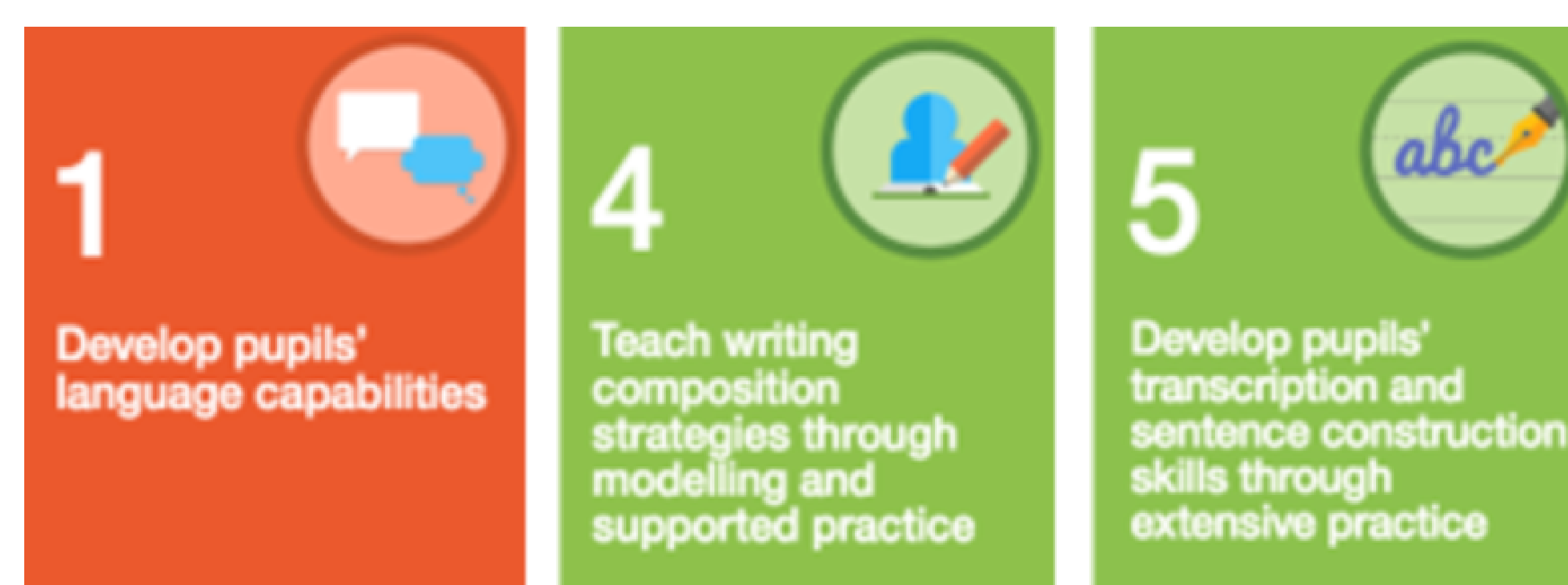
Write to persuade (text type examples - letters, advertisements, brochures)

Write to instruct (text type examples - recipes, how-to guide, instructions)

When considering the audience, children need to understand who we are writing for and why are we writing for them? They can then begin to explore the impact on vocabulary choice, the authorial voice and levels of formality needed.

## 2. Planning & modelling

The Education Endowment Foundation developed a summary of recommendations to improving literacy. We use the following of these as part of the 2nd step of the 4 steps that underpin our writing curriculum:







Using the writing curriculum, we teach the knowledge and skills as the foundation for planning our writing units which are appropriately linked to text types. This step of the writing approach is essential to allow the children to practise, practise, practise before applying and therefore modelling is essential to show quality over quantity.

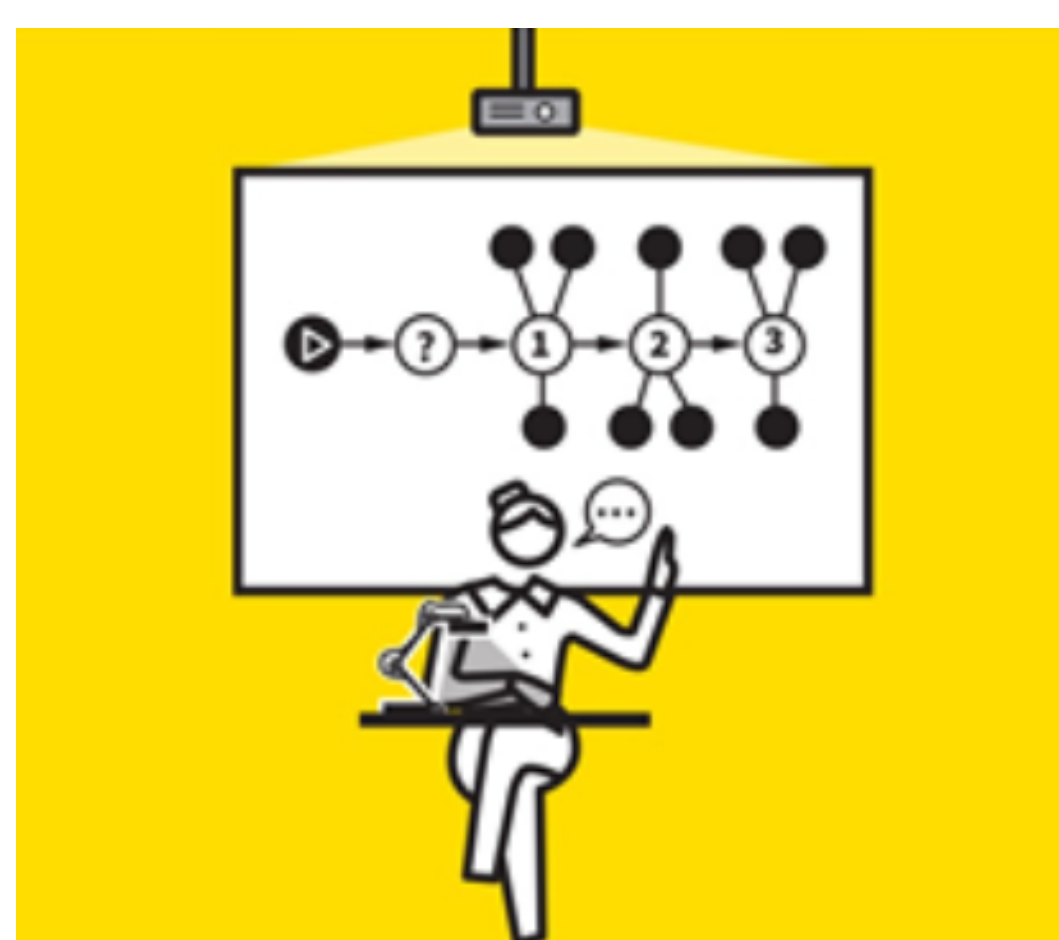
Sequenced lessons ensure that prior learning is checked and built upon. Content is broken down into small steps and teachers use the Rosenshine principles of 'I', 'We', and 'You' to allow for modelling, guided practice and independent practice.

Teachers use a range of strategies to develop and assess pupil knowledge within different types and genres of writing including:

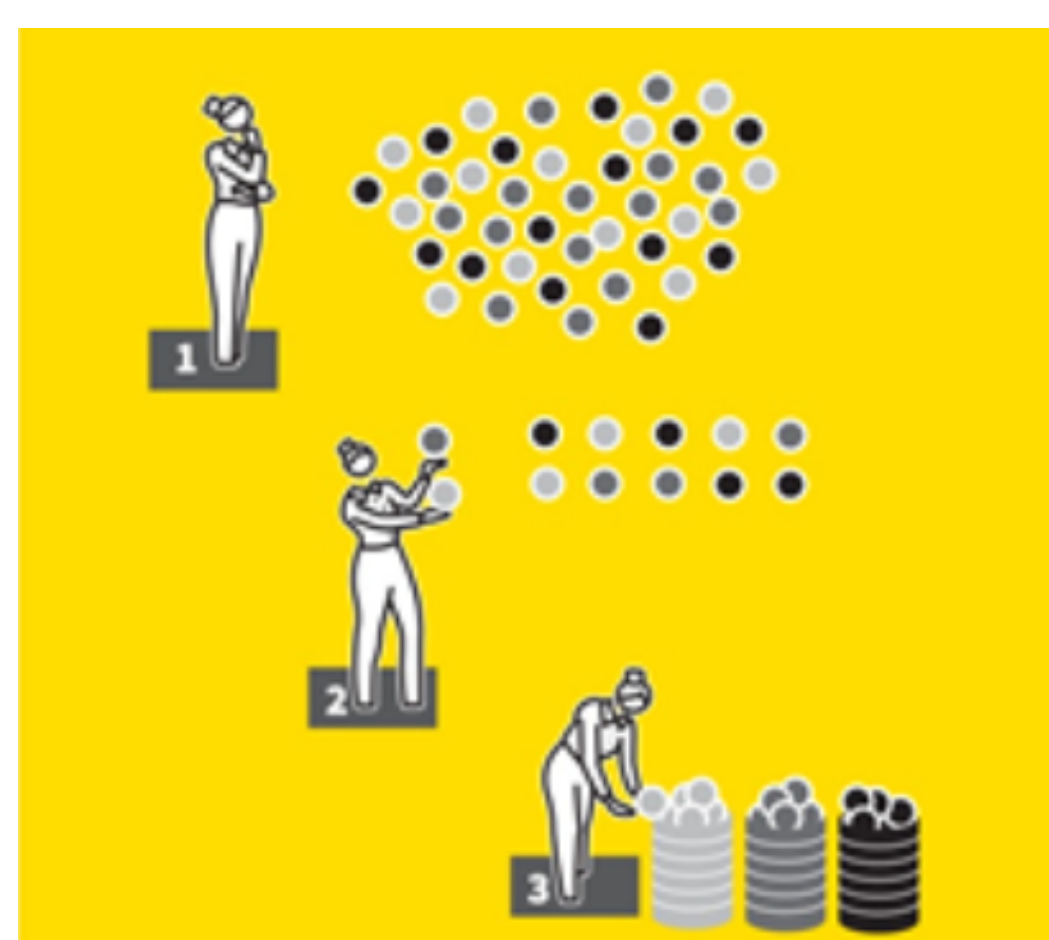
- explaining
- modelling
- questioning
- checking for understanding
- guided practice
- scaffolding
- oral rehearsal
- think, pair & share
- co-operative learning structures

(This is not an exhaustive list)

### Live modelling from the WALKTHRU



**1. Model  
each stage  
step by step**



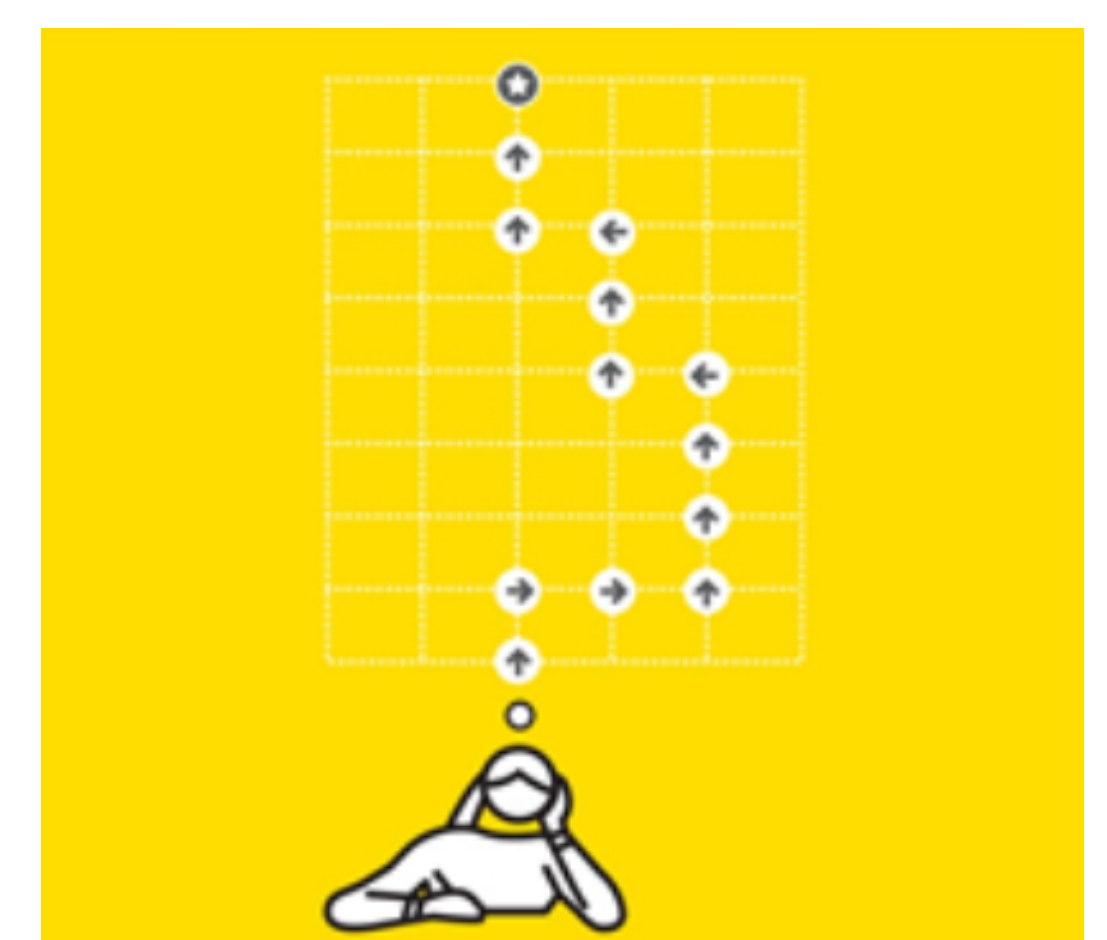
**2. Model  
how you  
organise  
messy  
thinking**



**3. Review  
the success  
or quality of  
your own  
work**



**4. Model  
alternatives  
and further  
examples**



**5. Set tasks  
to emulate  
the model**





### **Step 1 - Model each stage step by step (I do)**

Think aloud by talking about what you want to include in your sentence and the impact on the reader ensuring this is linked back to prior learning. Start modelling the writing of the sentence one part at a time whilst the children are watching and listening.

### **Step 2 - Model your thinking (I do)**

Talk about your decisions as a writer including your word choices and grammar choices. This is the opportunity to float possible ideas to create a bank of ideas as well as make mistakes to model editing as you write.

### **Step 3 - Review the success of your work (I do)**

Re-read your sentences to check it makes sense. Use this time to question whether your writing has the intended impact on the reader and show where you can edit and improve it.

### **Step 4 - Model further examples (we do)**

Repeat the process of steps 1-3 whilst asking the children to contribute ideas for the sentence. Check understanding as you go to help you decide how many sentences you think you need to model.

### **Step 5 - Set tasks for pupils (you do)**

Children independently have a go at writing sentences in the same style as you have modelled. During this time, you should be checking that they are following the steps you have shown whilst providing challenge to extend and scaffolds to support where needed.





### 3. Drafting, feedback & editing

In year groups that have drafting books, children will use this book for all handwriting, spelling and, drafting and editing work. They will then have a separate writing book which will include skills work, feature exploring, planning lessons and final published pieces.

A further recommendation from the Education Endowment Foundation that underpins the feedback section of our 4 step approach is:

To ensure this happens we have a focus on less written marking and more time spent with the pupils to allow them to understand the drafting and editing steps.





Teachers must explicitly teach children how to edit starting at word level then building to sentence and paragraph level. All teachers must have a modelling book for writing that they use under the visualiser both when modelling sentence writing and when editing (refer back to the modelling section above which applies when modelling the process of editing). When children are editing, this should be completed using your schools editing pen colour. Editing can be completed by the writer them self, alongside a peer, whole class or with the support of an adult.

Across the Trust primaries, adults and children will teach the process of editing with the support of the acronyms ARMS and CUPS.

Teachers should use an example of pupil's writing and model one skill of the editing stage before allowing children to complete this task independently or with a peer.

Year 1 - CUPS used where appropriate to edit  
Year 2 - CUPS used & teachers to introduce A & S in ARMS when appropriate  
Year 3 upwards- CUPS & ARMS to be used

REVISE	EDIT
 <b>ARMS</b>	 <b>CUPS</b>
<b>A</b> Add sentences and words	<b>C</b> Capitalization: sentences, names, places, months, titles, I
<b>R</b> Remove unneeded words or sentences	<b>U</b> Usage: match nouns and verbs correctly
<b>M</b> Move a sentence or word placement	<b>P</b> Punctuation: . ? ! , " "
<b>S</b> Substitute rice cake words or sentences for salsa words	<b>S</b> Spelling: Check all words, use resources



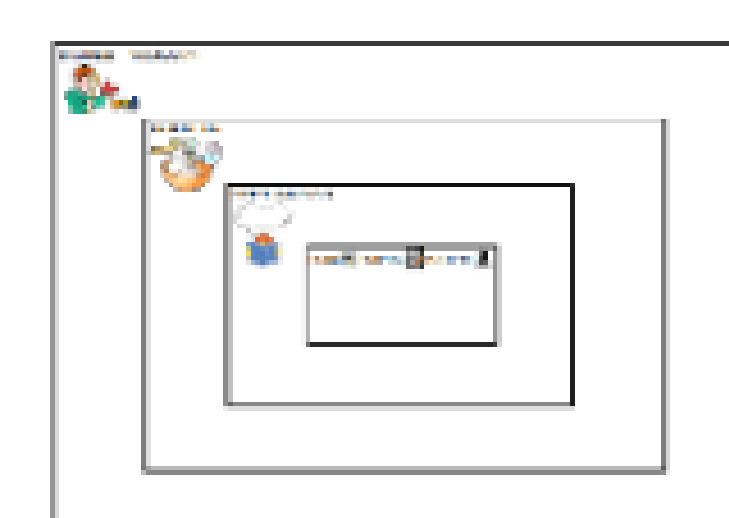
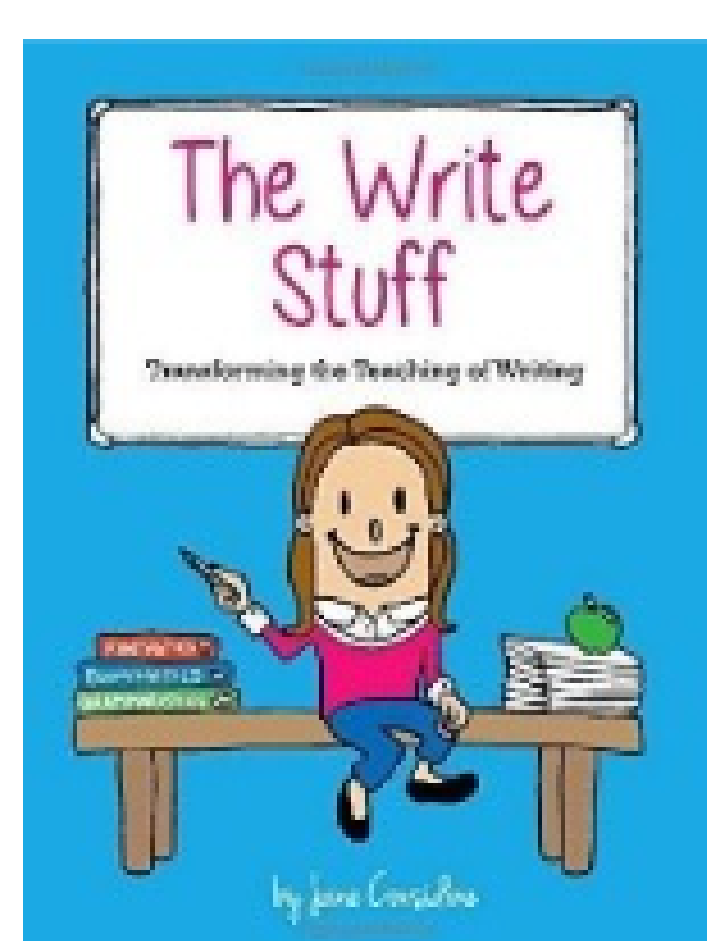


## 4. Publishing

Once the children have produced their final draft, the final piece of writing will be published into their writing book to show their 'Personal Best' and link back to the audience and purpose so the children will be ready to share their writing with the intended audience.

Ideas for intended audiences could include other trust schools, different year groups within school, parents, local MPs and many more. We encourage teachers to vary these to keep the children excited and invested in producing their 'Personal Best' piece of writing.

Each school uses a variety of tools and scaffolds from Early Years to Year 6 to support the teaching of writing. These tools and supports include:







## Feedback & Marking/Assessment of Learning

In school, verbal feedback will be the main strategy for helping children improve their writing. This will be tailored to pupil's individual needs at the time but must be linked to success criteria to manage cognitive load. Observations made by the teaching during lessons should also inform which children require appropriate interventions for specific difficulties in areas such as spelling, grammar, punctuation and handwriting.

Each half term, 1 piece of writing will be diagnostically marked (using Trust moderation grids) and written feedback given to the children. This will provide pupils with an overview of their progress within the planning and editing cycle, referring to previous learning and success criteria.

- Learning, progress and next steps are effectively communicated so that students understand what knowledge, attitudes, skills or behaviours they need to develop or improve in order to progress further.
- Assessment by the teachers is accurate and informed by progress information and dialogue with learners. Teachers skilfully use assessment and feedback to guide and adapt learning within lessons and planning for future lessons.
- Feedback protocols in our Trust should not create unnecessary workload demands on teachers. Expectations of what learners can achieve are consistently high.
- Tasks are purposeful and appropriately challenging, taking into account students' different needs and abilities.
- High quality questioning and discussion is skilfully used to assess understanding, give feedback and challenge learners to think more deeply about key concepts, improve, and in doing so, move learning on and to eventual mastery.





## Handwriting & Presentation

All PKAT schools use LetterJoin as their handwriting scheme and have a shared handwriting policy to enable all children to achieve their 'Personal Best' when writing.

Teacher handwriting should be in line with the end of year expectations for their class to model best practice. This should be shown both on displays, when providing feedback in books and when modelling writing with the children.

Dates and titles should be underlined using a ruler.

When children are creating initial drafts, they should write a line then miss a line to allow them space to write when editing and redrafting.

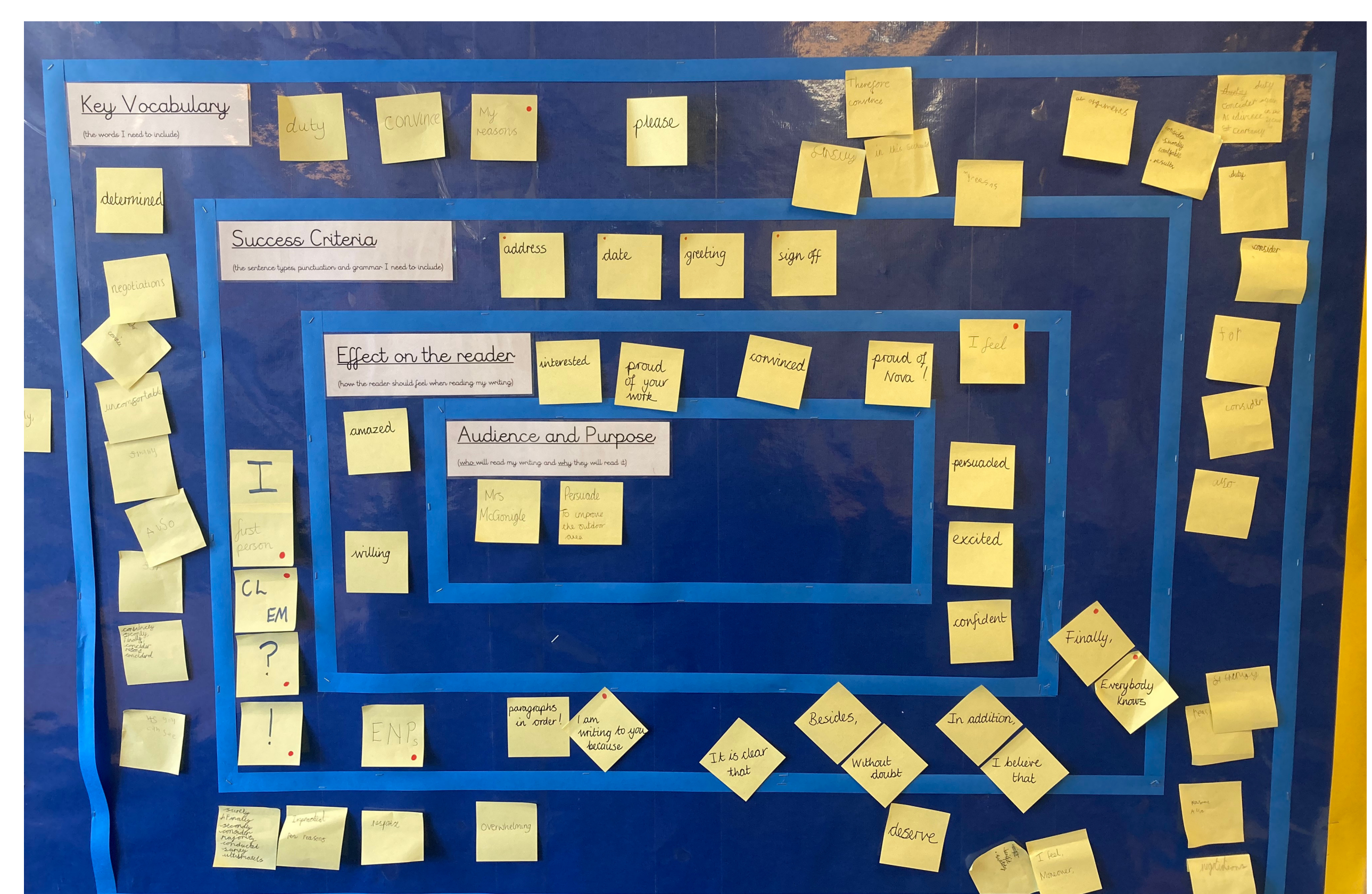
Handwriting policy can be found in the appendices.

## Display

Writing working walls should be clearly identifiable in every classroom and these should include support materials that the children can access linked to the spelling, punctuation and grammar relevant to the skills being taught in the unit. These should be added to as the learning progresses over a half-term and should reflect the lessons being taught in the sequence.

Working walls should be a collection of whole class shared ideas that reflect the journey through the writing process which could include words and phrases, shared writing, images and prompts for language features.

Each writing working wall should feature a 'co-constructing toolkit' which has been completed as a class and can be added to and referred back to throughout the unit.







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This handbook will be updated in light of new research/evidence/ideas regarding the teaching of writing.





## Appendices

- Appendix 1 - Co-constructing toolkit
- Appendix 2 - PKAT Writing Progression document
- Appendix 3 - Planning ideas
- Appendix 4 - Moderation assessment grids
- Appendix 5 - Handwriting policy