

Writing Curriculum Structure

The Talk for Writing model of teaching (below), should be used throughout the school from Nursery to Year 5. Year 6 planning will use the tools of Talk for Writing, such as internalising the text, but will use a text-based focus for writing in a variety of genres in preparation for Key Stage 3.

Prior to unit planning: Cold Task completed to inform planning	
Phase 1 Imitation	
↓	<p>Creative hook and context <i>Set up an engaging, creative context. Consider the real or imagined audience. Plan activities, gather resources, design role-play area, select pictures, films, animations, objects, props, etc. Possibly link to a shared experience e.g., visitor, class visit or 'event'.</i></p>
	<p>Shortburst Writing –Warm up the grammar and teach in context <i>Plan <u>daily</u> word, sentence and text level game and short-burst writes, related to the text type and focus. Consider one or two big ideas at word, sentence and text level that will ensure good progress. Teach the relevant grammar and vocabulary through short-burst writes.</i></p>
	<p>Internalise the Model Text <i>Use map, actions, props and role-play, to retell the text, emphasising the key language features. Overlearn the model as a class, in groups and pairs/individuals. Use drama to act out the text, hot seat characters etc. How might your more confident children begin to retell the text in their own words?</i></p>
	<p>Reading as a Writer- <i>Through co-construction, identify the underlying pattern of the text for innovation.</i> - EYFS/KS1: Identify key scenes/settings/events? - KS2: 'Box-Up', generalise so that it can be applied to other contexts. <i>Co-construct a toolkit focussing on how writers create an effect e.g., suspense, character, setting, dialogue, action, openings/endings, hook the reader, persuade, inform, explain, instruct, etc. Use other examples or 'snippets' from class novel(s) reading to broaden the frame of reference</i></p>
Phase 2 Innovation	
↓	<p>Introduce New Stimulus <i>Consider the level of innovation for class/groups. Use text map or boxed-up planner to plan new version. Tell and retell new class version before groups/ pairs/ individuals work on their own changes. Ensure more confident/higher attainers use the toolkit(s), underlying structure and their reading to innovate in increasingly more sophisticated levels.</i></p>
	<p>Shared Writing into Guided and Independent Writing <i>Co-construct class innovation section by section (each day/lesson), using the model text, toolkit, boxed-up plan or map. Choose language for effect and bank other ideas. Model editing and improving the class version. Vary levels of innovation for more confident writers/higher attainers. Feedback, where possible, throughout the lesson.</i></p>
	<p>Feedback and Feed Forward <i>Daily oral and written feedback using well understood routines and procedures. E.g., two colour hi-lighting, dots in margin, etc Consider whole class, group and, where appropriate, individual feedback. Children respond to any improvement suggestion(s) at start of each lesson. Use peer and self-assessment. Use visualiser to edit, redraft and discuss success with the toolkit. Plan additional mini- lessons for whole class and/or groups to tackle misconceptions and reinforce key learning, linked to the unit.</i></p>

**The internalisation of texts is an important stage within the teaching process. It is important that this stage does not consume a series of lessons. Texts should be taught and revised in short periods throughout the week.



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Phase 3 Independent Application

↓	<p>'Hot' Task</p> <p>Set up new context to plan new text (could be cross curricular)</p> <p><i>Compare with pre-unit 'cold' write.</i></p> <p><i>Use writing samples as part of evidence for summative assessment of progress over time.</i></p> <p><i>Assess individual's progress towards and beyond National Curriculum expectations.</i></p>
↓	<p>Display, Publish or Perform</p> <p><i>Perform retellings/writing in class assemblies.</i></p> <p><i>Publish writing for class books, classroom displays and blogs.</i></p> <p><i>Non-Fiction- Plan cross-curricular application opportunities.</i></p>
Invention Unit	
↓	<p>Creative Context or Stimulus</p> <p><i>Create new stimulus/creative context to inspire children to write based on their own choices.</i></p> <p><i>Or Children choose topic/ theme/ genre to plan, draft, edit and write, drawing on own interests and prior learning.</i></p> <p><i>Consider whether there needs to be any teaching/modelling.</i></p> <p><i>Teacher writes alongside and share their outcomes.</i></p>
↓	<p>Display, Publish or Perform</p> <p><i>Publish writing for class books, classroom displays and blogs.</i></p> <p>Non-Fiction-</p> <p><i>Plan cross-curricular application opportunities where children choose how they want to respond to a topic/theme in writing, drawing on growing knowledge of text types, style and structure.</i></p>

Planning

Writing lessons cover all objectives stated in the National Curriculum. **They are presented to the children in succinct and accessible language as a 'Learning Focus'.**

ENGLISH LONG TERM PLAN					
Y1	Text Structure	Sentence Construction	Word Structure/ language	Punctuation	Terminology
Core Objectives	Understanding - beginning /middle /end to a story Plan opening around character(s), setting, time of day and type of weather	-Simple Connectives: <i>And, or, but, so, because</i> -Simple sentences (Subject +verb) <i>☺ I went to the park.</i> <i>The castle is haunted.</i> -Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i> -Compound sentences using connectives coordinating conjunctions: and/or/ but/so e.g. <i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i>	Adjectives to describe <i>☺ The old house...</i> <i>The huge elephant...</i>	Finger spaces Capital Letters: Capital letter for names Capital letter for the personal pronoun I Capital letters at the start of sentences Full stops *Correct letter formation*	Consolidate: Finger spaces Simile – 'like' Letter Word Sentence Full stop Capital letter Question mark Punctuation Exclamation mark* Speech bubble Bullet points Singular/ plural Adjective Verbs Noun Connective Alliteration Simile – 'as' Suffix
	Fiction: Planning Tools: Story map / story mountain (Refer to Story-Type grids) Understanding - 5 parts to a story: Opening <i>Once upon a time...</i> Build-up <i>One day...</i> Problem / Dilemma <i>☹☹☹☹☹/ ☹☹☹☹☹☹</i> Resolution <i>Fortunately☹☹</i> Ending <i>☺☺☺☹☹☹</i>	Types of sentences: Statements Questions Exclamations Simple Connectives: so that, then, that, while <i>When, where</i> Also as openers: <i>While, When, Where</i> 'ly' openers <i>Fortunately, Unfortunately, Sadly,...</i> Complex sentences: Use of 'who' (relative clause) <i>e.g. Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i>	Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i> Determiners: <i>the a my your, on this that his her their some all lots of many more those these</i> Alliteration <i>e.g. dangerous dragon</i> <i>slimy snake</i> Similes using as...as... <i>e.g. as tall as a house</i> <i>as red as a radish</i>	Question marks Exclamation marks Speech bubble Bullet points	

Core Objectives in the English Long Term Plan provide a focus for the core objectives which must be mastered within the year group. These should be a focus of teaching to ensure mastery in the Autumn Term.



Writing throughout the curriculum

Teachers plan opportunities for cross-curricular writing in all subjects. The standard of writing in these lessons is expected to be the same quality as in English lessons.

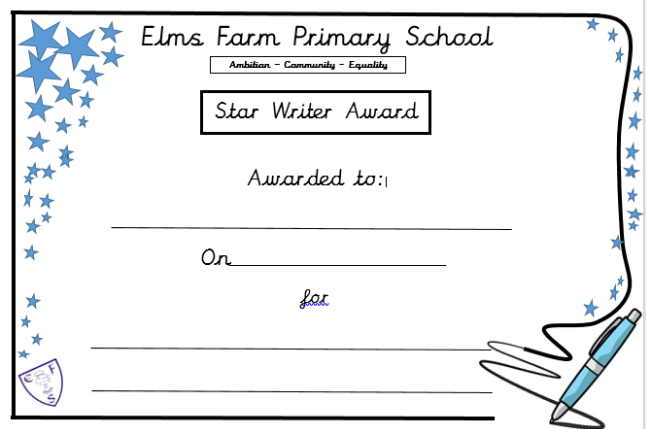
Topic: Why Should I Go To Sheldon? Year Group: 2 Term: Autumn 1 and 2	
Ambition: To know about jobs in our local community	
Community: To know the local community has changed over time (The Radleys and Elms Farm Primary School) Learn about local landmarks and visit them To know that Sheldon is a diverse community	
Equality: To know that all members of our community should be treated equally	
Links to Prior Learning	
Y1 – human and physical features of a city	Y1 – sorting items into past and present
Y1 – taking pictures of Birmingham	Y1 – making pictures with moving parts
Writing Opportunities	
Write a leaflet about the local area landmarks. Why should you visit Sheldon?	Read extracts from The Children's History of Birmingham by Mandy Ross to learn about the history of Birmingham
List of landmarks in the local area (map key)	Write a report: Sheldon past and present
Write a report about landmarks and historically significant people in the city of Birmingham	Write a letter to invite a guest to speak about the local area
Lowry: How did he become an artist? (information writing)	RE: Recount story of Cain and Abel

Writing opportunities are planned within Topic Overviews. The same standard of expectations for writing should be applied in all lessons as in English.



Star Writers

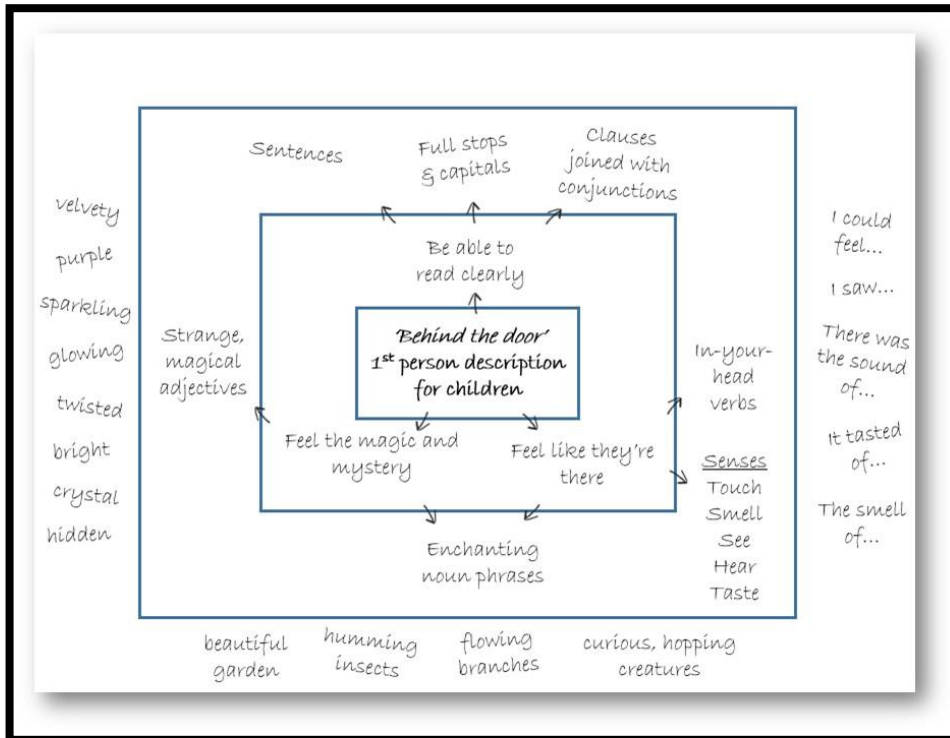
Teachers will select a 'Star Writer' to be awarded in Celebration Assembly each week. Children will be selected for their standard of writing for any work throughout the curriculum focusing on either the structure, content or presentation of their work.





Composition, Grammar and Punctuation

Using assessment, teachers ensure that prior learning is considered, revised and expected in all writing. Age-related objectives are used from the 'English Long Term Plan'. These objectives are all addressed several times across a term.



Teachers analyse texts used for teaching to plan the specific skills to be taught
Writing objectives are used in cross-curricular writing and skills taught in English are expected to be used in all writing.

Clear and precise vocabulary and definitions are used to talk about grammar for writing. It is

essential that children can identify as well as explain the correct terminology. They should be taught the purpose of all aspects of grammar in use and explore how they can be used to achieve different purposes. The following planning structure for writing should support this:

Lesson plans should ensure that VGPS is taught within lessons:

VGPS starter:

Choose the correct possessive pronoun to complete the sentence.

My brother won't share the sweets; he says they're ____.



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Vocabulary

Teachers identify vocabulary from texts to teach explicitly. For wider curriculum areas, topic specific vocabulary is highlighted in Long Term and Unit Planning. All vocabulary instruction allows children to explore the morphology and etymology of words, including building word families.

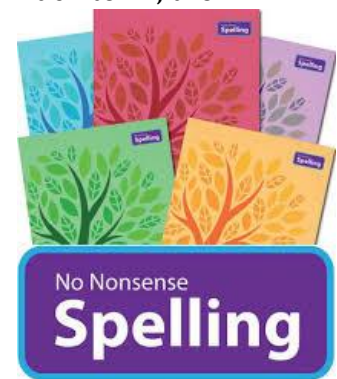
Children are exposed to sophisticated language regularly through texts and adult modelling; they are encouraged to replicate it in their speech and writing. New words are referred to repeatedly so that it becomes embedded in the children's own vocabulary.

Vocabulary teaching is progressive and systematic: words which are challenging for the age of children are introduced on a weekly basis. These are discussed, defined and used frequently. All children should know their meanings and be encouraged to use them. These should be words particularly useful for the week's writing unit, although they should be tier two words and not subject-specific words. These words remain on display and are added to. Elsewhere in the room, subject-specific vocabulary should be displayed and referred to.

Spelling

In years 2-6 the No Nonsense Spelling scheme is used to plan from. Each term, the medium term plans are used and additional sessions planned for. These additional sessions may also be used to address any gaps and weaknesses from previous year groups' content. Plans and resources are adapted and annotated to suit the needs of the class in order to provide 5 x 15 minute lessons per week.

Children are sent home word lists including words following the week's taught spelling pattern, alongside common exception words from the year group word lists (NC). These spellings are then tested through dictations at the end of the week, including unlearned words in which they must apply the taught spelling rule. These dictations also test the application of punctuation expected of that age group. They are to be recorded in the English book either at the start or end of the day's writing, under the same date. The children are given a score and these are recorded on a class chart and next week's word list to inform parents. Low scores and those that do not improve are addressed through conversations with parents and additional support. Children also complete a Rising Star Spelling test each half term.



In writing in any subject, common exception words and taught spelling patterns are addressed (see marking of spelling guidance). Feedback and marking demonstrate that basic errors are addressed requires children to act upon their spelling mistakes. Verbal and written feedback encourage children to apply their taught knowledge of spelling patterns.



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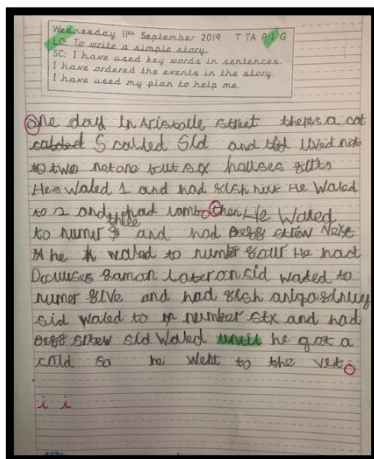
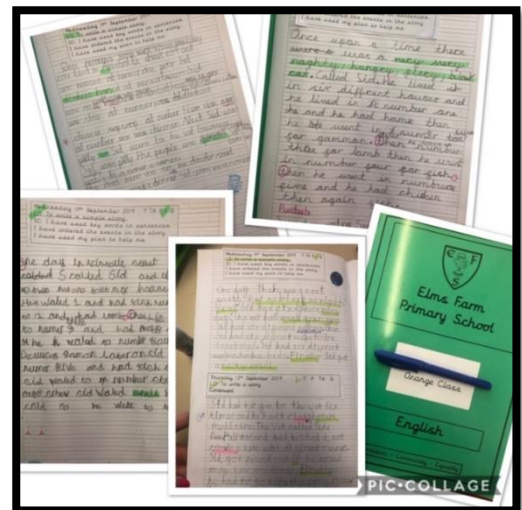
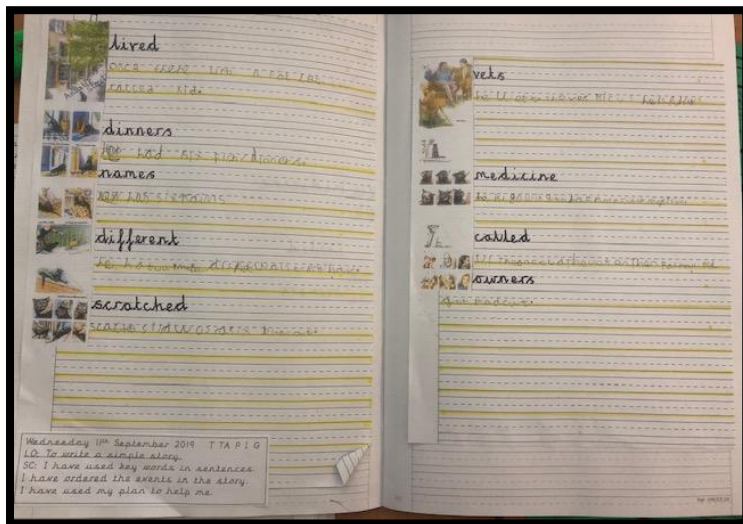
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Handwriting

Children are taught correct letter formation including sweep ups ready for cursive writing from EYFS. Where possible the font *CCW Cursive Writing 19* should be used to produce resources and displays. Teachers should model this handwriting on the board and when giving written feedback. When children are able, they should be encouraged to join their writing. When this writing is consistent, neat and fluent they may use a blue handwriting pen.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



All exercise books are available with a progressive line guide. Teachers should assess pupils' handwriting to provide the correct line guide for all subjects. Teachers will assess when children can progress onto different line spacing with the aim for all pupils to use EX04 by Year 5.

The appropriate line guides should be used for handwriting practise.



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Examples of recording

Year 2

Wednesday 11th September 2019 T T A P I G
 LO: To write a simple story.
 SC: I have used key words in sentences.
 I have ordered the events in the story.
 I have used my plan to help me.

One day in Aristotle street there is a cat called Sid and Sid used not to two houses but six houses. He walked 1 and had fish next He walked to 2 and had ^{three} lamb. Then He walked to number 3 and had ~~egg~~ steak. Next He he walked to number 4. He had Donuts. Then later on Sid walked to number 5 and had fish and ~~steak~~ ^{steak}. Sid walked to number six and had ~~egg~~ steak. Sid walked until he got a cold so he went to the vet.

i i

Friday 7th June 2019

Alma

The building wasn't so enticing, she had turned away at the last second, she hadn't let her curiosity take over, the consequences wouldn't have been so ^{dire} ~~big~~.

All the roofs were ~~covered~~ ^{adorned} with snow. Snow had blanketed the cobble roads. Snowflakes blew in the wind, as light as a feather, ready to land and make the cities happy once again. A wandering girl skipped and pranced past all the goctory-like homes and schools. She explored through the snow and played with the blankets of snow while wearing ~~peach~~ ^{peach} brown gloves. Alma hugged her arctic-blue bodywarmer closer to her, and Alma put her cyan ~~hat~~ ^{hat} on. Scanning her surroundings, Alma looked for something to do. Then something caught her eye. A blackboard.

Happily, she walked for ^{the} up over to blackboard, full of names all shops and sizes. Glancing upward, she was in sheer amazement of how ~~many~~ ^{many} names had been written down. Rapidly, Alma rumaged through her ~~poor~~ pockets in hope of finding a piece of chalk. "Had that always been there?" she thought while pulling a small piece piece of chalk out of her pocket. Tip-toeing, Alma wrote on the wall: "Alma".

Admiring her work, she turned around to be faced with a shop. A had ~~over~~ ^{over} filled the streets. Strangely, the shop seemed to resemble an animal head with its mouth closed. ^{curiously} ~~curiously~~, Alma observed a wide selection of doll dolls - all sizes and splendour. Eventually, Alma noticed a doll that looked just like her. Blonde hair, green eyes, and her gull alive was worn by the doll proudly. Quickly, she pulled on the door handle in an attempt to enter the shop; it wouldn't budge. Stomping, Alma walked ~~off~~ ^{off} in a puff. Then, the door cracked open.

Year 6



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Feedback and Marking

'Cold Tasks'



Whole Class Assessment Feedback			
Unit:			
Year group:			
Date:			
Text type features <i>**To be added for the specific text type</i>	Overall Cohesion •Structure e.g. Beginning, Middle and end •Paragraphs or sections •Narrative, perspective or viewpoint •Overall impact on the reader?	Grammar •Connective language •Sentence structure, pronouns, use of tenses	Presentation Handwriting to be addressed: letter formation/joins
		Common Spelling Errors	Unacceptable Errors (relevant to previous teaching)

Prior to planning, pupils will complete a 'cold task' in line with the Talk for Writing sequence. Writing will be assessed using the 'Whole Class Assessment Feedback' to ensure that planning addresses pupils' needs.

This should be handwritten whilst assessing pupils' work. It should then be shared with pupils and linked to the class' 'Unacceptable Errors' focus.

Whole Class Feedback sheets should m,/.....hbe kept as a record of progress in English folders.

Teachers are expected to use appropriate feedback during the lesson. They may record this using the codes provided. Feedback should be effective in ensuring pupil progress throughout a lesson or unit of work. It is recognised that live feedback in addressing errors and misconceptions is the most effective.

LOs are highlighted in either pink (working towards the objective) or green (achieved the objective). It is recognised that children may be working towards an objective over a period of time. The teaching sequence should be clear to ensure that any objectives that are highlighted pink are developed so that they can eventually be highlighted in green.

Codes are used to inform children of errors. Children are expected to correct errors in purple pen (unless drawing in maths). If children make repeated errors or if there is a bigger misconception that needs addressing, this should be done through conferencing, verbal feedback or TA intervention.

Pink highlighter can be used to direct children to errors, particularly for lower attainers, who may need more guidance.

Praise for work done well including stamps, stickers, Dojos and comments can be used at the teacher's discretion.






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Marking Codes

Code/ instruction	Meaning
P	Punctuation missing- can be used in conjunction with other punctuation symbols
Aa	Capital letter check
//	New paragraph
	Finger space
^	Missing word or letters
SP	SP use for words they should know. Teacher to write out word if it's new vocabulary. Please see examples below.
HP	Homophone
WW	Wrong word/ replace word
T	Tense change
<i>dog</i>	Letters on the line
VF	Verbal feedback given
	Conferencing time
ST	Supply teacher
TA	Teaching assistant led
PA	Peer assessed
G	Group work
	Teacher led
✓	Correct/ good example
X	Incorrect
✓C	Corrected
<i>Teacher should model at the bottom of the work for children to imitate.</i>	Letter formation/ joins Number formation





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Marking of spelling

As with all marking and feedback, the spelling prompts should be selected at the level of need the child has for that type of error. For example, a child may only need a prompt to check a vowel sound in a HFW but need to be given the correct spelling of a new topic word. Confident and able spellers should have the scaffolded approach removed as soon as they are able to notice their own errors: the prompts should become vaguer for familiar vocabulary quickly.

Child self-corrects	
Teacher prompts	Check SP.
Teacher provides a more specific prompt	Check SP for homophones/ suffixes/double consonants.
Teacher places SP in the margin on the line of the error; child locates and corrects the error (could indicate the location by carefully placing SP)	SP Once upon a tim there lived
	SP a girl who liked the seeside
Teacher identifies the word with the error using a pink line; the child corrects using purple pen.	SP Once upon a <u>tim</u> there lived
Teacher identifies the incorrect part of the word using pink and child corrects using purple pen.	SP a girl who liked the <u>seeside</u>
Teacher identifies the error and spells the word correctly for the child to copy.	SP a girl who liked the seeside.
	SP: seaside x3

Assessment

Teachers use a single assessment sheet per pupil: one for writing and one for reading. These are updated regularly and used to make judgements on children's progress and attainment at the end of each term. Writing is moderated within and across phases in school and externally within the local network. Regular pupil progress meetings are held with SMT to review progress in books.





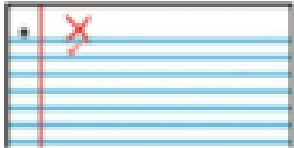







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Presentation

The expectations for the presentation of all books are clearly shown on the inside cover. Rubbers should only be used for drawing. Teachers demonstrate high expectations across all subjects.

Presentation Rules	
	I will write the full date on the first regular-sized line on the page or 2 lines after my last piece of work.
5 th September 2019 LO:	I will underline the date and title neatly.
	I will use a ruler and pencil to draw all lines, including labels.
	I will use neat, cursive writing at all times, joining when I am able.
	I will not leave pages or big spaces in my book.
	I will glue sheets in carefully, using the lines as a guide.
	I will use a sharp pencil or handwriting pen for written work or purple pen for editing or marking.
	I will put one neat line through any mistake I make.
	I will draw diagrams and pictures on plain paper to be stuck in.

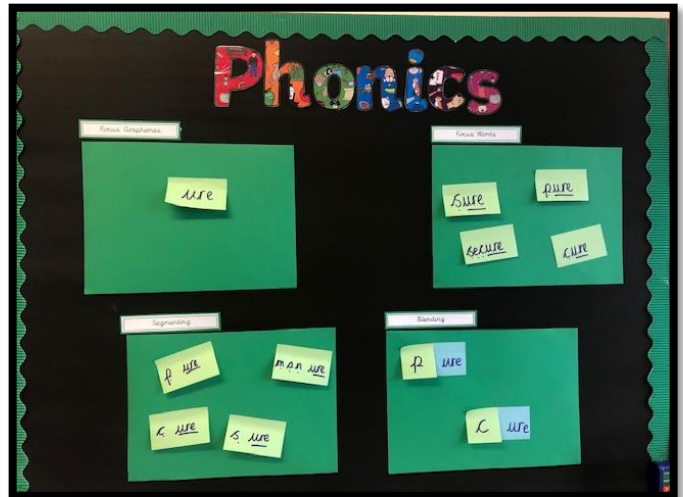
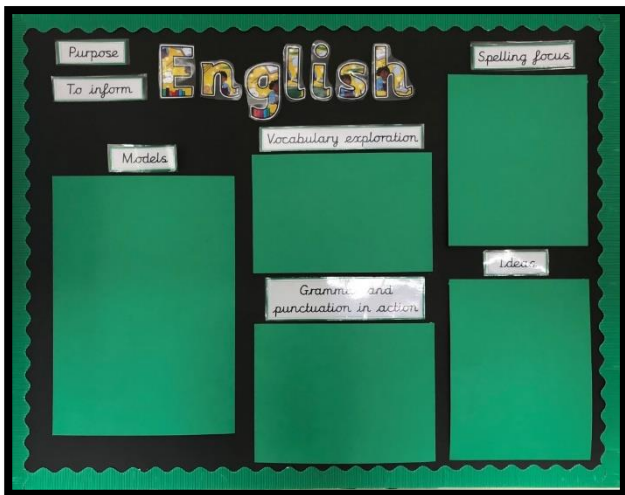


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Display

All English displays should be used as working walls to reflect current learning, including aspects that will support children in their independent writing. Colours, headings and layout should be based on those in the picture below.

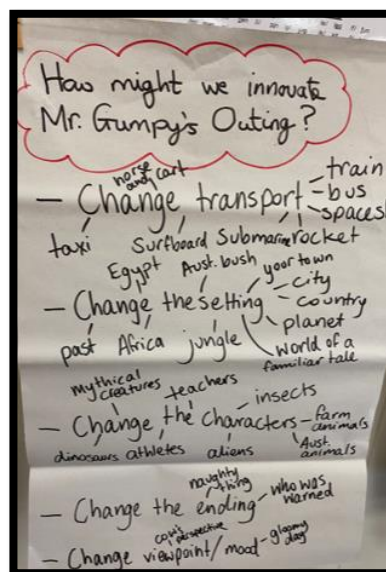
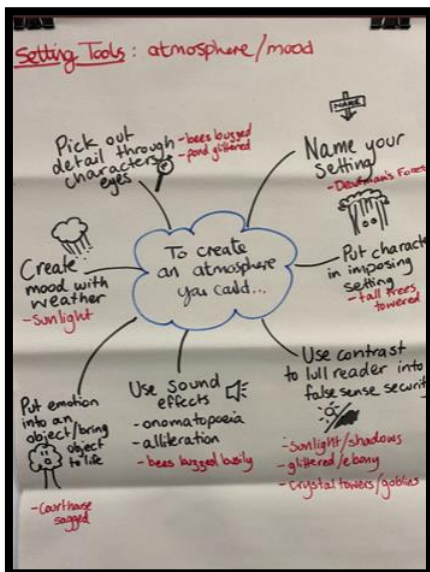


Phonics displays should be used in EYFS & KS1 classrooms

Writing should be typed or handwritten using the school font. Hand written words or phrases are modelled on handwriting sentence strips.

Words of the week are displayed used in context and renewed every week. Previous words should be kept on display.

Every child should have an opportunity for their English work to be displayed and celebrated.



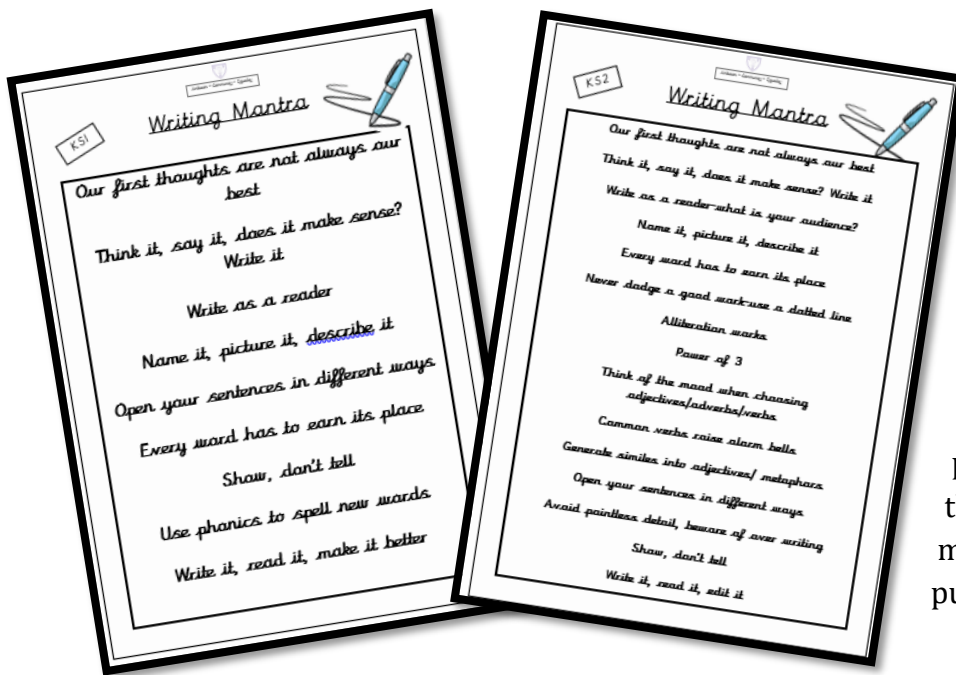
Story maps, toolkits and imitation flipcharts should also be displayed as unit teaching progresses.



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Writing Mantra

The Writing Mantra is displayed in the classroom and referred to before and during the writing process.

Teachers may highlight a particular focus area for the class, or use the mantra to guide or reward pupils in feedback.



Reading Skills

The 'EFPS Reading Skills' poster is displayed in each room and referred to in reading lessons as appropriate to the year group.



Imitation

The school uses a specific bank of actions to support pupils to internalise texts during the imitation phase. These are displayed in each classroom to support this stage and for consistency across the school.

Book Corners



Book corners are engaging and inviting places that promote a love of reading.

Each class has their own 'EFPS Reading Spine' for children to borrow amongst a selection of wider reading materials. Books part of the reading spine must be signed out by pupils.

A shelf in each book corner should also display the topic linked texts for the focus topic and changed accordingly. They should be kept in an orderly way that reflect a love and respect for books.