



Alexandra Park Junior School

Writing at Alex Park



Intent



At Alexandra Park Junior School we believe that all pupils are entitled to a rich, broad and balanced curriculum. We have devised long term planning that is linked with both foundation subjects and high quality texts. We use inclusive teaching strategies, underpinned by assessment for learning strategies, with the aim of providing teaching and learning that is well matched to pupils' needs.

At Alexandra Park Junior School we believe we can minimise the impact of the following barriers to learning through our approach to teaching and learning in writing:

- * We provide children with rich, shared experiences within the classroom and enrichment opportunities to minimise the impact of pupils' limited experience of the world so that there is an equality of opportunity for all to write purposefully.
- * We provide a range of speaking and listening activities (including drama, word aware, activities and opportunities to share and present their learning) to support our EAL and INA learners.
- * We make links to high quality and age appropriate texts in order to expand our children's vocabulary and experience of books. These texts are also linked with foundation subject learning, so that pupils can acquire subject specific vocabulary.
- * We use strategies based on assessment for learning to support the transition from Infant school to Junior school, and also to provide learning that is well matched to the needs of those who are inwardly mobile.
- * We aim to use inclusive teaching practices and provide personalised learning to support pupils with special educational needs.

Intent - Long Term Plan



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	Year 3	Year 4	Year 5	Year 6
Autumn 1	Letter <u>Non Chronological</u> Report	Information Text Character Description	Explanation Text Science Fiction Story	Poetry Short Story Recount
Autumn 2	Setting Description Diary	Instructions Letter Performance Poetry	Diary Balanced Argument	Mystery Story Balanced Argument Persuasion
Spring 1	Mystery Story Recount	Setting Description Battlecry	Character Description <u>Non Chronological</u> Report	Newspaper Report Short Story Instructions
Spring 2	Persuasion Poetry	Poetry Adventure Story	Myths and Legends Poetry	Character Description Setting Description Explanation Text
Summer 1	Explanation Text Character Description	Historical Story Diary	Persuasion Performance Poetry	<u>Non Chronological</u> Report
Summer 2	Scary Story	Explanation Text	Recount	Arabian Tale Poetry

Intent - Retrieval



We use retrieval activities that will be completed at the start of every English lesson. These activities focus on spelling, punctuation, word class and sentence level objectives. They are specifically designed to target gaps in learning and address common misconceptions. These will ensure that pupils will 'learn more and remember more.'

English Retrieval



1. Complete the sentence with the correct spelling.

Amar _____ his teddy a hug.
gave gave gave gaf

2. Circle the *adjective* in the sentence below.

The tree was taller than the house.

3. Add one *exclamation mark* in the correct place below.

Our school play was amazing I loved the costumes.

4. The sentences below have their punctuation marks covered.
Which sentence is a *question*?

I have finished my puzzle.
Find me a new puzzle.
Where is my puzzle?
What a tricky puzzle this is.



Year 3 Autumn Week 1 Day 2

Implementation



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At Alexandra Park Junior School we aim to ensure an equality of opportunity for pupils to learn by minimising the variability of the quality of provision. We recognise both the need for consistency of approach to teaching writing whilst also recognising the need for flexibility so that teachers can exercise their professional judgement to match learning to children's needs.

Therefore we have an aligned approach to the teaching and learning of writing. That is, where some aspects of our approach are tight (this means that particular features must be taught as part of every 2/3 week writing sequence) and some are loose (there is some flexibility about how and when other features are taught, based on AFL and teachers' professional judgement). This may result in some differences in provision and/or teaching sequence seen in each class within the same year group (to meet pupils' individual needs).

Sequence of teaching



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In each planning sequence there must be:

- * Drama/speaking and listening/shared experience/educational visit/hook so that no pupils are disadvantaged by their lack of experience of the world. *This can sit at different points within the sequence to best fit the extended piece of writing, for example it may be appropriate to teach discrete grammar lessons first so that children can achieve the success criteria.*

- * Reading as a writer/ WAGOLL - Deconstruction of a WAGOLL in order to develop knowledge and understanding of new vocabulary, support language acquisition, and support children to understand the key features of a particular genre. It is expected at this stage that the children use this session to take increasing ownership of the development of a success criteria for writing. *This can be an extract, chapter or whole text and can be taught within the reading lesson.*

- * Vocabulary development so that children have an opportunity to share their vocabulary ideas and collect words/phrases from others to apply in their own writing. This allows the teacher to address where vocabulary is used inappropriately, e.g. for a simile: as angry as a fox. *This can be moved around the beginning of the sequence but must NOT be after the shared writing. Vocabulary development can be done more than once as appropriate according to the need of the genre and context for writing.*

- * Discrete grammar lessons - minimum of 1 per week. Teachers must use the Progression of Skills document to identify which objectives to teach, which ensures full coverage of the Key Stage Two curriculum. It is expected that the majority of grammar work is linked to the genre being taught and/or the topic. *This can sit at different points within the sequence to best fit the extended piece of writing, there may be more than the equivalent of one per week in order to teach or reinforce objectives not previously secured.*

Sequence of teaching



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- * There will be opportunities to develop pupils' vocabulary and knowledge of the key features of genres through shared writing and modelling opportunities. It is expected that teachers use inclusive teaching strategies that increase pupil participation especially ensuring that the most vulnerable pupils are actively participating in the sessions), that these sessions are differentiated to ensure that the modelling and shared writing is closely linked to success criteria (based on AFL) and pupil need and that these sessions are not disproportionately led by teaching assistants for the most vulnerable pupils. *The full genre piece need not be modelled, it may be more appropriate to model/ produce a shared write of a shorter section.*
- * What is important is that the modelling and shared writing is closely linked to the success criteria, for example the inclusion of a rhetorical question into an introductory paragraph.
- * Spelling is taught in separate, discrete sessions which will be matched to pupil need through streamed groups across the year group. This will cover the Key Stage Two curriculum. Teachers will make explicit links from this discrete session to extended writing sessions.
- * Handwriting - this will be taught at a minimum of twice a week in discrete timetabled sessions. *Additional practice will be done in books across all areas of the curriculum promoting high standards in books.* There will be half-termly competitions to raise the profile of handwriting and winners displayed in the school.

Sequence of teaching



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- * A session to plan an extended piece of writing with particular elements of the plan linked to specific success criteria (based on AFL/ Target tracker gap analysis). *It may be appropriate to plan and then write shorter sections, for example an extended piece of narrative writing.*
- * An extended piece of writing - this should be largely independent with teachers and teaching assistants mainly used to provide high quality feedback to move learning on and set next steps for learning within the session. There should also be opportunities for children to self assess against differentiated success criteria as part of the lesson so that they can improve their work during the session. This piece will be assessed using the target tracker statements. *It may be appropriate to plan and then write shorter sections, for example an extended piece of narrative writing.*
- * Opportunities to edit and improve - these are based on the success criteria. Pupils will use purple pens to edit and improve their work. The skills of editing are discretely taught as part of the unit of learning. *It may be appropriate to edit and improve shorter sections as they are written, for example a non-chronological report.*
- * Opportunities to share learning in order to create purposeful writing experiences. *This can be in any form that encourages a celebration of success, an opportunity to perform, opportunity to present their work in different ways and opportunities to verbalise newly acquired subject specific/technical vocabulary. For example, a poetry slam, entry into a competition, green screen presentation.*

Impact



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There is a clear expectation that all classes are making progress towards achieving age related expectations. All objectives used in TLC and S2S must be taken from Target Tracker to support accurate assessment and develop children's understanding of grammatical terminology.

Progression of both knowledge and skills across the Key Stage secures pupils' understanding of the key objectives, as well as promoting independence. We believe that our writing curriculum lays solid foundations for our pupils to build on as they move in to Key Stage 3.

Impact will be measured through 'spotlights' three times a year which will include :-

- book scrutinies
- planning scrutinies
- learning walks
- lesson observations and pop-ins
 - staff and pupil voice
- data analysis (4 times a year)

Impact - examples of progress

Year 3



Alexandra Park Junior School

Alexandra Park Junior
School,
Brook Lane,
Gladwin,
DL82 8E
Thursday 30th September 2021

Dear Mrs Seabright

Hello I am seven years old my birthday is in March. I have a pet rabbit. I'm in class 2 and my teachers name is miss Joyles. What are you good at.

you Sincerely Labini

Friday 20th May 2022


How to cook a stone age food

Introduction

Have you ever wondered how Stone Age people cook? Stone Age people use fire to skin the animal skin and cook the meat. Did you know if you are eating butter, you just cook like a Stone age person. If you read this guide, you can cook like a Stone Age person.

Why did Stone Age people hunt and gather?

What a fantastic discovery what Stone Age people hunt and gather. They needed to hunt and gather for many reasons. During the prehistoric period people used their jaws to eat food. They had powerful muscles. Now they can keep animals for food. What do you like to learn how to hunt and gather.



Impact - examples of progress Year 4



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Venerable 2nd 3rd/4th/5th year

How to make a bath bomb

How to make a bath bomb

Do you know what a bath bomb is?

Do you know what a bath bomb is?

How we make a bath bomb

When we make a bath bomb

It's a bath bomb

Do you know what a bath bomb is?

Do you know what a bath bomb is?

Do you know what a bath bomb is?

V.F

Tuesday 21st November 2020

How to make a bath bomb

Do you want to be in a relaxing bath? Well if you do you can make a bath bomb

You will need

1 big bowl

1 whisk

1 Jar

1 tea spoon

1 tablespoon

Water

Sodium bicarbonate (1 cup)

citric acid (1/2 cup)

Epsom salt (1/2 cup)

Essential oil

olive oil / Diethylsiloxane

Method

1. Get all your ingredients.

2. Next put bicarbonate soda into your bowl.

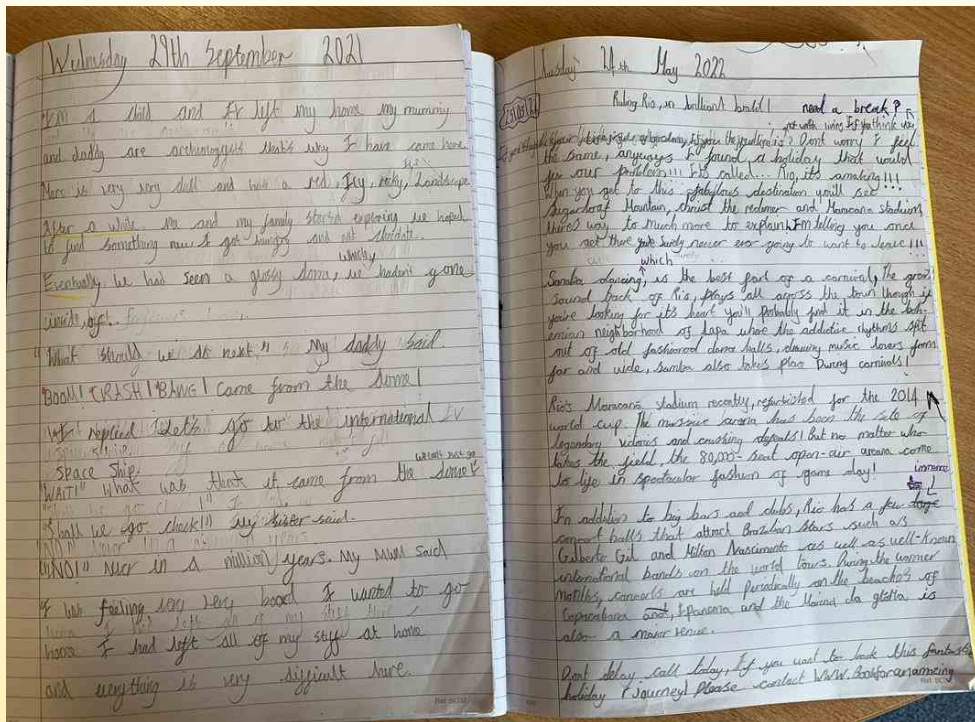
Now get (1/2) cup of citric acid.

Put it in the bowl and mix it.

Impact - examples of progress Year 5



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Impact - examples of progress

Year 6



Tuesday 8th September 2020

Tip: Can I discuss ideas, events, structures, issues, characters and plots of different stories?

[illegible]

Friday 27th November 2020


Tw: Carved on?

On the Contrary, ^{people} ^{murder} who murders other human beings,
(in the Tudor period) they would receive a unpleasant
retribution. However, ^{human} ^{is calling} ^{the} ^{and} ^{not} ^{for} ^a ^{life} ^{long} ^{prison} ^{sentence} ^{to} ^{be} ^{sentenced} ^{to} ^{die} ⁱⁿ ^{prison}. But is
these crimes reduced from individuals?

Impact - from Year 3 to Year 6



Alexandria Park Junior School



name is Rizwana Kausar and my
dads name is Tahir Ahmed. My
birthday is in November 11th.

Friday 5th October 2018

All about me

My name is Rith Rabin and I
was born on 2010. My big sisters
name is Zahra and my mum and dad
were glad to have me. My town and


Tuesday 24th April 2022

What I will write a set of instructions?

What is a heart? How to dissect a lamb's heart

What comes to mind when you think of a heart? Do you think of
a lion shaped heart or a large pool of blood? Did you know that in people
around the body by the heart so it is the most important muscle. Read on
to find out more...

Top Tip	
Wrap the bin liner around the edge of the table to secure it.	



You will need:

- a scalpel (beware they are very sharp)
- gloves (disposable)
- an apron
- Bin liner
- Paper towels
- Head (wears or shaver)

Instructions:


Before you begin ensure you are safe with the sharp equipment and
equipment.

1) Firstly place a bin liner on the table. That is where you will place
the heart.

Impact - from Year 3 to Year 6



Alexandra Park Junior School



My life

Early life

I was born in February 2011 in Oldham. My mum's called Isha, my dad's called Idamdeen. I have 3 brothers and 2 sisters. Including me there's 8 in the house Altogether. My house was rebuilt in 2017 and now it's much better than school life. I'm glad that, etc - school also. My mum's called Isha.

Wednesday 16th February 2022

The Adventure!

As we are travelling to the park, Bilal - my brother - is playing on the iPad. We are going on a picnic. I am sitting at the back with my annoying brother and my sister (who is always on her phone). "It is such a nice, beautiful day today," my mum said. "The sun is shining, glimmering on me," I ~~not~~ replied.

A few moments later, we arrived to the park, took our picnic food out and sat on the green grass. After we had our lunch, we went to explore the place. "What a stupendous place!" Katie (my sister) exclaimed. In the corner of my eye, I saw a hole in the ground: slowly, I go closer and closer... Suddenly, I got pulled in. Scared, terrified, petrified, I screamed "Help!" but then

Recovery objectives
Retrieval objectives
Main objectives

Progression Year 3



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Year 3 Writing Progression

1. Year 3 Autumn 1 - Letter (3 weeks)

Composition Task Structure	Sentence Construction	Word/language	Punctuation	Terminology
Introduce: Features of a letter (link with reading)		Use suffixes: -ss, -ed in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, neatly; bigger, bigger.		Conclude: -finger space -letter -word -sentence -full stop -capital letter -question marks -comma for 2A sentences -adjective -noun
Introduction Senders address and date. Appropriate greeting. Reason for writing to recipient.	Rhetorical questions used to engage the reader.		Question marks	-verb -preposition Introduce: -Prefix -Suffix -Homophone -Paragraph -Heading -Subheading -Edit -Evaluate -Want finally -Present perfect -Comma -Preposition -Conjunction -Clause -Subordinate clause -Direct speech -Consonant -Vowel -Inverted comma -Exclamation -Bullet point -Colon
Middle Section Chatty, informal expressions and style Paragraphs to organise ideas around a theme: reactions to events, details of events. Feelings Questions Past tense First and second person	Consolidate from YR2 KPI Use present and past tense mostly correctly and consistently Consider what he/she is going to write before beginning by anticipating what he/she wants to say; sentence by sentence. Introduce: 2A sentences e.g. The glamorous, intelligent princess kissed the grotesque, ugly frog. (Expanded noun phrases)	Consolidate from YR2 KPI Combining comparisons (FANBOYS) e.g. and, or, but, as, for, nor, yet. Subordinating conjunctions e.g. if, after, before, although, until. Introduce: Boastful language: magnificent, unbelievable, exciting.	Consolidate from YR2 KPI Use commas to separate items in a list. Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.	
Develop Ending A complimentary close. What 4 Sentence e.g. What a lovely time we had!		Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following in conversation with the teacher	Proof read for punctuation (full stops, capital letters for proper nouns, commas for lists, question marks, exclamation marks).	

At Alexandra Park we have written our own personalised curriculum to meet the needs of our pupils.
This is an example of one of our genres taught in Year 3.
Each genre is linked to the topic to create a purpose for writing.

Recovery objectives
Retrieval objectives
Main objectives

Progression Year 4



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1. Year 4 Autumn 1 - Mystery Story (3 weeks)

Year 4 Writing Progression

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: Features of a story (link with reading) to learn from it's structure and vocabulary. Secure use of planning tools: story map/ grid/mountain to discuss and record.</p>		<p>Spellings: spell words with endings sounding like 'sh' and 'ch' e.g. treasure, measure, picture, nature.</p>		<p>Conclude: - finger space - letter - word - sentence - full stops - capital letter - question marks - commas for 2A sentences - adjective - noun - verb - pronoun</p>
<p>Introduction Plan opening around character, setting, time of day and type of weather.</p>	<p>Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glittering in the sunlight.</p>		<p>Commas</p>	<p>Introduce: - Prefix - Suffix - Homophone - Paragraph - Heading - Subheading - Edit - Evaluate - Word family - Present perfect - Comma - Preposition - Conjunction - Clause - Subordinate clause - Direct speech - Consonant - Vowel - Inverted commas - Exclamation - Bullet point - Colon</p>
<p>Middle Section: Paragraphs to organise ideas into each story part.</p>	<p>Conclude Year 3 KP1s: Compound sentences using coordinating and subordinating conjunctions (BOBs) Fronted adverbials Complex sentences using main clause and subordinate clause Short sentences to create effect and build tension. Ing, ing, ing sentences Hopping, skipping, jumping, he made his way to the park. Prepositional phrases to start a sentence. Introduce:</p>	<p>Conclude Year 3 KP1s: Coordinating conjunctions e.g. and, or, but, so, for, nor, yet. Subordinating conjunctions e.g. if, after, before, although, until. Figurative language: similes, and metaphors. More specific vocabulary to add detail e.g. Drops of rain pounded on the corrugated tin roof (expanded noun phrases). Prepositions: next to; by the side of; in front of; throughout; because of. Introduce:</p>	<p>Conclude: Use of commas to separate clauses in a sentence. Use of commas after fronted adverbials. Use of commas in lists Use of inverted commas for direct speech. Introduce:</p>	
<p>Extended vocabulary to introduce 5 story parts: Build Up - build in some suspense towards the problem or dilemma Problem/dilemma - include detail of action/ dialogue Resolution - should link with the problem Past tense, third person</p>	<p>Ending - clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>	<p>Up levelling chosen vocabulary. Proof read for spellings, using a dictionary to check spellings.</p>	<p>Proof read for punctuation (particularly inverted commas and apostrophe for contraction).</p>	

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This is an example of one of our genres taught in Year 4.
Each genre is linked to the topic to create a purpose for writing.

Recovery objectives

Retrieval objectives

Main objectives

Progression

Year 5



1. Year 5 Autumn 1 - Newspaper report (2 weeks)

Year 5 Writing Progression

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
Introduce: Features of a newspaper report (link with reading). Consolidate: Secure use of planning grids.				Introduce: - morphology - Etymology - Adverbials - Excludes - Edit - Consider - Brackets - Dashes - Commas
Introduction: Headline	Introduce: The main idea - short, catchy, not necessarily a sentence, might use abbreviation, alliteration or puns.		Commas	
Middle Section: Lead paragraph - The main facts, the report in brief. Must include SWs.	Consolidate Y4 KP1a: Varyity of compound and complex sentences using main clauses, subordinate clauses using sentence types to support Eng. ing. ing sentences: Ad, some ad sentences: 2 lead - 1, fronted adverbials.	Consolidate Y4 KP1a: Use standard English forms for verb inflections instead of local spoken forms, e.g. we were instead of we was, or I did instead of I done.	Consolidate Y4 KP1a: Use of commas to separate clauses in a sentence.	Consolidate Y4 KP1a: - Ambiguity - Performance - Suffices - Prefixes - Clause - Relative clause - Subordinate clause - Main clause - Cohesion - Parenthesis - Modal verb - Relative pronoun - Bracket - Dash
Main paragraph - More details of SWs (specific factual detail)	Similar to short sentences.	Use fronted adverbials, e.g. Later that day, I heard the bad news.	Use inverted commas and other punctuation to indicate direct speech, e.g. The conductor shouted, 'Get down!' - a comma after the reporting clause and punctuation within inverted commas.	
Main paragraph 2 - More details including reactions.	Introduce: Double by ending sentences. Ends with 2 adverbs of manner. First part of this sentence type ends in a verb. Two adverbs of manner are then added to add precision to the sentences. e.g. The worried people ran quickly and purposefully.	Understand the difference between plural and possessive.	Exclamation marks Question marks	
Sources - comments and quotes by witnesses or the people involved about the events.		Introduce: Use of quotations - direct and reported speech.	Apostrophe for contraction and possession.	
Third person, past continuous/progressive				
Consistently maintain viewpoint.				
Ending - summary clear at the end to appeal directly to the reader.	Excludes and edit by ensuring mostly consistent and correct use of tenses throughout a piece of writing.	Proof read for spelling and punctuation errors, including the use of the apostrophe for possession, apostrophe punctuation and use of the comma for fronted adverbials.	Proof read for punctuation (Direct speech).	

At Alexandra Park we have written our own personalised curriculum to meet the needs of our pupils. This is an example of one of our genres taught in Year 5. Each genre is linked to the topic to create a purpose for writing.

Recovery objectives
Retrieval objectives
Main objectives

Progression Year 6



Alexandra Park Junior School



Alexandra Park Junior School

Year 6 Writing Progression

1. Year 6 Autumn 1 - Poetry (2 weeks)

Composition Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Consolidate (from year 5): Features of poetry and songs (link with reading). Use of models of similar writing for own composition.</p> <p>Introduce: Offer examples where a writer uses a well-chosen word or a language effect.</p>		<p>Spelling:</p>		<p>Consolidate:</p> <ul style="list-style-type: none"> - Suffix - Prefix - Homophones - Dialogue - Atmosphere - Cohesion - Cohesive devices - Tense - Dash - Bullet points - Antonym - Synonym - Commas used to list adjectives - Informal speech - Subject - Object - Ellipse - Perfect form of verbs
<p>Look at variety of poetry and song structures.</p> <p>Use a variety of structures to develop own poems.</p> <p>Person and tense varying, consistent throughout.</p> <p>Written in perfect/progressive past or present tense, variety of first and third person pronouns, informal style.</p>	<p>Consolidate KPIs (from Yr5): List sentences No less than three and no more than 4 adjectives before the noun. Try to combine with alliteration. e.g. It was a dark, long, leafy lane</p> <p>Starting sentences with similes.</p> <p>What 'I' sentences Begin with the word 'what' followed by an adjective E.g. What a lovely place!</p> <p>Personification of weather sentence Introduce:</p>	<p>Consolidate KPIs (from Yr5): Contracted verbs</p> <p>Powerful verbs for effect</p> <p>Figurative language: similes, metaphors, expanded noun phrases, personification, comparative/superlative adjectives, and alliteration.</p> <p>Correct subject and verb agreement when using singular and plural. Introduce: How words are related by meaning as synonyms and antonyms.</p>	<p>Exclamation marks</p> <p>Apostrophes to punctuate contraction and possession.</p> <p>Use commas to clarify meaning or avoid ambiguity Introduce:</p>	<p>Introduce:</p> <ul style="list-style-type: none"> - Semi colon - Colon - Hyphen - Active - Passive - Shift in formality
	<p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing</p>	<p>Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity</p>	<p>Proof read for punctuation.</p>	

At Alexandra Park we have written our own personalised curriculum to meet the needs of our pupils.
This is an example of one of our genres taught in Year 6.
Each genre is linked to the topic to create a purpose for writing.

Our next steps



- *Embed consistency across all year groups in following all aspects of the policy by inducting new staff through a programme of support and coaching.
- *Embed setting of individual targets for pupils to work on and review these regularly.
- *Continue moderation of writing within year groups to share best practice.
- *Plan writing units using the gap analysis from target tracker to cover gaps in learning in Autumn term and Summer term.
- *Embed a whole school approach to the teaching of spelling, handwriting, editing, vocabulary development.
- *Develop pupil's skills in vocabulary, grammar and punctuation.

Displays



Every year group has a display where published pieces are presented.



This promotes the high standards expected in writing.



Displays



Each class has an English working wall.

Prompts, word mats, vocabulary boards and shared writing is added throughout the teaching of a genre.

Children can then use this wall as reference to support independent writing.

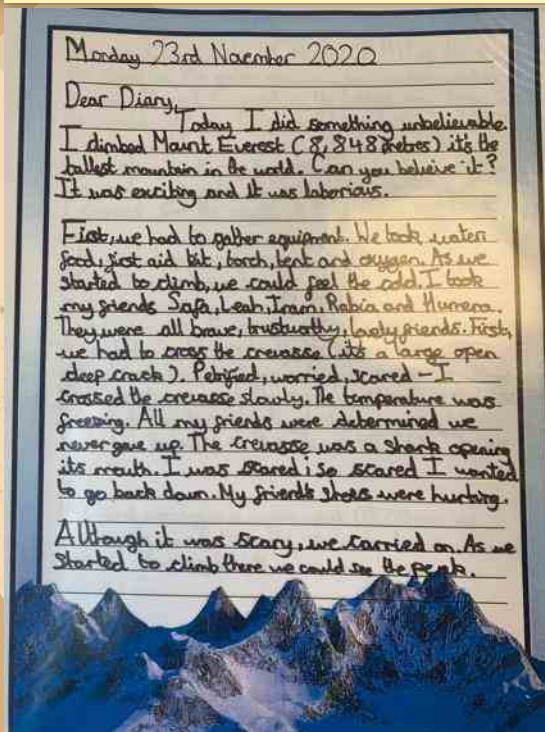


Displays

Each week, a different year group takes part in a handwriting competition. This is a time where children can focus purely on their handwriting and presentation. Those who have improved the most are celebrated and handwriting pens awarded to those ready to have one. These positives are shared in assembly to promote the high standards expected.

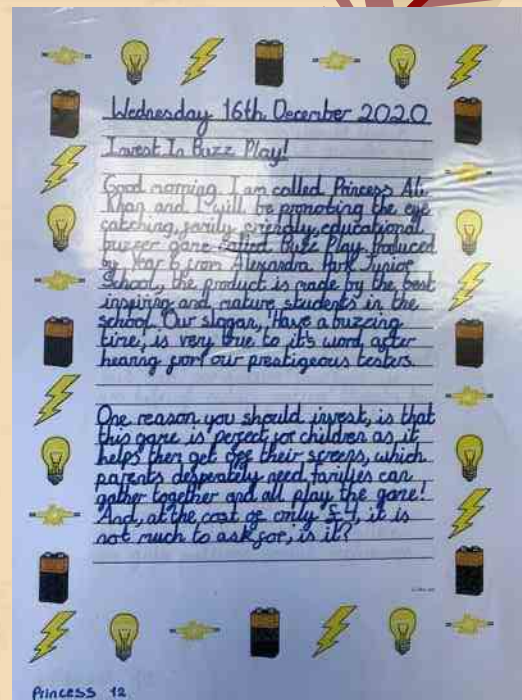


Star writing folders



After completing an independent piece of writing for each genre, children are given time to 'publish' their work. These published pieces are assessed and kept in a 'Star Writing Folder'. These folders are shared with children and parents throughout their journey at Alex Park so they can see their progression and reflect on their learning.

Parents are invited to view these regularly in our 'Come and See my Writing sessions'.



Spelling Bee

To promote spellings in our school we enter the Regional Spelling Bee. We hold our own competition in school to decide on who will represent us before we attend the finals in the civic Centre. In 2018 we came second out of all the Oldham schools!



Published Writers



We love to have our writing published.

We often enter writing competitions and even have our own school newspaper!



Active Learning

To promote better skills in oracy, which then feeds into learning to write, we promote drama and oral presentation in every sequence of learning.

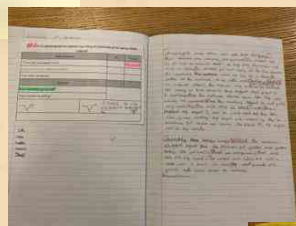
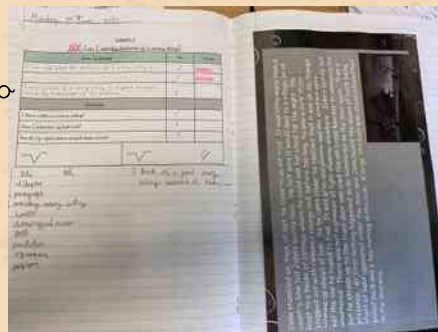


We use Steps to Success so we know how to achieve our learning challenges and set targets for improvement.

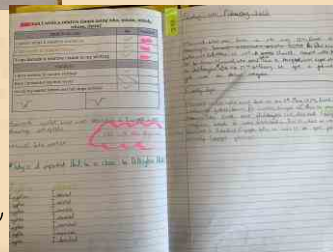


We use RRI as an intervention to ensure all pupils achieve the intended learning outcome in lessons.

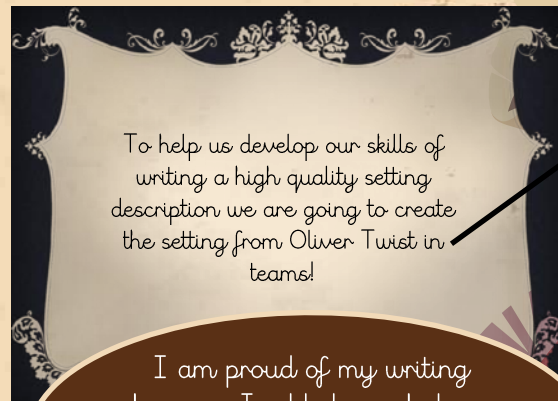
We explore WAGOLLs to learn how authors use language and grammar features in different genres.



Rainbow writing is being used to make sure basic punctuation is correct.



Year 3



To help us develop our skills of writing a high quality setting description we are going to create the setting from Oliver Twist in teams!

Hooks and enrichment to engage children in their writing.

I am proud of my writing because I added vocabulary, punctuation, grammar, detail and I was successful.

We use talk for writing techniques to orally rehearse our writing before putting pen to paper.



Top Up
while making it
BE CAREFUL!



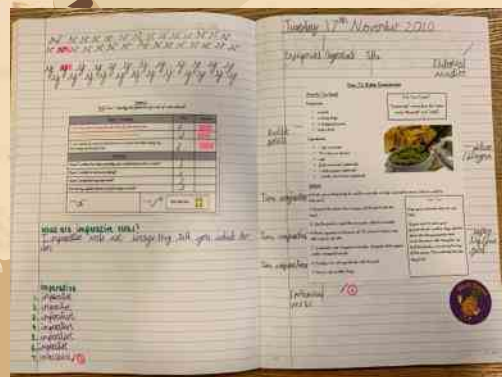
I get verbal feedback and I act on it.

Planning grids encourage application of taught objectives.



Inprint is being used to support INA learners.

Year 4



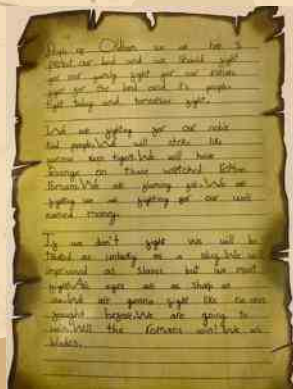
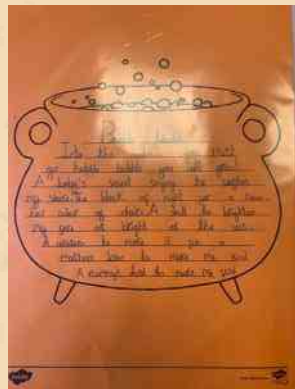
We identify incorrect spellings and then the children follow these up.

Introduction

Aim: To write a set of instructions for making a bath bomb.

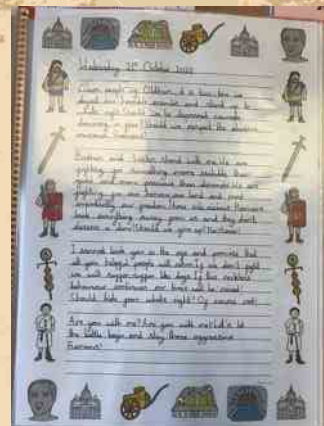
In Reading and Writing you will be learning all about instructions. You will make a bath bomb and write a set of instructions to go with it.

We link topic, reading and writing together for a thematic approach

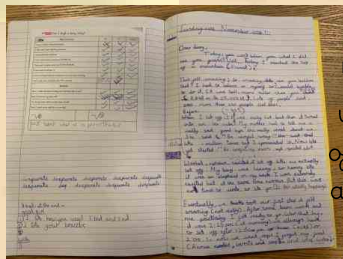


Year 4

I am proud of my writing because it has lots of detail and I edited it.



We use Now Press Play for drama opportunities that supports our writing in different genres.



Using the steps to success when editing. The process of self assessment, then peer assessment and then editing to include the features.

Lessons focused on editing and improving

TLC: Can I edit and improve a diary?

ST5:

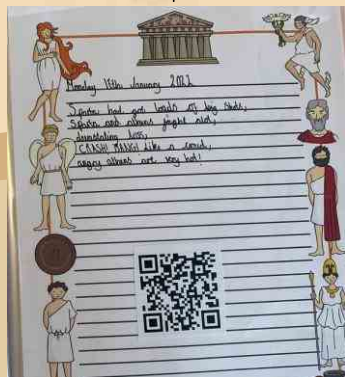
I can use my steps to success to edit a diary
I can give constructive feedback on another persons work
I can think about changes I could make to grammar in my writing.

On the Steps To Success, if I can't do it, I discuss it with the teacher.

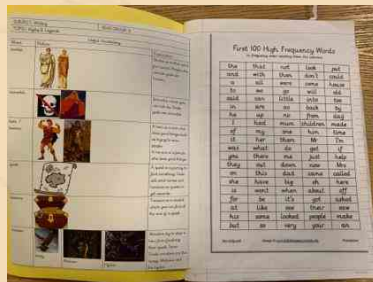
We often perform our writing to practice our intonation and expression



Here we are using Now Press Play to find out about Neil Armstrong. We are going to use this to help us write a newspaper report about the first Moon landing.

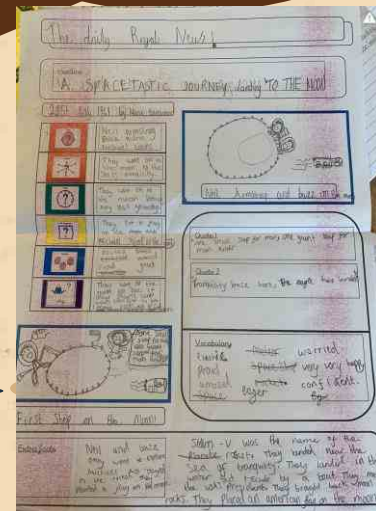


Year 5

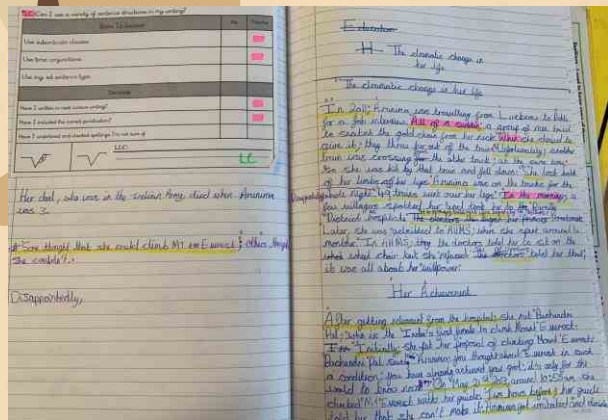


Word aware for the writing topic personalised for SEND children.

We use Narrative Therapy strategies to support pupils with planning their writing.



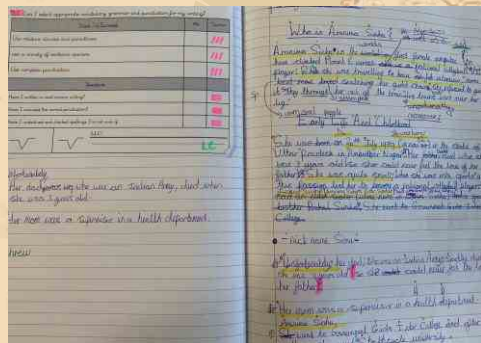
[illegible]



Our teacher gives us verbal feedback which we then act upon to improve our writing with purple pen.

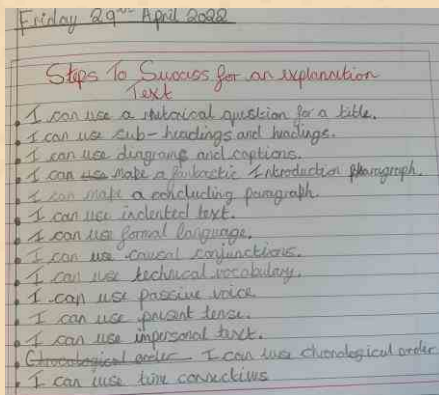
We are assessed against the steps to success with a specific focus on a different skill each lesson.

Year 6



Challenges in English are fun. It can be tricky but I get there in the end.

We develop our own Steps To Success and apply grammatical concepts we have learned from other genres.



I Pink highlight if I have met the TLC. If the step is in my writing I tick it, if not I include it next time.

