



English:

Writing

Writing is taught a minimum of seven times across a two week period with a clear emphasis on progression of skills leading into an extended piece of writing. Saturation in, and constant reference to, a high-quality text is essential from the outset of the two week scheme of work to ensure that children are utilising the sentence and grammatical structures and vocabulary choices from the text. Modelling high quality outcomes, both verbally and written, ensures that children are constantly immersed in a language rich environment. Moreover, across the year a depth and breadth of genres are taught to ensure a variety of evidence throughout the writing book, editing and publishing (with self, peer and shared feedback) plays a pivotal role across the majority of sessions.

Scheme of work proforma:

- 1) Guided Read of text – where appropriate this should be in your Guided Reading Session.*

Children and class teacher read a section of the class text – children are encouraged to read aloud and mark-make as they progress through to further understanding. Open questioning is used to further develop inference skills as well as to check understanding and promote further engagement in the text. The following sessions will then follow the guided reading policy with tasks that will feed into English lessons.

During English lessons this engagement is fostered early in the scheme of work via the use of hot-seating and drama – or ideally a trip or visit - to ensure a consolidated understanding of character and setting. Outside learning is an expectation of the school, and should be planned for in depth. This needs to be evidenced through photographs with a brief explanation by the child of what they have learned, not what they did.

Children are to write a prediction/analysis/summary of what has been read.

- 2) Evaluation of genre specific example- Guided reading following into English lesson.*

Children are provided with an example piece of work to evaluate; this example is of the highest quality and ideally written by class teacher (using End of Key Stage writing exemplars and statements) to promote local and class specific links and is an example of the aspirational finished product that will be expected from children the following week. Using the exemplar, class teacher discusses the strengths and weaknesses of the piece and highlights relevant sections/sentences/vocabulary/grammatical structures that are to

become a checklist for the sessions to come – class checklist is to be added to the class working wall.

Children annotate their exemplar and use it to generate a class checklist.

3) *High quality teaching of specific elements required for the extended write*

MOST LIKELY MORE THAN ONE SESSION OR CONCEPT:

Sessions are used to teach specific concepts from the checklist and the text (grammatical concepts such as direct speech in a narrative, or feature led elements such as an opening statement of a persuasive letter). Differentiated and engaging activities are used to ensure rapid progression of all pupils and the concepts taught are to be offered across a variety of contexts to ensure mastery of the skill. The use of open questioning, spilt-teaching and high-quality modelling is vital to ensure that the skill taught is recalled and utilised effectively.

Sessions should include opportunities for children to be creative eg design and annotate key characters, make a shoe box model of the setting and then describe. It is impossible for a child to write a fit for purpose description of a character or setting without having the opportunity to explore the language first.

Children are to evidence in books examples of their understanding of knowledge of concepts, with some form of independent and extended writing clear.

4) Planning for extended write (talk for writing model)

Planning is a necessary tool to support all children with the process of writing over a longer period of time to ensure fluency of work. A differentiated and **scaffolded** planning sheet is used to allow children to sequence their ideas for their ‘big’ write and plan where they will add in techniques taught earlier in the week. Where appropriate use the **talk for writing** model for planning. Peer assessment and support is prevalent across sessions and **mixed ability discussion** and support allows children to remain engaged in the planning process and to ensure that they have catered for all aspects of their checklist. **Visual checklists, word banks, spelling sheets and teacher led modelling** all aid children of all levels in their chronology of what they want to produce the following day.

On A3 paper, children plan, not draft, their extended write. Differentiated planning ‘clues’ are offered (sub-headings, drawings, sentence openers etc) and space is left in the book to evidence the planning process by shrinking the A3 plan down to A4.

5) *Extended Write*

This session allows children a chance to independently put into practice what they have learnt over the past two weeks. By constantly referring back to work already produced, with an emphasis on their plan, children are to produce a longer written piece of work over an extended period of time (with constant breaks for mini-plenaries, rest and focussed editing).

Class teacher works on a split-teaching principle to further model expectations with target children and groups whilst addressing misconceptions before, during and after they arise. Expectations of outcomes and presentation are high in regards to teaching and learning across the Spring Partnership trust; however, on this day especially, the expectation of all adults and children in the room must be unwavering to ensure the best possible outcomes from all children.

Children produce an extended write

Before the next session, class teacher takes all books and reads the content. They then make notes of strengths and weaknesses of the pieces and select one child that they feel epitomises the class outcomes to use in session 7.

6) Editing session

The selected piece from yesterday is shared with all children: positives and weaknesses are discussed at length and these elements are modelled to the children; the class teacher then at this point models how to edit and improve the child`s piece of work. The grammar, punctuation and vocabulary are a focus, but the class teacher must be **specific** with which area(s) need improving, as too many features or too vague an approach will not result in the improved outcomes expected. The editing session can be done in groups, in pairs or independently; however, the adults in the room can use this time effectively to work with target children on an individual basis.

- **Using the modelled examples, children are to edit and improve their work**
- **Using the checklist provided, children are to add any elements to their work that they see fit.**

7) Publishing session (if required)

Class teacher is to provide a stimulating and engaging backdrop using pictures, borders and backgrounds that children can publish their editing piece of work from session 7 onto. This publishing element provides a sense of accomplishment for all children, allows best handwriting to be illustrated and modelled, and provides visually excellent work for display, modelling or moderation purposes.

Children publish their final, edited piece of work.

A general outline for planning (obviously this changes for genre) this should be used for at least two curriculum extended writes a term.

Writing an adventure story : class text

Session	Activity	Outcome
Guided reading sessions	Follow policy focusing on Vipers	All should feed into the English

	needed for the genre	lesson – Success criteria Language / vocab Impact Flow Author’s voice etc
1 / 2 – Setting	Explore where story is set. Design the setting using paints / collage / 3D, children to then annotate with key vocab.	Chn will have generated a word bank relevant to the text type for their setting. Challenge chn to write a description rather than make a list.
3 / 4 – Characters	Role play – become the character, interview, hot seat, drama. Write a description of the character to focus on actions, words and feeling rather than appearance.	Differentiated descriptions showing clear progression in writing for each child. <u>Shared mark</u>
5 / 6 / 7 – Planning	Over the three sessions children will decide on their characters, setting and events in their story. You should have explored the key language characteristics of the genre in guided reading. Make this as interactive and creative as possible – art / drama / outside / filming.... Planning grids	<ol style="list-style-type: none"> 1. Character descriptions (pictures / play do etc) 2. Setting description (art work, photographs) 3. Talk for writing story planner or differentiated planning grid – this needs to be a whole session clearly supported.
8 – First write	Ensure you have a focus group and your TA has a focus group. Lots of modelling, shared write for real lowers, scaffolding, word banks, displays...	<u>Live marking</u> This session should be live marked. You start with your group, then move on to any PP boys as a priority. TA live marks their group and then floats.
9 - Second write / edit	<u>Shared mark</u> using the children’s work not live marked yesterday is valuable here. Same set up as yesterday.	<u>Deep mark all</u>
10 - Publish	In your initial planning you should have planned how to publish and display the work. In class on walls, in small hall, class book... This needs to be eye catching and creative. 3D books, art work to accompany. Your display needs to have key features that should be seen in the writing. It must not be photocopied from books.	A beautiful interactive display with open questions to stimulate discussion.

