

English; Writing

Planning, Delivery and Assessment

2018/2019

Planning

The Literacy Tree; the text leads the writing

* Know/understand your year group’s objectives/expected coverage
* Follow the *Literacy Tree* planning units which work towards the completion of an independent piece
* Quality resources are to be prepared and utilised in all English lessons

Teaching

Quality-first teaching

* Following the guidance in the *Literacy Tree* planning units, ensure that the children have a clear vision of their learning journey (we are learning how to write a newspaper report because…we are learning about reported speech because…)
* Teach the grammar element(s) as directed in the planning (this may be a whole lesson but lesson starters may also be relevant and some features may require discrete teaching)
* Following directions from the *Literacy   
  Tree* units, explore/investigate the features of specific text type (newspaper – what are the key features? Why do newspapers exist? What purpose does the summary/headline/captions serve? etc.). Children must understand why they are learning how to write a specific text type (how does it link to the whole learning journey?)
* Ensure the children have the content knowledge to write (factual information, topic vocabulary etc. library loans).This may come from and be independently selected by the children from complimentary topic lessons/working walls
* Model how to write through shared and guided writing strategies (see English policy). Draw attention to the application of the objectives being taught – think aloud to model the writing process
* Include this model/WAGOLL onto the working wall for independent reference
* Scaffold the children’s writing process through resources (dictionary, thesaurus, frames, WAGOLL, word banks, prompts, IPads, other adult support etc.)
* Spelling – support error-free spelling. Zero tolerance for errors for published writing (high-frequency and topic words to be accessible)
* Presentation – to meet policy for year group (joined, pen, neat etc.). Children to re-write work that does not meet the standard
* Children to self-assess against success criteria and personal targets/goals
* Time given to edit and improve writing – this will need modelling. Children can work in pairs to do this.

Assessment

Marking and Feedback

* Daily marking and feedback against success criteria to inform next steps and identify gaps/misconceptions
* Children to have opportunity to respond to teacher’s feedback

Half-termly Assessment

* Literacy Tree Units to incorporate an independent writing task
* Independent tasks completed in English books
* Independent writing to be assessed using the milestone grids
* Targets to be identified and set based on the outcomes of the independent tasks
* O-Track to be completed half-termly
* Pupil progress meetings

Termly Assessment

* End of Key stage frameworks (Y2 and Y6 only) to be used to support progress of children towards EOY goals/targets