

Writing for Pleasure's Programme of study

Overview:

As a Writing for Pleasure school, our writing Programme is based on the 14 principles of Writing:

1. Build a community of writers
2. Treat every child as a writer
3. Read, share, think and talk about writing
4. Pursue purposeful and authentic class writing projects
5. Teach the writing processes
6. Set writing goals
7. Be reassuringly consistent
8. Pursue personal writing projects
9. Balance composition & transcription
10. Teach daily mini-lessons
11. Be a writer-teacher
12. Pupil-conference: meet children where they are
13. Connect reading & writing
14. Interconnect the principles

This programme matches the expectations of The EYFS Statutory Framework, Development Matters, The National Curriculum for England and The Standards & Testing Agency's Teacher Assessment Frameworks.

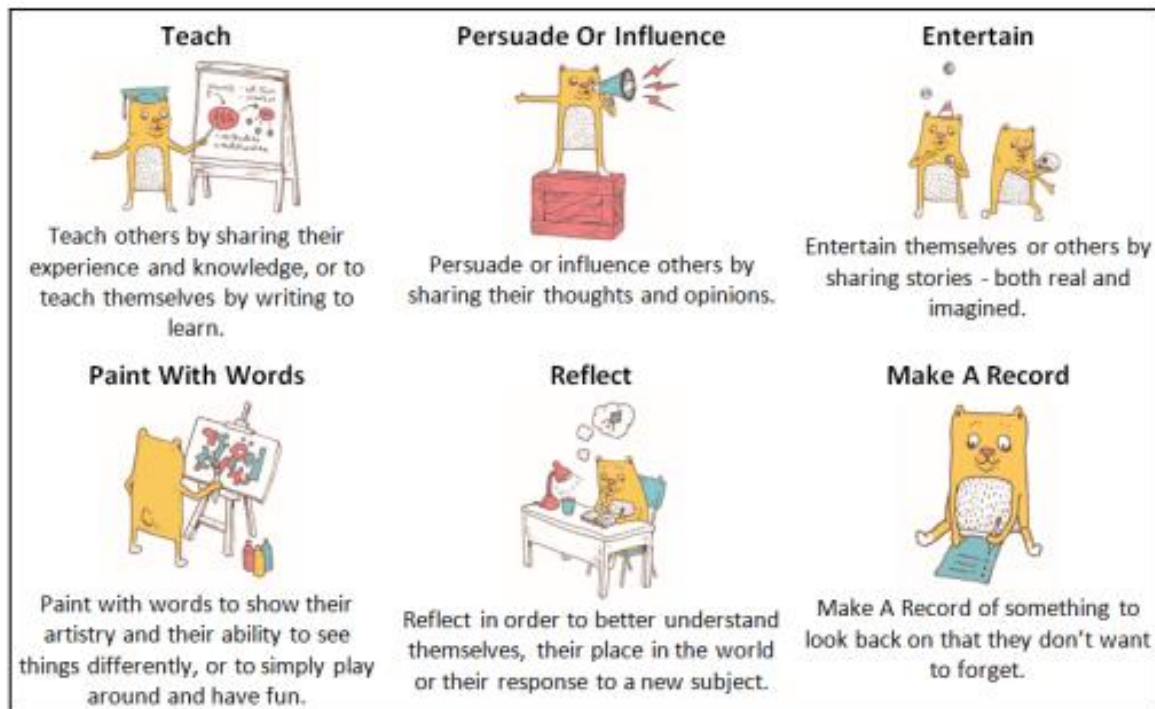
The aim of this programme of study is schools to be full of extraordinary writers, and we want the greater-depth standard to be the standard. Therefore, writing must be central to everything you do. Firstly, it involves children and teachers writing together every single day. They should write for many different purposes, and for a variety of audiences. They should be moved to write about what they are most knowledgeable and passionate about. They should also write to deepen their responses and understandings of what they read. They should write to transform their own (and others) thinking about what they learn in the wider curriculum subjects. They should write to entertain, to paint with words, to persuade and share their opinions, to teach others, to make a record of things they don't want to forget, and to reflect on their own thoughts and personal experiences. They should write about themselves and their cultures. They should also write to reflect and sustain the cultures of people they might not have met. They should share their writing and discuss their development with their peers, teachers and caregivers. They should learn how to live the writer's life. Pupils should explore new genres of writing through whole class writing projects. Together, they should discuss the purpose of the writing project, explore its basic features, and study mentor texts together. Whilst doing this, they should consider who they would like to write their pieces for and what they would like to write about most. Students should be taught how to use the same features and expert techniques they identified from the mentor texts in their own compositions. They should learn how to attend to their spellings, handwriting, grammar, and sentence construction. This will help them write happily and fluently. Pupils should learn a whole host of craft knowledge – what we call craft moves. This includes writerly strategies and techniques for negotiating the writing processes. We

want children to know how they can take a germ of an idea and see it through to publication independently and successfully. Students should be supported by providing them with clear processes and ambitious writing goals. They should be given ample time and instruction in how to plan and how to improve on what they have already written through specific revision and proof-reading sessions.

Intentions

Having a reassuringly consistent approach to writing teaching and mastery through repeated practice perspective are two key components of world-class writing teaching. Authentic and purposeful class writing projects, which give children enough time to learn and embed key writerly knowledge, is another. With this in mind, The Writing For Pleasure Centre's suggested programme of study is based on five* of the six key reasons we are moved to write.

They are as follows:



Children should know about the different reasons in which writers are moved to write: to teach, persuade or influence, entertain, paint with words, reflect and to make a record. Over time, they become increasingly knowledgeable about the different ways in which these reasons can be realised, including through rich interconnection and subversion.

We expect children to become increasingly knowledgeable about:

- The variety of ways in which writers can reach and leave an impression on a variety of audiences through writing.
- The writing processes writers use and, over time, are given the agency to develop their own preferred writing process so they can write from a position of strength.

- The strategies and techniques writers use to realise their writing intentions.
- How grammar functions within the craft of writing. Through authentic use, children become knowledgeable about grammatical and linguistic terms.
- The importance writers place on word choice and on increasing their vocabulary. This includes seeking synonyms for words when it feels appropriate.
- How writers use punctuation and other conventions to aid their audience's ability to read their writing easily and as they intended.
- How writers proofread their writing effectively and so correct unsure spellings before a piece of writing goes to publication.
- Automaticity and legibility in handwriting and its importance in relation to future readers accessing their texts.
- The need for a writer's writing products to be visually stimulating, accurate and of the highest quality.
- Children learn typical spelling patterns and how words are constructed. They also become knowledgeable about different techniques for learning spellings.

We expect children's writing skills to progress in the following ways:

- Over time, children learn how to work within, and contribute to, a community of writers.
- Children become increasingly skilful in keeping a writer's notebook and living the writer's life at home and at school.
- As their knowledge surrounding the purposes of writing increases, so does their skill in combining, manipulating and subverting them.
- Children become more self-regulating, skilful and adaptable in their use of the different writing processes, including how they generate ideas, plan, draft, revise, edit, publish and perform their writing intentions.
- Children are able to apply more writerly techniques and become skilful in discerning which will be most appropriately applied.
- Children's ability and skill to proofread, use a dictionary, and use other spell-checking devices increases over time. This means fewer errors find their way through to publication.
- Children's ability to use a thesaurus skilfully increases over time.
- Children's ability to use a variety of writing materials and word processing technology increases over time. How our programme prepares children for life after school and how it tackles social disadvantage:
- Children learn about the different ways in which we are moved to write and by developing as writers, they can fully engage with society in a variety of ways.
- Through class writing projects, they learn how to share their knowledge, opinion, imaginative creativity and artistry. They also learn how to influence and to be

persuasive, because you either learn to write your own thoughts or opinions, or else are subjected to someone else's.

- Through class writing projects, we ensure children can discuss, debate, independently research and explore their own ideas, develop their own writing projects and have an independent response, through writing, to material and subjects taught. They are also able to entertain a variety of audiences through stories and personal anecdote.
- Children are keen and utterly able to write in personal response to what they are reading. They learn how to ensure their writing is technically accurate before it reaches publication. This ensures their writing makes the best impression and is taken seriously.
- We decrease the risk of school failure which results from a pupil's inability to share their knowledge and to 'write to learn'.
- We appreciate that business leaders, the job market and academic disciplines require strong writers and so we develop them.

How our programme of study should reflect and honour local communities:

- Children should undertake class writing projects which encourage them to be spirited citizens and to play an active role in the public life of their local community and beyond.
- By learning to write together on a variety of subjects which are important to them, children should learn about each other's thoughts, cultures, values, knowledge and feelings, have a respect for each other's individual liberty and be tolerant of alternative points of view.

As developing writers, they also learn about the vast amount they have in common.

- By building class publishing houses and a community of writers within their class each year, children create an inclusive environment which supports the development of unique writing voices.

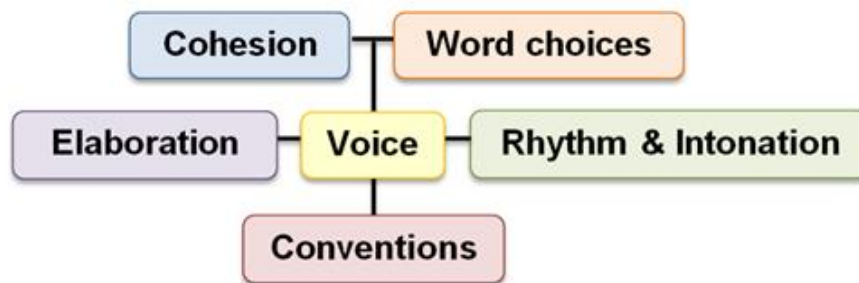
How learning to be writers gives children cultural capital:

- We argue that, by teaching children to become life-long independent motivated writers, we are providing them with the most powerful cultural capital you can have – an ability to turn your voice (your thoughts, knowledge, opinions, artistry) into powerful writing.
- By writing within a community of writers, children find that they can learn from others' cultural capital.
- We teach children how writing can be a powerful tool for understanding new knowledge and how you can reorganise it and have a personal response to it.

Implementation

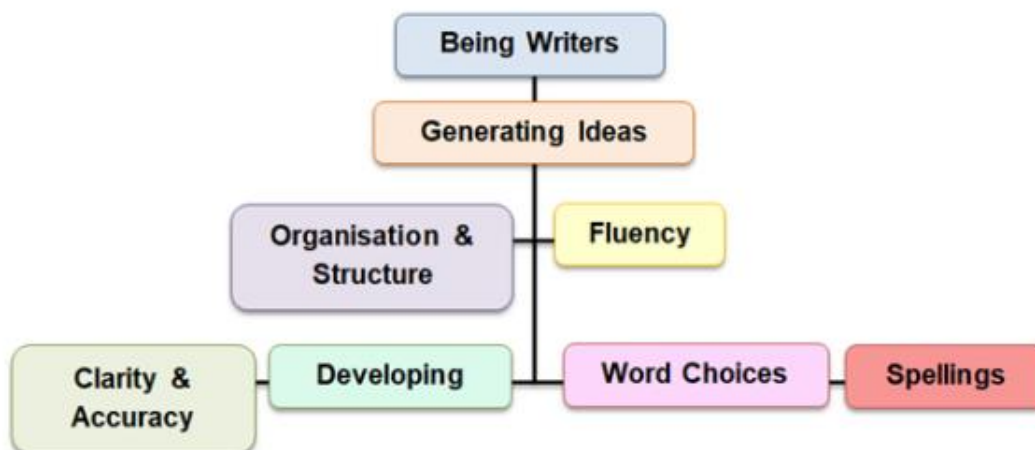
This is what we believe teachers need expert subject knowledge in. Teachers must have expert knowledge in the following:

- The reasons writers are moved to write.
- The typical genres used by writers to realise this need to write.
- The typical content, topics, attention to audience, ways of presenting, and linguistic, literary and grammatical features employed in these genres.
- That genres are subject to change, are often interconnected and often realise more than one purpose.
- That the writing processes are recursive and that writers develop their own preferred process over time. Teachers should also be knowledgeable of their own writing process. They should know the many strategies and techniques employed at different stages of the writing process and teach them explicitly.
- They should be able to expertly identify certain grammatical, linguistic and literary features employed by children in their compositions.



The aspects of grammar teachers should be able to identify and teach.

- They should be knowledgeable about the strategies and techniques involved in developing children's writing in the eight key craft areas.



The eight key craft areas teachers need to know

This is the pedagogical knowledge we expect teachers to have:

Our pedagogical knowledge works from the 14 principles of a Writing For Pleasure pedagogy. The effective teaching of writing involves the application of those

principles. In addition, we expect teachers to know how the following social, cognitive and affective resources need to be developed to grow great writers:

- Children's knowledge and beliefs about writing
- Oral language and listening comprehension
- Reading
- The writerly environment
- Knowledge of audience and their needs
- Knowledge of their own affective writing needs
 - Self-efficacy
 - Agency
 - Self-regulation
 - Motivation
 - Volition
 - Writer-identity
- Content knowledge
- Genre knowledge
- Grammar knowledge
- Sentence knowledge
- Vocabulary knowledge
- Goal knowledge
- Process knowledge
- Transcriptional knowledge
 - Encoding
 - Spelling
 - Letter formation
 - Handwriting

Impact

What we expect the impact to be for pupils at the end of their primary school time:

- It's also our conviction that implementation of research-informed writing practices will ensure children achieve very well on national assessments.
- Children will have a wealth of writing, both in their writing portfolios and their personal notebooks, from their whole time in school.
- Children will have their own established writing process, strategies and routines for producing successful, meaningful and accurate writing.
- They will have artefacts and memories of the impact their published and performed writing has had on the local community and beyond.

- Children know how to successfully live a writer's life after leaving school. If they wanted or needed to, they could live the writer's life for economic reasons (knowing how to write with authority, daring and originality is great currency). They could decide to live the writer's life for political or civic reasons – sharing their knowledge and opinions with clarity and imagination. We also hope they would write for personal reasons – as an act of reflection or record keeping. Finally, we would want them to know how to write for reasons of pure pleasure and recreation – feeling a sense of joy and accomplishment in sharing their artistry, identity and knowledge with others in ways that are profound and confident.