GREATER DEPTH AND MASTERY OF WRITING

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Good or better learning for every child for every lesson
Discuss - What is your understanding of a child working at “Greater Depth” for writing?
How will the changes to the Interim Assessment Framework, affect the expectations of children aiming to achieve the Greater Depth Standard?

**KS1**

<table>
<thead>
<tr>
<th>GDS</th>
<th>‘Purposes’ now taken out of preamble &amp; have more weight as own bullet: vocab &amp; grammar added in</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pupil can write for different purposes, after discussion with the teacher:</td>
<td></td>
</tr>
<tr>
<td>The pupil can, after discussion with the teacher:</td>
<td></td>
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<tr>
<td>• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</td>
<td></td>
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<tr>
<td>• using the full range of punctuation taught at key stage 1 mostly correctly</td>
<td>Same except for losing “full range”</td>
</tr>
<tr>
<td>• spelling most common exception words*</td>
<td>Same</td>
</tr>
<tr>
<td>• spelling most words with contracted forms*</td>
<td>GONE</td>
</tr>
<tr>
<td>• adding suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly*</td>
<td>Same – no ‘some’ at EXS now though – first appearance of any suffixes</td>
</tr>
<tr>
<td>• using the diagonal and horizontal strokes needed to join letters in most of their writing</td>
<td>‘some’ not ‘most’ (from EXS)</td>
</tr>
<tr>
<td>• use the punctuation taught at key stage 1 mostly correctly^</td>
<td></td>
</tr>
<tr>
<td>• spell most common exception words*</td>
<td></td>
</tr>
</tbody>
</table>

^Symbols: KS1 = Key Stage 1
<table>
<thead>
<tr>
<th>GDS</th>
<th>The pupil can:</th>
<th>Now mentions imitating models read; much more here on composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pupil can write for a range of purposes and audiences:</td>
<td>• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</td>
<td></td>
</tr>
</tbody>
</table>
| • managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures | • distinguish between the language of speech and writing3 and choose the appropriate register  
  • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this | Possibly now split into 2 bullets – more weighting? |
| • selecting verb forms for meaning and effect                     | GONE – except it could be argued you would need this for the above statements  |                                                                |
| • using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly | • use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.  | ‘Correctly’ not ‘mostly correctly’; hyphens & dashes added (they’ve possibly moved up from EXS to GDS?); additional phrase about enhancing meaning and avoiding ambiguity |

[No additional requirements for spelling or handwriting.]  [There are no additional statements for spelling or handwriting]  Same
Discuss - What is your school doing to support children who have the potential to reach the Greater Depth standard?
• We must ensure we are not only plugging the gaps in each year group, but also teaching for mastery in each year group. No longer can we allow this to be a responsibility for Years 2 and 6.

• All teachers need to have a fundamental understanding of what constitutes a greater depth writer in not only their year group but also what is expected of them at the end of the Key Stage.

Have they shown application of greater depth skills in the previous year group?

Are they applying their greater depth skills in their current year group?

Do they show real potential to apply the greater depth skills at the end of Key Stage?

• Opportunities for our Greater Depth writers to explore their “voice” as an author, need to be given. Application through independent tasks is essential to show a child’s mastery of the required skills. KS2 children need to call on their own experiences and interests to produce work that engages and show authorial intent.
Mastery Writing

Page 17 of final report of the commission on assessment without levels (published in 2015 by DfE) explains that mastery is:

“…about deep, secure learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to the new content)”
Every lesson is an English lesson! – **application, application, application**

**Mastery Writing**

- Grammar applied
- Conscious word choices

**Time** to develop their own ideas

**High Quality Texts**

- Whole class teaching

**Choice** of outcome

- Effective not formulaic-
  - **purpose** and **audience**

- Fewer pieces over longer periods

*Good or better learning for every child, every lesson*
## Year 5 Writing Overview (Mastery Approach)

### Term

<table>
<thead>
<tr>
<th>Term</th>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spelling</td>
<td>Spelling</td>
<td>Spelling</td>
<td>Spelling</td>
<td>Spelling</td>
<td>Spelling</td>
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<tr>
<td><strong>Text</strong></td>
<td></td>
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<tr>
<td></td>
<td>Inform the Reader</td>
<td>Entertain Readers</td>
<td>Guide the Reader</td>
<td>Influence Readers</td>
<td>Engage the Reader</td>
<td>Playing fair</td>
</tr>
<tr>
<td></td>
<td>Information text</td>
<td>Comic Strips</td>
<td>Science investigation</td>
<td>Persuasive essay</td>
<td>Narrative for</td>
<td>Discussion text</td>
</tr>
<tr>
<td></td>
<td>Newspaper</td>
<td>Narrative</td>
<td>Information text</td>
<td>Letter of application</td>
<td>different audiences</td>
<td>Impartial language</td>
</tr>
<tr>
<td></td>
<td>Comparative essay</td>
<td>Poetry</td>
<td>Biography</td>
<td>Location description</td>
<td>Character description</td>
<td>Fact vs Opinion</td>
</tr>
<tr>
<td><strong>Paragraphs and Sentences</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Paragraphs</td>
<td>Settings</td>
<td>Sequencing concepts</td>
<td>Construct argument</td>
<td>Very short paragraphs</td>
<td>Organising arguments</td>
</tr>
<tr>
<td></td>
<td>Sequencing/Layout</td>
<td>Withhold Information</td>
<td>Headings &amp; sections</td>
<td>Persuasive features</td>
<td>Paragraphs</td>
<td>Cohesive ties</td>
</tr>
<tr>
<td></td>
<td>Embedded clauses</td>
<td>Sentence lengths</td>
<td>Sequence connectives</td>
<td>Rule of Three</td>
<td>Varied structures</td>
<td>Inverted clauses</td>
</tr>
<tr>
<td></td>
<td>Time connectives</td>
<td></td>
<td>Conjunctions</td>
<td>Rhetorical questions</td>
<td>Extended detail</td>
<td></td>
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<tr>
<td><strong>Vocabulary and Punctuation</strong></td>
<td></td>
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<td></td>
<td>Technical vocabulary</td>
<td>Powerful verbs</td>
<td>Subordinating</td>
<td>Persuasive vocabulary</td>
<td>Selecting vocabulary</td>
<td>Impartial vocabulary</td>
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<tr>
<td></td>
<td>Connective phrases</td>
<td>Adjective/adverbs</td>
<td>conjunctions</td>
<td>Persuasive devices for effect &amp; audience</td>
<td></td>
<td>Connective types</td>
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<tr>
<td></td>
<td>Inverted commas</td>
<td>Exclamation marks</td>
<td>Commas for clauses</td>
<td>Question marks (rhetorical)</td>
<td></td>
<td>Using semi-colons</td>
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<td></td>
<td>Commas for clauses</td>
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<td></td>
<td></td>
<td>Accurate commas</td>
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<tr>
<td><strong>Contexts</strong></td>
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<td></td>
<td>Other Worlds</td>
<td>Changes</td>
<td>Victorians</td>
<td>Plant Life</td>
<td>Local/Euro Study</td>
<td></td>
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<tr>
<td></td>
<td>Comic</td>
<td>Changes of state</td>
<td>Invention Essay</td>
<td>Children’s story</td>
<td>Comparison of geog. destinations</td>
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<tr>
<td></td>
<td>Scary Stories</td>
<td>investigation</td>
<td>Oliver Twist</td>
<td>Fractured Fairy Tales</td>
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<tr>
<td></td>
<td>Narrative</td>
<td>Water Cycle text</td>
<td>Describing location</td>
<td>Staying Alive</td>
<td></td>
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<tr>
<td></td>
<td>United Kingdom</td>
<td>Biography</td>
<td>Job application</td>
<td></td>
<td>Comparison of geog.</td>
<td></td>
</tr>
</tbody>
</table>

*Good or better learning for every child, every lesson*
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<td>Spelling</td>
<td>Spelling</td>
<td>Spelling</td>
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<tr>
<td>Text types</td>
<td>Write to Entertain</td>
<td>Write to Inform</td>
<td>Write to Entertain</td>
<td>Write to Discuss</td>
<td>Write to Entertain</td>
<td>Write to Persuade</td>
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<tr>
<td>(examples)</td>
<td>Poetry - structured</td>
<td>Newspaper</td>
<td>Poetry – free verse</td>
<td>Balanced Argument</td>
<td>Poetry - narrative</td>
<td>Formal Letter Speech</td>
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<tr>
<td></td>
<td>Fantasy Fiction</td>
<td>Biography</td>
<td>Scary fiction</td>
<td>Review</td>
<td>Playscripts</td>
<td>Speech</td>
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<td></td>
<td>Adventure Fiction</td>
<td>Explanation</td>
<td>Mystery fiction</td>
<td>S&amp;L Debate focus</td>
<td>Shakespeare</td>
<td>Advertising</td>
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<tr>
<td>Text level</td>
<td>Developing character</td>
<td>Sequencing paragraphs</td>
<td>Developing setting</td>
<td>Formal vs informal</td>
<td>Script features</td>
<td>Sequencing Ideas</td>
</tr>
<tr>
<td>features</td>
<td>Narrative structure</td>
<td>Newspaper structure</td>
<td>Maintaining suspense</td>
<td>Fact vs opinion</td>
<td>Developing plot</td>
<td>Convey viewpoint</td>
</tr>
<tr>
<td></td>
<td>Use of metaphor &amp; simile</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence</td>
<td>Consistent tense</td>
<td>Time connectives</td>
<td>Word order for effect</td>
<td>Addition/opposition</td>
<td>Brackets, dashes, etc.</td>
<td>Standard English</td>
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<tr>
<td>features</td>
<td>Integrating dialogue</td>
<td>Embedded clauses &amp;</td>
<td>Ellipsis</td>
<td>connectives</td>
<td>Personification</td>
<td>Persuasive devices</td>
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<td></td>
<td>Core punctuation</td>
<td>punctuation</td>
<td>Varied openers</td>
<td>Subordinate clauses</td>
<td></td>
<td>Full punctuation</td>
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<tr>
<td>Word level</td>
<td>Adjectives &amp; adverbs</td>
<td>Technical vocabulary</td>
<td>Adventurous vocab</td>
<td>Terms for argument</td>
<td>Changing language</td>
<td>Emotive vocabulary</td>
</tr>
<tr>
<td>features</td>
<td>Synonyms</td>
<td>Alternatives for ‘said’</td>
<td>Powerful verbs</td>
<td>Discourse markers</td>
<td>Slang/vernacular</td>
<td>Verb choices</td>
</tr>
<tr>
<td></td>
<td>Thesaurus use</td>
<td>Pronouns</td>
<td>Onomatopoeia</td>
<td>Discourse markers</td>
<td>Dictionary use</td>
<td></td>
</tr>
</tbody>
</table>

NB: The headings are based on the GCSE writing triplets which may be useful in gaining a sense of the broader spectrum:

- Write to inform/explain/describe
- Write to analyse/comment/review (discuss)
- Write to persuade/argue/advice
- Write to entertain/imagine/explore

Good or better learning for every child, every lesson
Discuss – To what extent are you developing Mastery in Writing across your year groups?
Greater Depth Writing across the curriculum

Task 1 – Take a look at the example of a Year 6’s writing. If this is their writing now, what needs to be taught to support this child in reaching Greater Depth?

What opportunities could support them in reaching Greater Depth at end of KS2?

Over to you!

Good or better learning for every child, every lesson
Task 2 – Now choose a piece of writing by a child from a different year group.

1. Do you think this child has mastered the skills from the previous year?

2. What skills does the child need to achieve/apply in order to ensure they are Greater Depth at the end of this year?

3. What opportunities could be developed to support the child in reaching Greater Depth?
Reflect

What does your school need to do to ensure you are allowing for mastery of writing?

What does your school need to do to ensure children with the potential of achieving the Greater Depth standard are being given the opportunities and teaching they require?