

**English; Writing**

Planning, Delivery and Assessment

2020/2021

**Planning**

The Literacy Tree; the text leads the writing

* Know/understand your year group’s objectives/expected coverage.
* Use the *Literacy Tree* planning units as the basis for your planning. Use *The Write Stuff* structure where it fits into your lessons. Follow the following learning sequence to ensure the children are prepared for their final piece:

**Immersion, analyse, skill, plan, write, review, publish.**

**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 and the purpose/audience of their writing. Use the language of *The write stuff* sessions to make sure the children can define between negative and positive intent and that this is clear within their writing.

**Teaching should follow the learning journey as outlined below**

*This incorporates elements and processes learned from The Write Stuff writing training.*

**Immersion**

* Vocabulary/Discussion/Drama/Inference/Purpose/Audience/
* Try to grab and immerse the children in the stimulus for the writing. This reflects *The Write Stuff* idea of an experience session.
* Gather thinking through use of the lenses demonstrated in *The Write Stuff FANTASTICs:* feeling, asking, noticing, touching, action, smelling, tasting, imagining, checking.
* Explore and display vocabulary generated. Look at shades of meaning to delve for more ambitious vocabulary.
* Make short opportunities for writing.

**Analyse**

* Explore a modelled WAGOLL to draw out the shape/features of the text type/genre that you are working towards and the content and purpose of each section.

**Skill**

* Grammar elements: outline the elements of grammar that are relevant to your text type.
* Model and Explore the **GRAMMARISTICs** (*Write Stuff*) grammar for writing: Sentence structure (refer to ARE for your year group)/basics/punctuation/purpose/dialogue or contracted forms/passive or active voice/adverbs or adverbial phrases.
* Create sentence strips and stacks to display for models.
* This is where we explore the **BOOMTASTICs** (*Write Stuff*) techniques of writing (those that are relevant to the text type): alliteration/rhyme/simile/pathetic fallacy/personification/onomatopoeia/repetition/metaphor/pun

**Plan**

* Model the plot points as a structure for children to follow in narrative writing.
* Model the shape/features of the text type for children to follow in non-fiction writing. This will have already been modelled in the analyse section of the learning journey.
* Give the children planning formats to use as scaffolds-these can follow the structures/shapes outlined above.
* Together, create the success criteria for the written piece.

**Write**

* Allow the tools to be on hand for children to draw upon-lenses for writing.
* Scaffold the children’s writing process through resources (dictionary, thesaurus, frames, WAGOLL, word banks, prompts, IPads, other adult support etc.). Encourage the children to use these during independent tasks.
* Make sure modelled WAGOLLs are not visible for children to copy at this point.
* They can access vocabulary previously explored (this should be displayed on your English wall).

**Review**

* Edit and review.
* Model how to edit.
* Spelling – support error-free spelling. During independent tasks, Sp noted on a line but not actual error pointed out.
* Children to self-assess against success criteria and personal targets/goals. Edit and improve own work/peer edit.
* Table groups could perform a carousel of editing activities:

Revise/Re-write/Re-imagine

* For **greater-depth** children, refer to The Write stuff session 10: vocabulary/author echoes-drawing upon WAGOLLs/mental state/deeper impact/take a different angle on the task.

**Publish**

* Possibility of using writing frames
* Refer to handwriting policy.

**Assessment**

**Marking and Feedback**

* Refer to the marking and feedback policy
* Children to have opportunities to respond to teacher’s feedback

**Assessment**

* 1-2 independent writing tasks to be carried out each half term/unit of work.
* Independent tasks completed in English books.
* Independent writing to be assessed using the assessment grids.
* Children to be aware of next targets for writing
* SIMs to be updated 3 times a year
* 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

**Writing in FS2**

Writing in FS2 will follow The Literacy Tree format, although texts can vary to suit the needs and interests of the children.

Writing sessions are:

* Phonics sessions-whole class and small group
* whole class shared writing/reading
* small group discussion and writing
* writing opportunities as part of continuous provision
* work on developing fine motor skills for writing

Writing is relevant and linked to current topics.