

Writing Expectations

Timetable

English lessons include handwriting, SPAG and writing. These should be for at least 90 minutes daily.

Plus, extra SPAG sessions will be incorporated over the week x 2 lots of 30 minutes to address missed learning and gaps. This can be through grammar hammer or CGP (Year 6).

SPAG / **Phonics (Year 1)** focus to be displayed on a weekly outline / timetable and put in the planning folder on the intranet.

Delivery

Demonstrate the 5 stages of the writing process linked to the NC Year group English objectives. Sequence of writing to follow the stages below:

1. Engaging / hook
2. Discovering (saturating, deconstructing and dabbling **including vocabulary**)
3. Planning and Composing
4. Reviewing / revising or editing
5. Publishing – displayed in class where appropriate and if space provides this

Snip and place the EJM (English Journey Map) onto the TMWYK.

The writing structure is followed by Years 2-6/Year 1 from the Summer Term. Year 1 will be using their writing objectives within their handwriting, phonics and topic lessons for the Autumn and Spring term.

Evidencing

Use English book to show the stages of writing and write up end product (published piece of writing) onto separate paper. Please collate published work into a writing folder for your class for assessment. Each set should be combined to make a published book (one per genre).

Marking of lessons to be completed in line with school policy. **Marking of skills and features lesson should be in detail and live, with each aspect marked. Marking of the writing paragraph should be done through the editing process with the children using their blue pens, adults will just need to fill in the I can.** Children to use editing pens (blue) to mark TMWYK's and for peer and self-editing.

One extended piece of writing per unit based on the genre taught, which should combine to inform your overall teacher judgement based on the writing standards.

Please refer to the Teacher Moderation Toolkit for assessment support (shared drive).

Use of colour coded writing for FS – Year 4 / phasing out in Year 5 (Summer term).

Collaborative moderation to be completed across the year group for end of term data.

Planning

Following English format in line with school policy and on planning slides (Shared drive, 3. Allenton Way).

Learning Challenge using school template with correct symbol and skills of a writer. Create an English journey map overview within year groups and stick into children's books at the beginning of the unit.

Use the English slides for planning structure and should include:

Review

I can (see new I can)

In Focus Task

Let's Learn

Journal

Challenge

Reflection

Editing lesson

An editing lesson must be completed every week there is a paragraph written. There is no I can needed for this session but on the writing I can it must be made clear that it is to write and edit a paragraph. The short date should be written in the margin next to the paragraph in blue to show when the editing has happened.

Quality Resources

Reading lessons should directly support and enhance the writing process, exposing children to quality texts that are related to the reading spine.

Display

Working wall which is used to show the structure of the writing process on a washing line and using flip chart paper from notes generated in the lesson.

Handwriting

All children must have at least five-minute handwriting practice at the start of each English lesson which is to be completed underneath the lesson I can. This should include practice of appropriate year words/spellings. Please refer to handwriting progression of skills.

Teaching should focus on to and from each letter, giving the children plenty of practice with short words. This should begin with adjacent letters which occur most frequently e.g. he, it, th, ee. Once learnt these joins should be applied to HFW's, digraphs, trigraphs and consonant clusters or as outlined in our progression framework. Where possible this might link to spellings or year group statutory spellings.

Spellings

Spelling test to be completed once a week based on spelling taught through WOTD/ handwriting practice. These must be posted on dojo to ensure that children are given time to practise them at home. **For spelling lists please see the assertive mentoring folder on the shared drive** or NC appendices.

Each week a Grammar Hammer test (from Assertive mentoring) must be completed with the following week a short grammar lesson must be taught to address issues from the test.

Sequence of lessons:

Week 1

Day 1 - Skill

Day 2 – Features lesson- Shapes

Day 3 - Research if non-fiction (story mapping if not)

Day 4 - Hook – way into the topic / activity to engage the children

Week 2

Day 5 - Skills grammar lesson (ARE)

Day 6 - Vocabulary Vault

Day 7 – Write up with skills and vocabulary incorporated

Day 8 - Edit

Week 3

Day 9 – Skills grammar lesson (ARE)

Day 10 – Vocabulary Vault

Day 11 - Write up with skills and vocabulary incorporated

Day 12 - Edit

Please note: week 2 can be repeated depending on the amount of writing to be produced but at least two genres of writing must be produced over each half-term therefore sequencing may vary!

For suggested activities linked to each part of the writing process, please read writing structure document.