

Greenfield Primary School: Purpose for Writing

Our aims:

At Greenfield Primary School we want every one of our children to become confident and successful writers. Through our purpose for writing curriculum, we aim for every child to:

- Develop a love and enjoyment of writing
- Understand that writing always has a purpose and audience, making appropriate choices as a result
- Develop the knowledge, vocabulary, grammar and composition skills needed to successfully write for a range of purposes
- Be able to draft, edit, improve and publish their work with pride
- Become creative, independent writers who make deliberate choices about language, structure and presentation
- Achieve their full potential as writers, regardless of their starting point.

The 'Purpose for Writing Approach': Rationale

At Greenfield Primary School, we have adopted a 'Purpose for Writing' approach. At the heart of our curriculum is the understanding that the children need to know why they are writing, who they are writing for and how they can use their writing skills to achieve this purpose.

Rather than trying to teach children a plethora of different genres as isolated units, this approach focuses on what those different genres have in common: the purpose for writing.

This will help children to understand that, whilst different genres may look different on the surface, they often share common features because they have the same features. For example, instead of seeing newspapers as newspapers and biographies as biographies, children will recognise that they both have the purpose of informing. By focusing on the purpose, children are more likely to identify and apply appropriate vocabulary, grammatical features, sentence structures and punctuation choices to help them achieve that purpose.

This means that when children encounter a new genre, they do not have to completely restart: they can draw upon their existing knowledge of the purpose, using previously taught units as a foundation.

Our approach prioritises depth over coverage. We recognise that high-quality writing takes time, so rather than rushing children through different genres, we slow down the writing process and provide children with sufficient time to understand, practise and apply the skills required for that purpose. Genres may therefore be revisited throughout the year to enable children to strengthen their understanding.

Progression in Writing Purposes

The four purposes of writing being taught at Greenfield Primary School are

- To **entertain**
- To **inform**
- To **persuade**
- To **discuss**

Alongside these four purposes, **poetry** is taught across every year group.

Our writing purposes are carefully sequenced across children's journey throughout our school to ensure that they build their knowledge and skills progressively.

- Key Stage One (Years 1 and 2) – **entertain** and **inform**
- Lower Key Stage Two (Years 3 and 4) – **entertain**, **inform** and **persuade**
- Upper Key Stage Two (Years 5 and 6) – **entertain**, **inform**, **persuade** and **discuss**

Greenfield Primary School Writing Genre Coverage					
	Entertain	Inform	Persuade	Discuss	Poetry
Year 1	• Character description • Setting description • Journey narratives • Lost and found narrative	• Factfile poster • Instructions • Recount • Non-chronological report			• Alliterative lists • Acrostic poems • Shape poems
Year 2	• Character description • Adventure narrative • Setting description • Fantasy narrative	• Instructions • Non-chronological report • Diary entry • Informative poster • Recount • Letter			• Quatrain poetry
Year 3	• Setting description • Sci-fi narrative • Portal narrative	• Instructions • Biography • Recount • Letters • Informative leaflet	• Persuasive poster • Adverts • Persuasive letter		• Haiku poetry • Performance poetry
Year 4	• Character description • Traditional narratives	• Diary entry • Letter of complaint • Biography • Instructions	• Persuasive advert • Persuasive leaflet		• Metaphor poems • Limericks

	• Setting description • Greek myth narrative	• Non-chronological report	• Persuasive letter • Persuasive poster		
Year 5	• Character description • Wishing tale narrative • Setting description • Diary in role • Mystery narrative	• Informal letter • Formal letter • Non-chronological report	• Persuasive letter • Advert • Campaign	• Balanced argument • Explanation text	• Simile and metaphor poem
Year 6	• Diary in role • Transformation tale • Ghost story • Traditional twisted tales • Setting description • Prequel	• Non-chronological report • Informal letter	• Persuasive formal letter	• Explanation text • Balanced argument	• Performance poetry

Long-Term Plans

Each year group's long-term plan is carefully mapped across the academic year using colour-coded tiles to show the progression of writing purposes. Writing opportunities are carefully considered to align with our wider curriculum, ensuring that the writing genres children study are purposeful, meaningful and connected to their wider learning. Writing opportunities may arise from other areas of the curriculum such as History, Geography or Science, as well as being linked to high-quality class texts. This allows children to write about subjects they are developing their knowledge of and strengthens their understanding of the purpose and audience of their writing.

Medium-Term Plans

Each writing opportunity identified on the long-term plan is developed into a medium-term plan or unit overview. These plans provide teachers with a clear framework for the knowledge, skills and resources that are required for every writing opportunity.

For each unit, teaching staff identify the key elements required to support children in achieving the intended writing outcome:

- **Grammatical features** which should be taught or included in the writing opportunity
- **Stylistic features** which are appropriate for the purpose, genre and audience
- **Sentence starters** which will help to support children in developing their writing
- **Key vocabulary** which children will need to understand and use
- **Key texts, materials or curriculum links** which will enable the writing opportunity to be purposeful and engaging for their year group.

Medium-term planning ensures that teachers have a clear understanding of what needs to be taught, why it needs to be taught and how it will support the final writing outcome. It also provides consistency and ensures that key knowledge and skills are not overlooked.

Writing for Purpose Teaching Sequence

At Greenfield Primary School, each writing unit follows a consistent teaching sequence designed to develop children's understanding of the purpose, genre and audience of their writing. This provides a clear structure for teachers and children but is not intended to be rigid or prescriptive. The length of each writing opportunity will vary depending on the needs of the children and their knowledge or skills. Some writing units may require more time because the genre or purpose is less familiar to the children, whilst others may be shorter if children are building on previously secured skills or knowledge.

Sequence Step	What does this look like?
WOW!	This should be the first step/first lesson of any writing unit. This stage should engage all learners and get them curious, excited and inspired about what they will be writing, creating meaningful experiences that they can draw upon in their writing. This may include drama, props, a mystery object, a visit/trip, images/videos (including Literacy Shed videos), problems to solve and high-quality shared novels/texts. Children do not necessarily need to produce written work during this stage. Evidence may be captured through photographs or working walls.
WAGOLL	Children are exposed to 'What A Good One Looks Like' and given the opportunity to read or hear a high-quality example of the text type. This text should have been carefully created to include ambitious vocabulary, age-appropriate grammatical features and the key structural elements that they will need to include in their writing. Children will use the WAGOLL to identify the intended audience and purpose of each text type. WAGOLLs should be available in children's books so they can be referred back to throughout the unit to remind them of the skills required. Children may also annotate these examples to identify the desired features. Sessions could include exposure to a range of WAGOLLs to deepen children's understanding (e.g. 4 different letters of complaint about different things to a different audience), especially if the purpose or genre is one that the children haven't experienced before.
Skills	These lessons will be the majority of the teaching sequence in which children are explicitly taught the skills that are required for the writing opportunity. They will also be given the opportunity to practise implementing these skills before their first draft. Teachers will explicitly identify the grammatical features that children will need to implement within their writing unit and construct their lessons around these. This will include grammatical features, punctuation, vocabulary and subject-specific terminology. Grammar will be taught within the context of writing rather than as a separate activity disconnected from the intended outcome, however time is allocated within this step for children to initially identify and understand a grammatical feature before practicing using it themselves. Children will also rehearse writing at sentence level after exploring the stylistic features of the genre. They will begin to construct sentences in the style required for the writing opportunity.
Plan	Children begin to talk about their ideas for their writing and begin to map them out. They will then spend time organising and planning what they will include in their writing. Planning may include the overall structure, key ideas, vocabulary, grammatical features and stylistic features that the children intend to use.
Apply	Following appropriate teacher modelling, demonstration and shared writes, children will independently apply their skills by writing their own version of the text type for a specific purpose and audience. Depending on the length of the writing opportunity, the 'apply' stage may take one lesson or may be spread over several lessons. For example, a short informal letter may be written in one lesson, whereas a narrative may take three or four lessons to produce a first draft. This can either be written in children's writing books or onto 'big write paper', which should then be stuck into writing books to show the progression of skills that have resulted in the final draft.
Edit and improve	This is an essential step of the writing process from Key Stage Two and may be introduced in Year 2 when children are ready.

	Children use purple pens to review and improve their writing. Although children should use this time to address mistakes such as spelling errors or missing punctuation, these sessions should go beyond simply checking for errors. This step is a time for children to consider how effectively their writing achieves its purpose. Teachers may direct children to add or improve vocabulary, sentence structures, grammatical features or punctuation. Editing and improving may take place at different points during the writing process, including after completing a paragraph or section.
<i>Publish</i>	This is not an essential step. Publishing should only be used if there is a clear purpose in doing so. Children may 'publish' their writing if a substantial amount of editing has taken place to the point where it becomes difficult to read without being copied up neatly. Children may also be directed to publish their writing if the final outcome requires a particular presentation, for example if children are creating double-page spreads. The focus should remain on the quality and effectiveness of the writing. If writing is not published, it may be written straight onto 'big write paper' in English books.