

# Lady Margaret Primary School

## Writing Policy



*Where children come FIRST*

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## **Lady Margaret Primary School Writing Policy**

*“There is something delicious about writing the first words of a story. You never quite know where they’ll take you.”* **Beatrix Potter**

### **Respecting rights**

The policy has been composed with due consideration to our whole school commitment to the Rights of the Child and our accomplishment of being a Rights Respecting School. It is written in accordance with Article 28 of the United Nations Convention on the Rights of the Child ‘Every child has the right to an education’ as well as Article 29 ‘Education must develop every child’s personality, talents and abilities to the full.’ Although direct reference to this is not continuously made, the policy has been written with full consciousness of our responsibility and commitment to pupil’s rights.

### **Purpose of study**

In accordance with the National Curriculum, Lady Margaret Primary School believes:

Writing has a pre-eminent place in education and in society. A high-quality education in writing at Lady Margaret Primary School will teach pupils to write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through engaging in high-quality activities based around a high quality text, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Pupils will also have acquired a wide range of vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Through the core texts selected and studied, the pupils at Lady Margaret will learn to appreciate our rich and varied literary heritage and by the end of their primary school journey pupils should be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

### **Curriculum aims**

The programmes of study for writing at Key Stage 1 and 2 consist of two dimensions:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils’ competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

## **Oracy**

Spoken language underpins the development of reading and writing here at Lady Margaret. As a school we wholeheartedly believe high quality writing arises from a sea of talk and every opportunity has been provided for pupils to participate in discussion activities. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. All teachers will therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils will develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.

All pupils will be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils will be able to adopt, create and sustain a range of roles, responding appropriately to others whilst in character. They will have several opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Further information can be found in the Oracy policy.

## **Spelling, vocabulary, grammar and punctuation**

Opportunities for teachers to enhance pupils' vocabulary should arise naturally through the reading and writing lessons. As pupils' vocabulary increases, teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and how to use the language to describe language. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

## **Planning and Progression**

The writing curriculum is carefully planned alongside the aims of the National Curriculum guidance for Key Stages 1 and 2 with clear progression across year groups. Pupils in EYFS will be provided with every opportunity to engage in writing and talk around writing through the use of role play, small world scenarios, helicopter stories and frequent phonics sessions. The curriculum is planned to ensure that a wide range of literature from different cultures and heritages is explored and valued.

Lady Margaret Primary School has worked in close partnership with CLPE (Centre for Primary Literacy) and Mark Hartley (educational consultant) to select high quality core texts and to create writing sequences whereby pupils are provided with opportunities to write for real purposes and real audiences. Our pupils have opportunities to apply and showcase their writing skills across the

curriculum through a wide range of activities such as achievement assemblies, work of the week, poetry assemblies and WOW authors.

Together, we have designed the curriculum to best suit the needs of our pupils and to spark interest, challenge and curiosity. We teach writing alongside a different core text every half term which is often linked to the History/Geography topic being studied. The overview of the core texts can be found on the website and in the appendices (appendix 1). At Lady Margaret, the writing lessons are planned in accordance with the writing sequences created by CLPE/Mark Hartley and other experienced members of staff which outline how learning should progress across a unit of learning as well as providing detailed plans for the day to day teaching of Writing.

The writing sequences ensure:

- There are high quality model texts for the children to deconstruct and analyse with their teacher. The model writes are based on the core text and focus on specific grammar aims obtained from the National Curriculum.
- Spelling, punctuation and grammar are taught in the context of pupil's own writing, and where necessary through discrete lessons.
- Pupils have abundant opportunities for talk within writing lessons in order to engage and understand the core text thoroughly through a range of drama activities such as freeze frames, role play and conscience alleys.
- There are ample opportunities for teachers to model writing skills by teaching pupils how to create, improve and revise their writing through shared writing (appendix 4), whiteboard work and through the use WOW authors.
- Every opportunity is provided for pupils to become critical readers of their own writing by using self or peer-evaluation and by checking their work independently or alongside their writing buddy for sense, precision and meaning.
- Pupils are provided with a wide range of vocabulary and differentiated word mats which the teacher will activate through their pithy and accurate teaching of Writing.
- Pupils are taught to develop their ability to organise and present their writing.

All teachers will adhere to the key principles of writing (appendix 2), which have been created in accordance with the needs of the pupils of Lady Margaret by the Writing Leader of Learning in coalition with key educational consultant, Mark Hartley. These writing principles will be adhered to by all members of staff when planning for writing opportunities across all subjects. It will be evidenced in planning and lessons across the school.

By the end of year 6, Lady Margaret pupils should be able to:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
- Describe settings, characters and atmosphere in narratives.
- Integrate dialogue in narratives to convey character and advance the action.
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. Using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
- Use a range of devices to build cohesion (e.g. Conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- Use verb tenses consistently and correctly throughout their writing.

- Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. Inverted commas and other punctuation to indicate direct speech).
- Spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- Maintain legibility in joined handwriting when writing at speed.

## **Spelling**

Strategies for spelling are taught to enable pupils to become confident and competent spellers. The school follows the 'Spelling Frame' programme. This programme is in line with the National Curriculum for spelling. Pupils will receive weekly spellings to practise and this will be tested on a weekly basis and results will be uploaded in to the writing folder by the teacher. Pupils who are consistently underachieving in their spellings will receive extra spelling and phonics support from SEND teaching assistants. Spellings will be monitored closely by the subject leader who will ensure that there is appropriate provision for spellings and this data will be passed onto the Senior Leadership Team who will raise and address the issue during pupil progress meetings. Further information can be found in the Spelling Guidance document.

## **Handwriting**

At Lady Margaret, handwriting will begin with mark-making and patterns in EYFS. During this time, staff in EYFS will ensure pupils are given daily opportunities to build their core strength as this will help pupils with their writing. The needs of left handed pupils or those with physical difficulties are also taken into account and where necessary accommodated with resources or specific intervention such as a pencil grip or resources to increase core strength. Discrete handwriting lessons are planned into the timetable, 3 lessons per week in KS1 and 2 lessons per week in KS2 although teachers may wish to incorporate more frequent lessons at the start of the year. Correct posture and positioning of paper or books are also emphasised during these sessions. Letter formation and handwriting is taught and modelled using a range of resources. The national expectation at the end of year 6 is that pupils will join their handwriting. Further information can be found in the Handwriting Guidance document.

## **Differentiation**

*"What a child can do today with assistance, she will be able to do by herself tomorrow."* Lev S. Vygotsky

Lady Margaret aims to provide for all pupils so that they achieve as highly as they can in Writing, according to their individual abilities. By means of on-going assessment, teachers can highlight a difficulty or identify which individuals or groups are under achieving and for what reason/s and will take steps to improve their attainment. Pupils who are identified as greater depth throughout all areas of the curriculum will also be identified and suitable challenges provided within daily teaching. SEND pupils have English based targets outlined in their tracking booklets. These are highlighted by the class teacher to show progression. Pupils, who are underperforming, will be part of the class teacher's focus 5. Pupils will also be provided with differentiated word mats and will be sat in mixed ability pairs.

## **Colourful semantics**

Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.

Who – Orange/ What doing – Yellow/ What – Green/ Where – Blue

The approach can be used with children with a range of Speech, Language and Communication Needs including:

- Specific Language Impairment
- Developmental Delay or Disorder
- Autistic Spectrum Condition
- Down Syndrome
- Literacy difficulties

A range of colourful semantics activities will be used by teachers to support pupils who are unable to access the writing sequences. All colourful semantics worksheets have been developed in accordance with the core texts.

## **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can access the National Curriculum for writing, wherever possible. Teachers will also take account of the needs of pupils whose first language is not English and plan work accordingly. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all aspects of the lesson. Further information can be found in the SEND/EAL policy.

A wide range of core texts have been selected to reflect a wide range of cultures as well as ensuring there is an equal number of female/male main characters. All pupils are provided with equal access to the English curriculum. Lady Margaret aims to provide suitable learning opportunities regardless of gender, ethnicity or home background.

## **Assessment and Record Keeping**

Class teachers will report pupils writing targets and strengths to the parents through parents' evenings and termly reports sent out during the year on the progress made by their pupils. Pupils are

encouraged to assess their own writing through discussion with the teacher and their peers using the success criteria which is shared at the beginning of each unit of writing.

Pupils will have two books to record their writing.

- A 'Writing Book' to record their first draft as well as other preparatory activities they have engaged in prior to the writing.
- An 'Extended Writing Book' where pupils demonstrate their knowledge of writing through incorporating the key teaching points that have been taught over the course of the writing sequence. They will also be used as a form of assessment which will be moderated by teachers internally and externally. There should be clear progress between the first piece of writing completed in the pupils writing books and the second piece of writing recorded in the extended writing book.
- Success criteria should be used to enable pupils and teachers to assess work against specific skills and set targets based on gaps in learning (see Assessment Policy).
- Children should be clear about what their individual targets are and should be able to verbalise their learning to any adult.
- Where skills have clearly been met, this should be highlighted in yellow indicating to the child to use this more frequently in their work. For example, high level vocabulary, semi colons, expanded noun phrases, interesting sentences which provoke emotions in the reader. Any skills that have not yet been met will be highlighted in pink and the pupil will be encouraged to incorporate this skill into their learning.

## **Marking**

During the drafting process, teachers should use the following to support pupils with feedback as well as working with regular focus groups/individuals throughout writing sessions:

- Using whiteboards to draft sentences;
- Peer editing against success criterias;
- Using visualisers to share high quality sentences/paragraphs;
- Wow author sentences should be shared at the beginning of each drafting lesson;
- The sharing of high quality work.

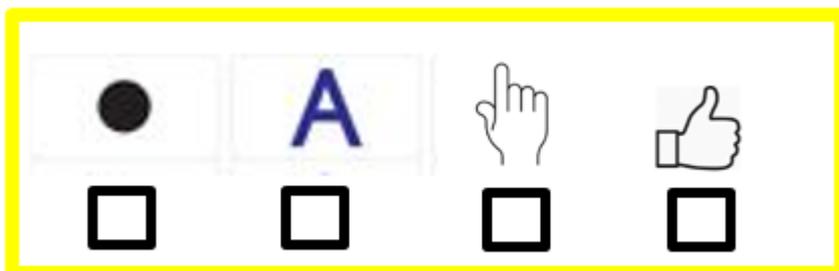
Written feedback will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject/lesson/pupil or context. It will be the least frequently used form of feedback in most contexts. Only NOW comments should be included after the draft.

When providing feedback on a piece of writing, teachers should use the symbol system to identify errors for the children to correct. Spellings should be corrected and then practised by the children. The corrected spelling should be written out 5 times at the bottom of their work. The teacher should draw attention to incorrect spellings that are found in the year group spelling overviews taken from the National Curriculum and words that are incorrectly spelt after the spelling rule has been taught to the pupil. Where a majority of the children are incorrectly spelling a word, the teacher should then teach this to the whole class during the next lesson. For SEND/EAL children, the teacher should focus on correcting spellings found on the high frequency word list. Teachers will build in time for editing at the start of the lesson and will follow the structure as set out in appendix 5.

## Marking symbols

### Reception/year 1

Teachers will print the following symbols and use these within the writing books used for Reception and year 1. Teachers will pay careful and close consideration to these symbols ensuring pupils are forming their full stops and capital letters correctly.



### Year 2, 3 and 4

Teachers should use two highlighters to mark through the paragraphs the pupils are working on. A yellow highlighter should be used to highlight at least two good sentences and objectives achieved from the success criteria which a pupil has successfully used. A pink highlighter should be used to highlight two sentences that require further work. For pupils who require extra support, the teacher may wish to write the marking codes into the margin (these will be primarily used in upper key stage 2 but maybe used in lower key stage 2 at the discretion of the teacher). Higher attaining pupils may not require any marking codes in the margin as they should be self-correcting. Children should then work together at the beginning of the next lesson to up level and improve these sentences.

### Year 5 and 6

The following table will be stuck onto the inside cover of all writing books. Teachers will use the yellow and pink highlighter as aforementioned in conjunction with the marking symbols below. The teacher can differentiate how they use the feedback symbols depending on the child's ability and nature of the mistake.

Symbol	Meaning
Dot in the margin	This indicates that the child has missed something; they need to check this line and correct. Used predominantly for higher attaining pupils or silly errors.
Dot in the margin and a section of the text underlined	This indicates that the child has missed something; they need to check where the teacher has underlined and correct. This provides the child with more support than a dot on its own.
Punctuation circled e.g. comma circled in the margin	This indicates that the child has missed the punctuation symbol that has been circled; they need to check this line and add the punctuation or correct the error.
Punctuation circled and a section of the text underlined	This indicates that the child has missed the punctuation symbol that has been circled; they need to check where the teacher has

	underlined and correct. This provides the child with more support than a circled symbol on its own.
RW (circled)	Re-write - sections that do not make sense should be identified and re-written.
Sp (circled)	Spelling error. This can be in the margin or next to the word. Child to correct and then practice the word five times.

### End of key stage assessment

All pupils will write one independent piece of writing every half term. This will be based on the writing style they have been learning as part of the teaching sequence and will link to the core text. This piece of writing will be assessed against the national curriculum standards by the teacher.

Writing is likely to be independent if it:

- emerges from a text, topic, visit, or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about
- enables pupils to use their own ideas and provides them with an element of choice—for example, writing from the perspective of a character they have chosen themselves
- has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer, or group evaluation
- is produced by pupils who have, if required, sought out classroom resources, such as dictionaries or thesauruses, without being prompted to do so by the teacher

Writing is not independent if it has been:

- modelled or heavily scaffolded
- copied or paraphrased
- edited as a result of direct intervention by a teacher or other adult—for example, when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text
- supported by detailed success criteria that specifically direct pupils as to what to include, or where to include it, in their writing—such as directing them to include specific vocabulary, grammatical features, or punctuation

### KS1 Assessment

#### Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

#### Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

#### **Working at greater depth**

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly
- spell most common exception words
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)\*
- use the diagonal and horizontal strokes needed to join some letters.

### **KS2 Assessment**

#### **Working towards the expected standard**

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.

#### **Working at the expected standard**

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

### Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

[There are no additional statements for spelling or handwriting]

### Moderation

Moderation is a crucial part of teacher assessment. It allows teachers to benchmark their judgements, while helping to ensure that standards are consistent and outcomes are reliable. Lady Margaret will ensure that their teacher assessment judgements are moderated internally and, where possible, with other schools. This will quality-assure the schools' judgements and provide a valuable opportunity for professional development. Lady Margaret ensures that teachers moderate pupils' writing on a termly basis both internally within year groups and phases as well as externally in SATS year groups, 2 and 6.

Every year, 25 per cent of schools are also subject to statutory external moderation by local authorities of a sample of their outcomes in English Writing. This validates judgements to ensure that they are consistent with national standards. It is a collaborative process between schools and local authority moderators. STA's teacher assessment guidance includes further information on moderation.

### Summative Assessment:

Writing should be regularly assessed against the year group's objectives. Every half term the children will need to complete an independent piece of writing in their extended writing books, which will be moderated. This independent piece should not be drafted first in the English book. However, the approach to the independent piece should be the same as all other 'Big Writes' (e.g. you would help the children to plan and may do some shared writing). After an independent piece of writing, a moderation sheet should be stapled in and completed by all staff members who are present.

### Deep dives

See deep dive guidance. Subject deep dives into writing will provide the SLT with a thorough examination of the subject providing information through book reviews, which show evidence of progress and attainment within classes, year groups and across the school, ensuring consistency of

teaching and learning. Pupil voice allows the Writing leader of learning and the senior leadership team to assess how effectively the curriculum is being taught and the sticky knowledge, which the pupils are retaining. This information is then used to improve teaching and learning.

## **Displays**

### **Purpose**

At first, the core text working wall should serve to engage and hook the pupils into the core text they are studying. It should stand out and actively encourage children to ask questions pertaining to the text being studied. Reading and writing are interwoven and thus one should expect to see elements of both used across the display boards dedicated to these subjects.

As the term progresses it is important that all staff understand the purpose of the working wall is to support children's independent writing. It evolves as a unit of work unfolds, and is not intended to be a tidy display of finished work. Well planned working walls should support independent working and learning. Working walls are an extra resource within classrooms, pupils should be encouraged to view it as such. Pupils should be able to refer to it for vocabulary, sentence starters or to refresh their mind on an activity that was previously carried out which will aid them with their writing.

### **Non-negotiables**

All classrooms are expected to have a core text display (working wall) that showcases the children's work. Every working wall should have the following:

- The title of the core text displayed clearly
- Key vocabulary from the book with pictures and definitions
- RIP words
- Key questions
- Children's work
- Pictures of children
- Themes

Further information can be found in the Core Text Display guidance.

## **Links with Other Subjects**

Teachers should seek to take advantage of opportunities for writing to make cross-curricular links where relevant. Teachers should plan for pupils to practise and apply the skills, knowledge and understanding acquired through writing lessons to other areas of the curriculum using the principles of writing document to ensure the consistency and quality of writing remains the same.

## **Roles and Responsibilities**

The writing leader of learning will give precedence to enhancements for the teaching and learning of writing across the school and adds to the school improvement plan, in consultation with the Headteacher and Governing Body, driving forward the improvement of writing teaching and progress and achievement of learners. They will converse frequently with the Headteacher and the governors the progress of executing the National Curriculum for writing in school. They will ensure that the school's senior leadership team and governors are kept up-to-date about the quality of teaching and

learning in writing and the implementation of the writing sequences. They will work in close partnership with the school's senior leaders to ensure the learning needs of all pupils in writing are met effectively as well as analyse assessment data in order to plan whole school improvements in writing or specifically within a year group/phase. The subject leader will monitor pupil's progress and will monitor and evaluate writing provision in the school by conducting regular work scrutinies, learning walks, deep dives and pupil voices as well as analysing whole school moderations. They will then use this information to inform and where necessary update the subject development plan, which will detail how standards in the subject are to be maintained and developed further. They will track the progress of identified groups of pupils.

They will lead by example by setting high standards in their own teaching and raises the profile of writing at Lady Margaret Primary School through best practice. This will be done through the modelling of lessons, as suitable, to new staff, NQTs and peers to support continued professional development. They will monitor progression and continuity of English throughout the school through lesson observations and regular monitoring of outcomes of work in English books, extended writing books and termly assessment, with a view to identifying the support they (teacher and/or student) need. They will ensure that all staff have access to the relevant resources they will require to teach a core text as well as provide 'expertise' to assist staff in the delivery of the curriculum: ensures teachers understand the requirements of the National Curriculum and supports them to plan lessons.

The subject leader will ensure that all staff have access to professional development including observations of best practice in the subject and through regularly preparing, organising, and leading insets and CPD activities to support staff in developing areas of writing where they feel less confident. They will work alongside the SENCo to ensure the writing targets of SEND pupils are met. They will evaluate, on a regular basis, the policy and scheme of work to ensure they form the basis of practice of writing within the school.

The subject leader will, on a regular basis, organise, audit and purchase whole school and class-based writing resources. They will read widely around pedagogy relating to the learning and teaching of English; takes responsibility for managing own professional development by participating in external training, independent private study, engaging in educational research and scholarly reading. They will develop opportunities for parents/carers to become more involved in writing education; keeps parents informed about writing issues. They will ensure the high quality of writing displays (core text working walls) around the school, present certificates of achievement during end of term assemblies and involve the school in 'celebrations' of writing, including participation in events such as 'Poetry Week'. The subject leader will extend relationships and make contacts beyond the school.

## **Engaging Parents**

Parents can play a pivotal role in the development of Writing skills. We aim to cultivate a strong home-school alliance regarding Writing by providing writing workshops so parents understand the rationale behind the curriculum that is used. Many parents support their pupil's writing successes during achievement assemblies. Parents provide support for handwriting, spellings and various genres of writing that may be set for homework. Parents are also encouraged to look at the website as it contains further guidance on how to best support their children with writing at home.

Parents are further encouraged to support pupils at home by:

- Practicing spelling words from the spelling list
- Providing writing opportunities at home with the child e.g. writing a thank you note, writing the shopping list, party invitations and letters to family etc
- Through encouraging their children to speak in full sentences using correct Standard English

## **Appendices**

A number of resources that will be used by staff have been referenced throughout this policy.

- ♣ English programmes of study: key stages 1 and 2  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)
- ♣ English Appendix 1: Spellings  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)
- ♣ English Appendix 2: Vocabulary, grammar and punctuation  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335190/English\\_Appendix\\_2\\_-\\_Vocabulary\\_grammar\\_and\\_punctuation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)
- ♣ Spellings (where the weekly spelling lists are contrived from, these are in line with the expectations from the national curriculum and focus on the spelling rule)  
<https://spellingframe.co.uk/>
- ♣ Resources saved under the Writing folder on the shared drive accessible to all staff:
  - Teaching sequences
  - Core text overviews
  - Spelling templates
  - Weekly spelling results spreadsheets
  - Writing principles
  - Writing principles with exemplifications
  - Handwriting guidance
  - Spelling guidance
  - Display guidance
- ♣ Links with other policies:
  - EAL Provision and Mid-Year Arrivals Policy
  - Assessment Policy
  - SEND Policy
  - Reading policy
  - Oracy Policy
  - EYFS Policy
  - Inclusion Policy

### **Appendix 1 – Core Text Overview**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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<b>Nursery</b>	Here We Go Round the Mulberry Bush	Nurse Clementine/ Emergency	Aliens Love Underpants	Dear Zoo	The Hungry Caterpillar/ Walking through the Jungle	Billy's Bucket/ Hooray for Fish
<b>Reception</b>	The Gruffalo	Kipper's Birthday	Dinosaur in my School	No Dinner	Yucky Worms	Naughty Bus
<b>Year 1</b>	That Rabbit Belongs to Emily Brown	Beegu	The Great Explorer	Lila and the Secret Rain	The Lonely Beast	The Snail and The Whale
<b>Year 2</b>	A Walk in London	Leaf	Man on the Moon	Oliver's Milkshake	Grace and Family	Wild
<b>Year 3</b>	UG	Rama and the Demon King	The Iron Man/ The Iron Woman	Pebble in my Pocket	The Promise/ Lob	The Chocolate Tree
<b>Year 4</b>	Hurricane	The Roman Record	The Pied Piper of Hamelin	Varjak Paw	Based on the Shakespeare project	Secrets of a Sun King
<b>Year 5</b>	How to Train Your Dragon	Charlotte's Web	Street Child	The Great Kapok Tree	Odysseus	The Orchard Book of Greek Myths
<b>Year 6</b>	Goodnight Mr Tom	Friend or Foe/ Farther	1001 Arabian Nights	Topical Writing	The London Eye Mystery	Year 6 Production

## Appendix 2 – Key Writing Principles

### Key Principles of Writing

In all writing lessons there must be evidence of the following:

1. English lessons should include opportunities for the development of reading skills, grammar work, speaking and listening and writing. Units of learning should be based around high quality texts. Writing activities should be directly linked to these texts.
2. The priority for every teacher is to maximise children's progress in writing, enabling them to reach the highest possible standard. Children get better at writing by being shown how to write, not simply by writing more frequently. Less tends to result in more!
3. So, before asking children to write teachers should ensure that they have participated in a range of high quality preparatory activities. They should not be asked to write too soon. Many of these activities will involve talk. Talk should be viewed as 'writing rehearsal'.
4. Teachers should write exemplar, model texts for children and these should be deconstructed in class, with the teacher offering guidance about the quality features within the exemplar. These model texts should embed the success criteria that are set for the piece of writing. Teachers should exemplify and highlight the success criteria within the model texts they produce.
5. There should be a strong focus on enabling children to compose quality sentences. This 'sentence level work' should offer them the chance to try out different sentence constructions and use specific phrases, or techniques. Children should be given the chance to create their sentences on whiteboards
6. Teachers should create word mats which must be 'activated' in the classroom through exemplification. Sentence level work should be a regular feature of classroom practice. These word mats should 'feed children with words and phrases' that they can use in their writing.
7. Teachers should make use of the three-part shared writing model to jointly construct texts with the class. As part of this the teacher should model to the children what writers do by externalising her thinking – offering a 'running commentary' on what she is doing, whilst she is doing it. Shared writing should be introduced after the deconstruction of a modelled exemplar (4).
8. During the composition stage teachers should break up the time children write into chunks. The chunking process should be used to arrest the possibility of the quality of children's writing deteriorating as they become fatigued. Children should not be asked to write for too long a period of time without the chance for evaluative review and receiving further teacher guidance. Writing can take place over more than one lesson.
9. Teachers should always look to introduce new, more sophisticated vocabulary to the children. Higher quality vocabulary should be written down when it is introduced, so children can see it as well as hear it.
10. Whenever teaching writing, the class teacher will share high quality examples of children's work (especially quality sentences) and ask pupils to discuss what the strengths of this writing are. Remember: it is always better if children can see this writing, as well as hear it.

11. Frequent, short, focused handwriting sessions will ensure that no child is unable to achieve success as a writer as a result of experiencing significant difficulties with handwriting.

12. Teachers should ensure that much of children's writing is 'heavily scaffolded', as outlined above. Some writing, especially towards the end of a term and the end of an academic year, should be independent. This writing will be 'lightly scaffolded' and meet the DfE requirements to be considered independent. It is this writing that teachers should use when making their assessment judgements about the standard children are performing at.

### **Appendix 3 – Key Writing Principles with examples**

#### Key Principles of Writing

***In all writing lessons there must be evidence of the following:***

1. **English lessons should include opportunities for the development of reading skills, grammar work, speaking and listening and writing. Units of learning should be based around high quality texts. Writing activities should be directly linked to these texts.**
  - For example, if the writing task is to create a front page newspaper article the content for this will relate to an exciting event (a climax) within the text being studied
  - If the writing task is to create a text in playscript form this should involve characters that are familiar to the children through reading the story, with the content relating to a particular event, or situation within the story
  - Whenever possible teacher should look for opportunities to teach grammatical points as they arise - finding examples of them in the story (contextualised learning) that the unit of learning is based around
  - When children are given opportunities to analyse a text and engage in drama activities (hotseating; conscience alley; freeze framing; simple paired role play at seats; discussion activities) it deepens their understanding of character and plot. This in turn provides them with more thoughts and ideas to include in their writing.
2. **The priority for every teacher is to maximise children's progress in writing, enabling them to reach the highest possible standard. Children get better at writing by being shown how to write, not simply by writing more frequently. Less tends to result in more!**
  - As a general rule of thumb children should not be asked to write an extended piece of quality writing during the first week of a unit of learning
  - A key role for the teacher is to show children examples of quality sentences within the text being studied, written by the teacher for exemplification purposes, or created by one of the children. These sentences need to be not only shared, but analysed so that children understand their qualities
  - In Key Stage 2 a minimum of four pieces of high quality, extended writing should be produced by children in the longer Autumn and Summer Terms, with a minimum expectation of three for the shorter Spring Term
  - In Year 2 the same minimum expectation applies. Year 1 teachers, working with very young children, should use their professional discretion about how frequently children write.
3. **So, before asking children to write teachers should ensure that they have participated in a range of high quality preparatory activities. They should not be asked to write too soon. Many of these activities will involve talk. Talk should be viewed as 'writing rehearsal'.**
  - Examples of high quality preparatory activities include: reading and analysing key sections of the text; any of the 21 reading activities handout; watching short, carefully chosen (no more than 7 minutes, and on average about 3 minutes in length) clips from a film or animation; the drama activities outlined above; the use of statements to provoke discussion; textual deconstruction of an exemplar, model text; sentence level work and shared writing.
4. **Teachers should write exemplar, model texts for children and these should be deconstructed in class, with the teacher offering guidance about the quality features within the exemplar. These model texts should embed the success criteria that are set for the piece of writing. Teachers should exemplify and highlight the success criteria within the model texts they produce.**
  - The deconstruction process involves the teacher sharing the success criteria with the class and then asking them to see if they can find examples of these criteria within the text

- Teachers should not ask the children to complete a piece of writing they haven't completed themselves
  - One member of the Year group could compose this for colleagues working in parallel classes, each member of the team could complete their own, or the team could work together to jointly create the text
  - High quality pupil examples from previous years should be kept (with the author's permission) as these can be used to provide further exemplification for the children. Learners need to see what the end product might look like so they can embark on 'the learning journey' with some idea about what 'the destination they are trying to reach' might look like.
5. **There should be a strong focus on enabling children to compose quality sentences. This 'sentence level work' should offer them the chance to try out different sentence constructions and use specific phrases, or techniques. Children should be given the chance to create their sentences on whiteboards.**
- Teachers need to embed examples of a sentence construction, or use of a specific phrase, word or technique within the exemplar model they create
  - To reinforce the learning, breaking it down even more, they should then create slides that offer additional examples, related to the same context (the same event in the book)
  - Children should then be asked to think of their own sentence using this sentence construction, phrase, word or technique. They should share these with a partner orally
  - Subsequently, pairs of children should write their sentences down on a whiteboard. These should then be shared with other pairs, with the teacher pulling out examples to share under the visualiser.
6. **Teachers should create word mats which must be 'activated' in the classroom through exemplification. Sentence level work should be a regular feature of classroom practice. These word mats should 'feed children with words and phrases' that they can use in their writing.**
- Higher attaining children can be given a word mat with more words to draw upon in their writing; lower attaining children should be given a word mat with fewer, larger and bolder font, words to use in their writing
  - The teacher should look to include on the word mat some of the words, phrases, or sentence techniques (s)he has used in the exemplar piece
  - Activating the word mat means the teacher choosing a couple of examples from it and sharing some different sentences that include the example (see bullet point 2, in principle 5 above). Children should then be given opportunities to create their own sentence (see bullet point 4, in principle 5 above).
7. **Teachers should make use of the three-part shared writing model to jointly construct texts with the class. As part of this the teacher should model to the children what writers do by externalising her thinking – offering a 'running commentary' on what she is doing, whilst she is doing it. Shared writing should be introduced after the deconstruction of a modelled exemplar (4).**

**Part 1 – Teacher demonstration: The teacher composes and writes in front of the children. This helps them to appreciate the processes that a writer experiences when constructing sentences:**

- The teacher composes aloud, demonstrating oral rehearsal
- The teacher 'weighs up' different alternatives and explains the choices and decisions she makes, at the point of composition
- The teacher re-reads and considers possible changes, audibly.

- Corrections and amendments may be added. This demonstrates an essential teaching point: writers reflect, check and sometimes make changes.

**Part 2 – Teacher scribing: After rereading the text together, the teacher asks the children to discuss what might come next. They compose orally – discussing possibilities in pairs – and the teacher scribes an example following joint discussion about the merits of different alternatives:**

- The teacher may start a sentence for the learners to finish.
- There is discussion between the children and the teacher before writing words and phrases, and possible adaptations
- The teacher scribes one (or more) of the examples produced by a pair
- The teacher refocuses students on the objective.

**Part 3 - Supported composition: After rereading the text together – from the start – the children continue by writing the next section on a small wipe board (this may be just one sentence, or a couple). This is usually done with a partner.**

- The teacher sets clear parameters for the writing and limits the amount
  - If working in pairs, the children discuss ideas and follow the same process as modelled by the teacher in the teacher demonstration
  - During this time the teacher can provide feedback to selected individuals
  - Learners make immediate contributions that the teacher can respond to. She has the option of pulling out the main points for the class with a view to improving the quality of their writing.
8. **During the composition stage teachers should break up the time children write into chunks. The chunking process should be used to arrest the possibility of the quality of children’s writing deteriorating as they become fatigued. Children should not be asked to write for too long a period of time without the chance for evaluative review and, subsequently, further teacher guidance. Writing can take place over more than one lesson.**
- Chunking means children writing in sections, for short bursts of time, and being guided to create a series of high quality sentences
  - A simple approach involves: teacher input and guidance (see the activities above); pupil writing; self-review and/or peer review; whole class review, with the teacher highlighting some quality examples that have been produced; more teacher input for the next section . . . and so on
  - The aim should not be to ‘chunk’ every single section of an extended piece of writing (there simply isn’t time!). Focus on the first two or three paragraphs, then ask the children to continue
  - Children should always be guided to read back what they have written, from the start, to ensure that cohesion and continuity within their writing.
9. **Teachers should always look to introduce new, more sophisticated vocabulary to the children. Higher quality vocabulary should be written down when it is introduced, so children can see it as well as hear it.**
- When defining unfamiliar words the teacher’s definitions should be succinct and as simple as possible
  - As a general rule of thumb no more than six new, unfamiliar and more sophisticated ‘new’ words should be introduced within a single lesson (otherwise children will be overwhelmed)
  - The new words that are introduced should be from the text itself, from the teacher, or by sharing a word one of the children has used

- Children only learn and remember new vocabulary if they have frequent exposures to it. So teachers need to keep a log of the new vocabulary that has been introduced and use these words again in future lessons
  - If these new words are written somewhere where children can see them a very quick and simple plenary at the end of a session could be for pupils to work with a partner and try to define the meaning of these words, then see if they can create a sentence containing each of the words.
10. **Whenever teaching writing, the class teacher will share high quality examples of children’s work (especially quality sentences) and ask pupils to discuss what the strengths of this writing are. Remember: it is always better if children can see this writing, as well as hear it.**
- A good opening to any reflection and review time at the beginning of a lesson that has followed a previous one when pupils have written is to create slides of some of the best sentences (pre-prepared), ask each author to read his/hers out to the class and then pose the following question: *Why do you think I thought this was a powerful, high quality sentence? What did I like about it?*
  - Children should be given time to read each other’s writing during this post writing reflection and review time. They could be asked to tell their partner their favourite sentence – and why they liked it so much
  - The focus should be on ‘bombarding children with quality examples’: from the text read; from the teacher’s exemplar; from the best of the children’s efforts
  - Remember: if children hear a good example without seeing it too, the chances are that it will ‘go in one ear and out of the other’: it won’t stick and nothing will be learnt.
11. **Frequent, short, focused handwriting sessions will ensure that no child is unable to achieve success as a writer as a result of experiencing significant difficulties with handwriting.**
- Unfortunately, the issue of handwriting never goes away: the job is never done and over. Teachers should continuously offer children feedback on both their handwriting and the way they set out their writing. The teacher’s job is relentless and draining – but what a difference it makes!
  - Teaching handwriting is a non-creative activity: *watch me carefully; watch again; did you see how I . . . ; watch once more; now you do that 5 times*
  - Teachers must demonstrate high quality handwriting at all times. The feedback they give to children should be encouraging, but deliberately pedantic
  - Teacher should build in time for short, focused sessions within their weekly timetable. It might be easier for teachers to demonstrate their expectations under a visualiser (as writing in an upright position tends to be harder).
12. **Teachers should ensure that much of children’s writing is ‘heavily scaffolded’, as outlined above. Some writing, especially towards the end of a term and the end of an academic year, should be independent. This writing will be ‘lightly scaffolded’ and meet the DfE requirements to be considered independent. It is this writing that teachers should use when making their assessment judgements about the standard children are performing at.**

#### **Appendix 4 - The Shared Writing Model**

**The shared writing model is an effective way of scaffolding the writing process for pupils. It helps to teach them how to write and involves a gradual movement from instruction to independence. This is construction of text through teacher modeling, class discussion and critical analysis. The model, which involves text creation, should be used alongside the deconstruction of quality texts (see below). The entirety of the three-part model is not always fit for the intended purpose and teachers should use their professional judgement – and awareness of how much learning time has transpired within a lesson – when deciding whether use of some of, rather than all, the parts will suffice.**

<p><b>Part 1 – Teacher demonstration</b></p> <p>The teacher writes about three sentences independently to begin a piece of writing.</p>	<p>The teacher composes and writes in front of the pupils. This helps them to appreciate the processes that a writer experiences when constructing sentences.</p> <ul style="list-style-type: none"> <li>• The teacher composes aloud, demonstrating oral rehearsal</li> <li>• The teacher ‘weighs up’ different alternatives and explains the choices and decisions she makes, at the point of composition</li> <li>• The teacher re-reads and considers possible changes, audibly.</li> <li>• Corrections and amendments may be added. This demonstrates an essential teaching point: writers reflect, check and sometimes make changes.</li> </ul>
<p><b>Part 2 – Teacher scribing</b></p> <p>The teacher writes down chosen contributions made by the pupils. This is time efficient: it’s the pupils’ ideas, but the teacher gets them written down quickly.</p>	<p>After rereading the text together, the teacher asks pupils to discuss what might come next. They compose orally – discussing possibilities in pairs – and the teacher scribes an example following joint discussion about the merits of different alternatives.</p> <ul style="list-style-type: none"> <li>• The teacher may start a sentence for the pupils to finish.</li> <li>• There is discussion between the pupils and the teacher before writing words and phrases, and possible adaptations</li> <li>• The teacher scribes one (or more) of the examples produced by a pair</li> <li>• The teacher refocuses pupils on the objective</li> </ul>
<p><b>Part 3 – Supported composition</b></p> <p>There is a shift from the teacher doing the writing to the pupils. Paired work ensures that all pupils are actively involved in composing. It also creates the possibility of pupils learning from each other.</p>	<p>After rereading the text together – from the start – the pupils continue by writing the next section on a small wipe board (this may be just one sentence, or a couple). This is usually done with a partner.</p> <ul style="list-style-type: none"> <li>• The teacher sets clear parameters for the writing and limits the amount</li> <li>• If working in pairs, the pupils discuss ideas and follow the same process as modeled by the teacher in the teacher demonstration</li> </ul>

	<ul style="list-style-type: none"> <li>• During this time the teacher can provide feedback to selected pupils.</li> <li>• The pupils make immediate contributions that the teacher can respond to. She has the option of pulling out the main points for the class with a view to improving the quality of their writing.</li> </ul>
<p><b>Part 4 – Independent writing</b></p>	<p>Pupils are now ready to engage in independent writing. They may wish to use what has been produced together so far and then continue.</p> <ul style="list-style-type: none"> <li>• Higher and middle attaining pupils now have plenty of ideas to use in their own writing</li> <li>• Lower attaining pupils may require further teacher input and the teacher has the option of staying with this group of writers and extending the use of the three-part process. Alternatively, a teaching assistant could play this role. A further possibility is that pupils write in mixed ability pairs, with more confident partners supporting lower attainers.</li> </ul>
<p><b>The teacher’s role in the shared writing process is to:</b></p>	<ul style="list-style-type: none"> <li>• demonstrate the way writers behave</li> <li>• act as a scribe</li> <li>• develop and refine ideas, modeling the drafting process</li> <li>• model reading back over what has been written to check for accuracy and consider possible amendments</li> <li>• work at a level <u>beyond</u> the pupils’ independent writing ability</li> <li>• free the pupils up (from secretarial features) so they can concentrate on composition (especially in part 2)</li> <li>• provide feedback to selected pupils as they are composing, or immediately after they have finished doing so (especially in part 3)</li> <li>• establish a culture of analysis through discussion that enables pupils to appreciate why one word, phrase or sentence is superior to another. Over time they are likely to become more discerning writers.</li> </ul>

<p><b>Key features of shared writing</b></p>	<ul style="list-style-type: none"> <li>• agree how the audience and purpose of the writing task determine the structure, grammatical features and content</li> <li>• use specific objectives that are limited</li> <li>• rehearse sentences before writing them down, thus giving insight into how to compose in sentences</li> <li>• encourage the automatic use of basic elements (such as capital letters and full stops)</li> <li>• constantly and cumulatively re-read to gain a flow from one sentence into another and also to check for improvements or errors</li> <li>• explain why one decision is preferable over another</li> <li>• keep the session well-paced to ensure pupils' attention is not lost</li> <li>• check for misconceptions and deal with them then and there</li> <li>• occasionally make deliberate errors that highlight common problems.</li> </ul>
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#### **Appendix 5 - Reflection and review time**

Teachers from Year 2 to Year 6 should build in quality time – often at the start of a lesson – for pupils to read and discuss written/oral feedback; respond in writing to their teachers written comments; consider and evaluate examples of quality work produced by others. Teachers should resist the urge to ‘move on to the next thing’ and instead facilitate deep, meaningful, significant and lasting learning to emerge.

**Example:** the start of a Key Stage 2 English lesson after the teacher has spent time marking writing and providing written feedback to pupils.

Timing (in minutes)	Activity
<p>Start of the lesson</p> <p>4 m</p>	<ul style="list-style-type: none"> <li>• Pupils' workbooks are laid out by their seat</li> <li>• Pupils read their teacher's written feedback. They also look at the examples of quality that have been highlighted</li> </ul>
<p>4 m</p>	<ul style="list-style-type: none"> <li>• Pupils respond in writing to their teacher's comments/questions</li> </ul>
<p>4m</p>	<ul style="list-style-type: none"> <li>• The spelling errors the teacher has corrected are written out by the pupil at the back of their book/in their spelling log</li> </ul>
<p>3m</p>	<ul style="list-style-type: none"> <li>• Pupils read the writing of one of their peers which the teacher has photocopied. They discuss the qualities of this work with a partner</li> </ul>
<p>5m</p>	<ul style="list-style-type: none"> <li>• Pupils read the writing of 2 other pupils on their tables, looking at the quality that is highlighted, the teacher's written feedback and any corrected spellings</li> </ul>
<p>5m</p>	<ul style="list-style-type: none"> <li>• The class come back together for whole class teaching</li> <li>• The teacher asks individual pupils to read out the high quality sentences they have produced which have been written out (large size, bold, colourful, accompanied by author's name). Three are read out</li> <li>• Pupils discuss the qualities of these sentences with a partner. <i>Which one do they like the most and why? Why has the teacher chosen these as the best sentences? What are the qualities of each of the sentences</i></li> </ul>
<p>5m</p> <p>30 mins!</p> <p>If it makes a difference it's worth this investment of time</p>	<ul style="list-style-type: none"> <li>• Within a whole class teaching arrangement the teacher makes a couple of specific teaching points (common errors): a commonly misspelt word; a common confusion; the use of non-standard English; a homophone issue . . .</li> </ul>