



MANGO – how we improve writing.



Writing is one of the most important and hardest skills we teach at Burlington (as shown by last year's brilliant SATs results).

	Burlington	National
Reading	90%	75%
Maths	92%	71%
Writing	82%	69%

We'd like to share the work we do to improve it, focussing on the feedback we give children on their written work.

National expectations for the end of Year 6

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- 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)
- 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
- 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.[^]

How we help with writing at Burlington.

Burlington Basics



Targets

Date	Target	1	2	3	4
6/9	Write a simile. I was as hot as a bowl of soup.	✓	✓	✓	✓
(1)		9/9	3/11	9/11	25/11
6/9	Small gap between capitals and lower case letters.	✓	✓	✓	✓
(2)	After ✓ A star ✗	9/9	24/9	7/10	20/10
6/9	Use brackets for parentheses. The man (who was 45) was delighted.	✓	✓	✓	✓
(3)		8/12	22/1	27/1	8/3
3/11	Use although.	✓	✓	✓	✓
(4)	Although it was cold, we went to the park.	17/11	25/11	14/1	20/1
27/1	Use a three word sentence.	✓	✓	✓	✓

Editing page

★ Excellent start to your letter.

⚠ The underlined sentence has got a bit long.
Think carefully about what you want to say then RW it here.

I know this seems like a big decision but I advise you to leave straight away.

✓

★ Good persuasive language.

Date: Tuesday 26th September 2023

L.O. I can write to persuade, justifying my point of view with evidence

Must: Use clear paragraphs to organise your letter (remember P.E.E.)

Should: Use cohesive devices to link your points.

Could: Use modal verbs to express possibility e.g. should, must, could.

Could also: Include Year 5 and 6 words

SELF PEER

✓

✓

✓

✓

✓

Dear Varrunt,

I am writing to you to persuade you to leave the hostile city you live in and suffer in. Although it seems as if you are unsure what to do and this doesn't occur often to you but I surely advise you that you should leave. I want you to leave the unwanted environment you live in only because it is your only hope to live in a better place.

To begin with, your life can't get any worse than now and you could have a chance. I know ^{your} life depends on this and you could start from the beginning again to make your life better. You are probably wondering what Lilac is doing and she ^{did have} had a bad time but ever since she left she's been having the best ~~day~~ time ever since. I must request you to leave as you know you don't like it and you can't stop anything from happening. You are helpless, hopeless and you can't do anything. How ~~much~~ can you live in an environment like this?

In addition, the grey smoke clouds in the sky will increase and eventually your species will die out. Instead of staying you may as well die of pollution but if you follow my advice you would save your family and yourself. Due to scientific research, they say that a wide range of pollution in one place can cause potential death. If you change that there is no polluted

★ Great start.

☞ Come and talk to me about how to use your plan.

First point.

Firstly, you don't like your current home. So if you go you could find a better place. Even if your new house is bad it can't be worse than ^{that} your dark, noisy, miserable flat you own.

* a better much better place to live.

Tuesday 26 September 2023

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Could also: Include Year 5 and 6 words

SELF PEER

✓ ✓

✓ ✓

✓ ✓

✓ ✓

Dear Vornint,

I am writing to you to persuade you to leave your current home and go into the light as it's your only hope.

Firstly, you don't like your current house so you could find a better place to live and even if it's bad you can't find it can't be, worse than your horrible flat.

Secondly, you should go because if you stay nothing will change and you have the chance to help everybody get a better life so you should take that chance.

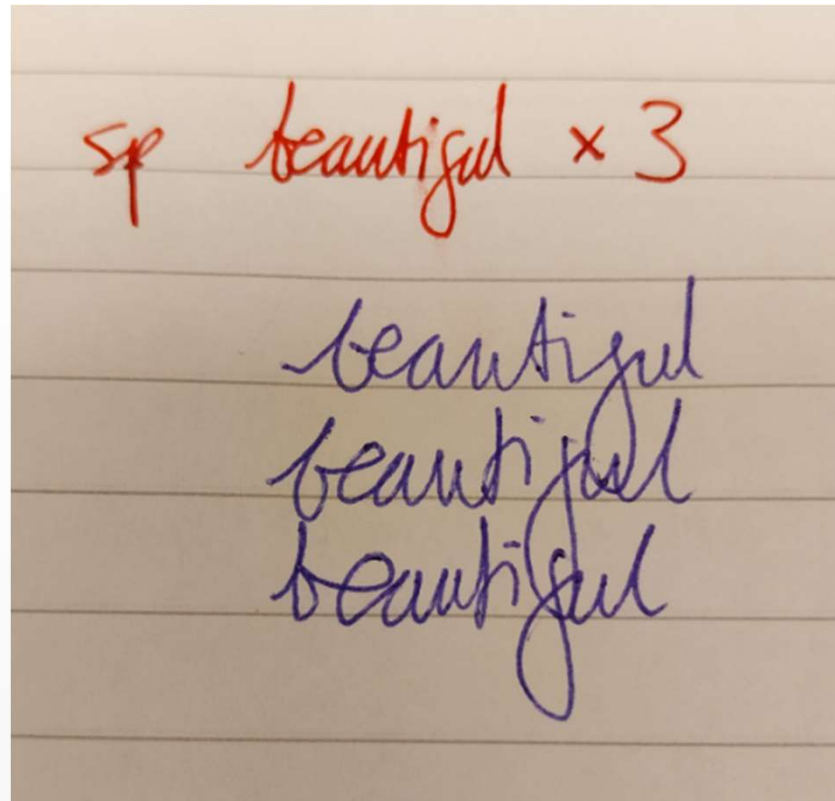
Thirdly, you must go because nobody else can go for you as nobody's nearby besides you have nothing to lose and you know it's a you really want to stay in that horrible city any longer?

Finally, the light chose you so there must be a good reason the light chose you it could have chosen anyone else but it chose you.

How we help with spelling

We don't highlight every single word a child spells wrong.

What we used to do:



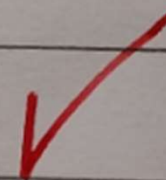
How we help with spelling now:

Stopped singing and a
covered everything as he
dragged in distressing
black city was now were a
stood. Rion sell
and dripped ~~of~~ of
saddles on the wet
continued their life

Σ Have another go at this
word then see me.



rain



Can sway e

Conferencing:

Short, individual discussions with a child about what they've written.

How we use conferencing:

Let children work out what they need to improve.

Make sure children know why they're doing something – don't just focus on terminology.

Use it to guide what happens next – what does the child need to focus on?

Tips for helping your child with writing

Don't force it.

Let them have real life opportunities for writing if they want to – diaries, writing to family, thank you cards, comics.

Talk to them about what they've been writing at school (use today and parents' evening to help).

Encourage reading!