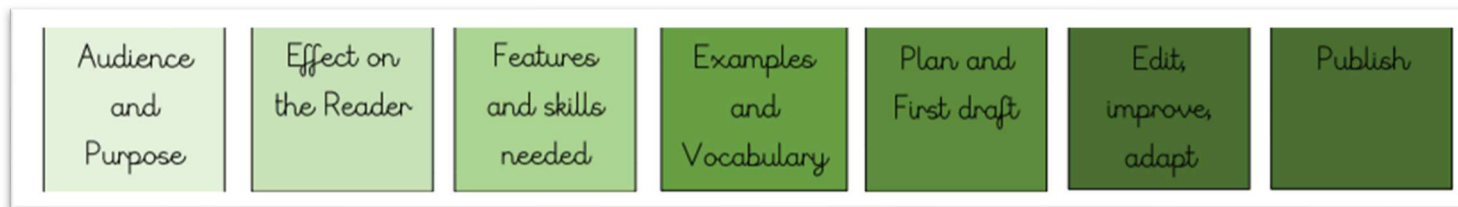


# KJA Strategy for Writing

At Kensington Junior Academy, we aim to equip children with the skills and attitudes that will support them to write with purpose, effect and clarity. Our writing journey begins by asking the following question: *Who are we writing for and what is the purpose?*

**We follow a defined teaching sequence across every unit of work and we believe that ALL pupils can find success in writing.**



Our curriculum ensures that all children have plenty of opportunities to write for different purposes. We encourage writing through all curriculum areas and use quality reading texts to model examples of good writing. Independent writing opportunities are created beyond writing lessons allowing pupils to embed their growing skills in a range of different curriculum contexts. Furthermore, we believe that children need lots of rich speaking and drama activities to give them the imagination and the experiences that will equip them to become good writers.

At Kensington Junior Academy, children edit their writing using purple 'polishing' pens and final pieces are published into a writing journal named the 'KJA Writing Journey'. This provides writing evidence on which teacher judgments are made and becomes a book which reflects the progress children make across Key Stage 2. Every child is expected to publish two pieces of writing per term across the four main purposes of writing: writing to entertain; writing to inform; writing to persuade; writing to discuss. High expectations are held for the publication of their final piece, thus developing a culture of excellence in writing. Children at Kensington Junior Academy are very proud of their writing journals.



Writing is taught with a clear strategy that will ensure pupils  
***‘Think like a writer, behave like an author’***

Within our writing lessons, we adopt principles from “The Write Stuff” by Jane Considine. Children are supported through the writing process by the use of visual aids known as ‘The Writing Rainbow’ with its individual ‘lenses’. Teacher modelling is at the heart of our practice. Sentences are stacked together and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. Scaffolds are removed as children progress through the

Key Stage, although teacher modelling remains a core principle in every writing lesson.

**Our core intent is to enable all pupils to:**

<ul style="list-style-type: none"> <li>• write for the four main purposes of communication: writing to entertain, to inform, to persuade and to discuss.</li> </ul>	<ul style="list-style-type: none"> <li>• understand and be able to use a range of grammatical devices.</li> </ul>
<ul style="list-style-type: none"> <li>• use their vast knowledge of vocabulary to excite, inform or entertain the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• understand the various sentence types that can be used to support different genres.</li> </ul>
<ul style="list-style-type: none"> <li>• understand a range of punctuation and the effect it can have on the reader in both writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>• spell accurately using their phonetic knowledge and apply spelling rules.</li> </ul>
<ul style="list-style-type: none"> <li>• to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions</li> </ul>	

Examples of work

22.9.22

<b>My learning today</b> I can write effective sentences for a historical diary.	<b>Success criteria</b> ✓ I can use powerful verbs and adverbs to describe gladiator movement. ✓ With support, I can include a metaphor. ✓ I can select vocabulary to reflect the sounds of the stadium.
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1 Thrusting, lunging, forcing, piercing, ramming, banging  
 2 blistering, rapidly, speedy  
 3 juring, cheering, roaring like a dino, deathing sounds loudly, meanly

Sentence stacking

Thrusting forward, the first gladiator forced his sword blisteringly to the enemy. Dramatically, the second gladiator turned his body away from the lethal blade, which just missed him. This deadly device that had been performed continued backwards and forward circling around and around. They painfully performed until finally the first gladiator successfully overpowered his opponent. In pain he raised his sword and waited for the emperor's decision. ✓

Perfect punctuation today. Entertaining writing 😊

The crowd jured in the delight and the deathing sounds echoed over and over again. The Emperor stood and to my relief, the loser was spared. The sad audience gasped in shock and boarded the Emperor.

A sentence stacking lesson in English books (Y4).

Wednesday 16th February 2022

Newspaper Report


KJA world wide news

WOW-WARD CARTERS LNEST DISCOVERY

Yesterday, on the 28th of November exploring Egypt for clues about 1922, there was a sensational historical discovery. Located in the Valley of the Kings, Egypt (near Luxor.) After many years of investigating, the famous archaeologist Howard Carter and Lord Carnarvon discovered the past when Howard Carter found Tutankhamun's tomb. Lord Carnarvon funded Howard Carter's excavation. ✓

His findings included the sarcophagus belonging to King Tut himself. Inside the spectacular tomb Howard Carter found treasures and many possessions we believe to be belonged to Tutankhamun. Howard Carter has quoted on his discovery "When I opened the tomb door, I could not believe what I was seeing. Nothing else could match this adventure! What a day I have had today!"

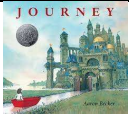


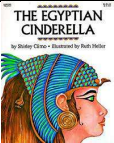

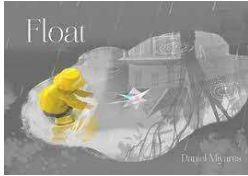
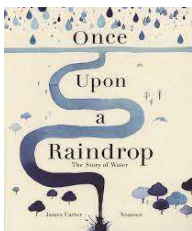
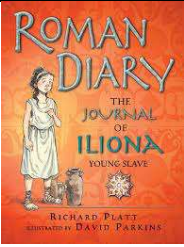


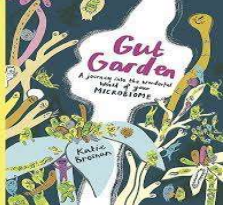


Howard Carter (looking proud about his findings) achieved the impossible. The imperable duo explored the tomb of Tutankhamun and found lots of treasures. Archaeologist were Reporter: Eime Doherty. ✓

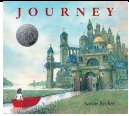




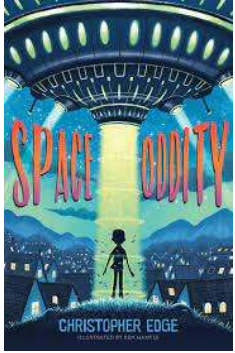

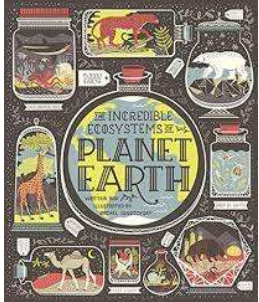
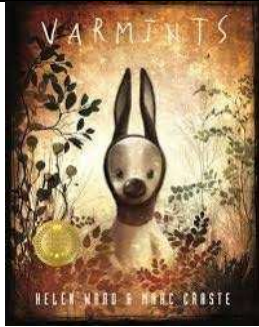
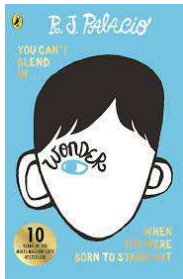
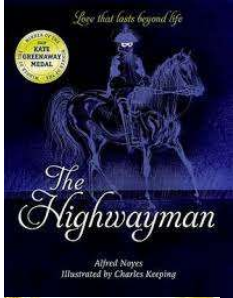
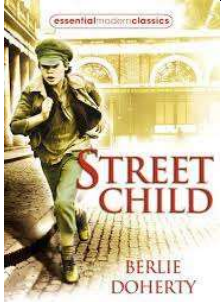




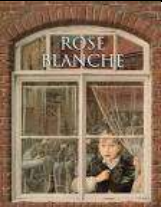

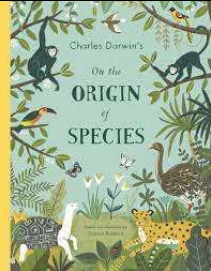
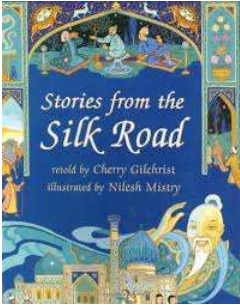
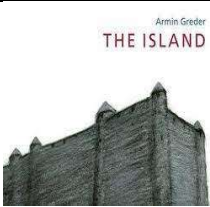
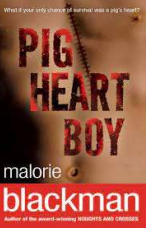
A final independent piece in Writing journals (Y5)

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Focus Text or Writing stimulus</p>	 <p>Picture Book by Aaron Becker</p> <p>Whole school Writing project/Experience days</p>   <p>The Poetry of Joseph Coelho</p>	 <p>Book by Satoshi Kitamura</p> <p>Holiday Brochures</p> <p>Skara Brae Prehistoric Britain by Dawn Finch</p>	 <p>Street beneath my feet by Charlotte Guillain **</p>  <p>Earthquakes by Robin Jacobs</p>	  <p>My Strong Mind by Niels Van Hove</p>	 <p>Digital Media</p> <p>The Colour Collector (based on The Sound Collector by Roger McGough)</p> 	 <p>Theseus and the Minotaur retold by Hugh Lupton and Daniel Morden</p>
<p>Purpose</p>	<p>Writing to entertain</p> <p>Writing to inform</p>	<p>Writing to entertain</p> <p>Writing to inform</p>	<p>Writing to entertain</p> <p>Writing to inform</p>	<p>Writing to entertain</p> <p>Writing to inform</p> <p>Writing to persuade</p>	<p>Writing to entertain</p> <p>Writing to persuade</p>	<p>Writing to entertain</p> <p>Writing to inform</p>
<p>Pupil Outcome (2 published per term)</p>	<p>Adventure story</p> <p>Non-chronological report</p> <p>Poetry - performance</p>	<p>Descriptive writing (character)</p> <p>Holiday brochure</p> <p>Social Media Post-(Christmas desert)</p>	<p>Descriptive writing (setting)</p> <p>Science explanation</p>	<p>Diary</p> <p>Instructions</p> <p>Written speech to perform</p>	<p>Letter</p> <p>Poetry</p>	<p>A Greek Myth</p> <p>Recount</p>
<p><b>Year 4</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>

<p>Focus Text or Writing stimulus</p>	 <p>Picture Book by Aaron Becker</p> <p>Whole school Writing project/Experience days</p>   <p>The Poetry of Joseph Coelho</p>	 <p>Shirley Climo</p>  <p>Hatshepsut Egypt</p>	<p>THE RIVER</p> <p>Poem by Valerie Bloom</p>  <p>Daniel Miyares</p>  <p>James Carter</p>	 <p>Richard Platt</p> <p>Holiday Brochures: A tour of Sicily</p> 	 <p>Digital film clip</p>  <p>Katie Brosnan</p>	 <p>An alternative to plastic straws</p>  <p>Stoodles web page</p>
<p>Purpose</p>	<p>Writing to entertain Writing to inform</p>	<p>Writing to entertain Writing to inform</p>	<p>Writing to entertain Writing to inform</p>	<p>Writing to inform Writing to persuade</p>	<p>Writing to entertain Writing to inform</p>	<p>Writing to entertain Writing to persuade</p>
<p>Pupil Outcome (2 published per term)</p>	<p>Adventure story Non-chronological report Poetry - performance</p>	<p>Descriptive writing Biography</p>	<p>Narrative: character/setting Poetry Factual tour script</p>	<p>Diary/Recount Non Chron report: What did Romans do for us? Travel brochure</p>	<p>Narrative inc dialogue Explanation</p>	<p>Playscripts Advert</p>
<p><b>YEAR 5</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>

<p>Focus Text or Writing stimulus</p>	 <p>Picture Book by Aaron Becker</p> <p>Whole school Writing project/Experience days</p>   <p>The Poetry of Joseph Coelho</p>	 		<p>Digital Media</p>  	 	 
<p>Purpose</p>	<p>Writing to entertain Writing to inform</p>	<p>Writing to entertain Writing to inform</p>	<p>Writing to entertain Writing to inform</p>	<p>Writing to discuss Writing to persuade</p>	<p>Writing to entertain Writing to discuss Writing to persuade</p>	<p>Writing to entertain Writing to inform</p>
<p>Pupil Outcome (2 published per term)</p>	<p>Adventure story Non-chronological report Poetry - performance</p>	<p>Descriptive writing Non-Chron Report: Anglo-Saxons Diary</p>	<p>Narrative News report Science explanation</p>	<p>Letter Leaflet</p>	<p>Narrative Balanced Argument Advert</p>	<p>Poetry Biography</p>
<p><b>YEAR 6</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>

<p>Focus Text or Writing stimulus</p>	 <p>Picture Book by Aaron Becker</p> <p>Whole school Writing project</p>  <p>The Poetry of Joseph Coelho</p>	 <p>Rose Blanche by Roberto Innocenti</p> <p>Trip to Holocaust Centre</p>	<p>Literacy Shed focus</p>  <p>Digital Media</p>	 <p>London trip</p>	<p>Stories from the Silk road</p> 	 <p>The Island by Armin Greder</p>  <p>Pig Heart Boy By Malorie Blackman</p>
<p>Purpose</p>	<p>Writing to entertain</p> <p>Writing to inform</p>	<p>Writing to entertain</p> <p>Writing to inform</p>	<p>Writing to entertain</p> <p>Writing to inform</p> <p>Writing to persuade</p>	<p>Writing to inform</p> <p>Writing to persuade</p>	<p>Writing to discuss</p> <p>Writing to entertain</p>	<p>Writing to inform</p> <p>Writing to discuss</p>
<p>Outcome</p>	<p>Adventure story</p> <p>Non-chronological report</p> <p>Poetry - performance</p>	<p>Recount (Leo's story Holocaust Centre)</p> <p>Non-Chron (air raids and the blitz)</p> <p>Diary/letter (Rose Blanche if not going to the Holocaust Centre)</p>	<p>Narrative that includes dialogue (story ending)</p> <p>Formal Leaflet - Trip advisor review</p>	<p>Biography (Darwin)</p> <p>Persuasive leaflet</p> <p>London trip link – Report (evolution and inheritance link)</p>	<p>Formal Letter – climate change</p> <p>Narrative with dialogue</p>	<p>Explanation of the circulatory system</p> <p>Discussion – Screen use (JC unit) or Impact of choices (based on The Island)</p>

