

Written Texts Early Level to Fourth Level – Creating Texts

<p>Where are you? Assessments: Highland Literacy Progression (Updated 2019) Highland Literacy Writing Rubric Observation of pupils and written work Moderation at class, school and ASG level</p>	<p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. ENG 0-12a / LIT 0-13a / LIT 0-21a As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b</p>	<p>Background Research http://www.primarywritingproject.org.uk/wp-content/uploads/2015/05/TalkforWriting_Review_of_relat_ed_research.pdf</p>
<p>Additional Support For pupils who are struggling with writing text, they must have additional exposure to hearing text read and practising orally retelling the text before moving on to writing. Ensure that they have a good tool box of appropriate words and phrases to use. Paired Writing</p>	<p>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a Throughout the writing process, I can check that my writing makes sense. LIT 1-23a I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a</p>	<p>Writing Principles -Share quality example text with pupils -Encourage oral preparation of texts before writing -Make the learning visible using shared success criteria and tool for writing (figures of speech, spelling, vocabulary, punctuation, key features) -Teacher models thinking aloud during shared writing sessions to teach and coach a new skill. -Peer and self-assessment leading to appropriate editing.</p>
<p>Teacher reflections Do I look through examples of pupils' work before teaching to decide on what features need to be focused on? Do I allow opportunities for the pupils to rehearse sentences/text orally before putting pen to paper? Do I share good examples of model texts so that pupils know what the text should include? Do I provide a relevant and motivating reason or subject to write about? Do I spend a number/ sequence of lesson working on one text type to reinforce learning? Do I/the pupils set writing targets based on both generic writing skills and skills/features specific to the genre?</p>	<p>I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. LIT 1-21a I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. LIT 2-21a In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. LIT 2-22a Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a</p> <p>I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate. LIT 3-21a As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. LIT 3-22a / LIT 4-22a Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading. LIT 3-23a I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience. LIT 3-24a</p>	<p>Schemes/Approaches Talk For Writing Big Writing Adventures Rising Stars Writing The Big Write Scottish Criterion Scale (Updated to include Benchmarks)</p> <p>Teaching in isolation is not as effective as constant reinforcement of skills and knowledge through engaging in high quality text.</p>

Whole School Approach

All writing should begin with pupils engaging with quality examples of oral or written text across the genres. This engagement will involve texts being discussed and/or spoken and rehearsed orally before pupils put pen to paper. Pupils will become familiar with a text by imitating its structure and/or substituting elements of the text as their own. This will progress to pupils creating their own texts independently. Regardless of age and stage, teachers should model writing (while thinking aloud) before pupils write independently. Pupils need a good model for writing appropriate to style and genre. [Oral Language and Talk for Writing Guidance](#)

[Whole School Writing Structure](#) [Writing Structures](#) [Writing Planning Pages](#) [Writing Continuum](#) [Fluency in Writing](#) [Fluency in Writing Progression](#)
[Fluency In Literacy](#) [Writing Power Point](#) [Pobble365](#)

Next Generation Literacy: Creating Texts

Emerging literacy (Early Level)	Developing Literacy (First Level and Second Level)	Expanding Literacy (Third Level and Fourth Level)
<p>-Sentence structure and basic text composition is reinforced orally through reading a story many times and/or the whole class learning a text e.g. The Little Red Hen</p> <p>-Creation of visual prompts (teacher and children together) to allow pupils to rehearse a text orally before writing their own</p> <p>-Pupils may begin by substituting elements of a model text as opposed to initially writing their own story (The Little Greedy Pig instead of the Little Red Hen)</p> <p>-Pupils have a go at orally telling or writing in short bursts following modelling by the teacher (Warning! over/under writing keeps pupils as passive learners rather than learners – practising active compositional skills)</p>	<p>-Pupils need to discuss examples of model texts to become familiar with the features of a text type and genre, creating an appropriate success criteria and tool for writing. Pupils then should orally retell stories using visual prompts.</p> <p>-The teacher should model writing a short example text (and think aloud as they do this) using the success criteria and tools for writing.</p> <p>- Through small group work children should have the opportunity to explore and trial ideas for writing before moving on to written work. Writing should be completed as appropriate either in short bursts or extended periods of time.</p>	<p>-Quality examples of model texts (across the subjects) should continue to be shared with pupils. Pupils need to know what ‘a good one looks like’ regardless of age and stage.</p> <p>-Pupils should be familiar with text structures and models from prior writing experiences and should continue to practise text orally with peer engagement before moving to writing.</p> <p>-When approaching a new genre, work through the four stages – scrutinising quality text, retelling the text, adapting text, writing according to appropriate key features.</p>
<p>Classroom Environment:</p>	<p>Classroom Resources:</p>	
<p>Classes may have</p> <ul style="list-style-type: none"> - Writing toolkits which have been created by teacher and pupils together - Good examples of model texts - Examples of working texts written by teacher and pupils together - A board/wall/poster which allow pupils to ‘borrow’ vocabulary and phrases from good examples - Visual prompts created by the class/small groups to aid retelling of story. Elements of this may be changed to allow new stories to be created. - A simple assessment or marking approach which provides instant feedback to pupils e.g. tickled pink and green for growth 	<p>Wraparound Writing Illustrated Key Features Boxing Up Creating a Writing Tool Box Paired Writing</p> <p>Talk for Writing Toolkits for Imaginative Writing - http://www.talk4writing.co.uk/portfolio-items/writing-toolkits/</p> <p>https://www.talkforwritingshop.com/product-page/talk-for-writing-across-the-curriculum-with-2-dvds</p> <p>https://www.talkforwritingshop.com/product-page/talk-for-writing-in-the-early-years</p> <p>https://www.talkforwritingshop.com/product-page/talk-for-writing-in-secondary-schools</p> <p>Writing Assessment Rubric Cold Task Hot Task Voice, Style, and Tone in Writing</p>	