

Issues identified from monitoring of books and lessons

- Lack of pride in presentation
- Repetitive learning processes
- Lack of exposure to high-quality literature
- Lack of consistency across school
- Lack of extended writing
- Lack of contextualised and applied GPS
- Bronze, Silver Gold tasks putting a limit on expectations



Moorthorpe
Primary School

WRITING PROCESS

How this writing process aims to improve this:

- Links writing to reading through high-quality literature
- Contextualises GPS through starters/partner tasks
- Immediate application of skills
- B/S/G self-assessment raises expectations and allows all children to strive to achieve more
- Provides an opportunity and expectation to revisit and improve work
- Gives writing a clear purpose and encourages pride in presentation to work towards 'publishing a piece of writing for an audience.'

Expectation in the classroom

Expectation in books

Quality Assurance



- A sense of anticipation
- Multi-sensory approaches
- Mixed ability partners/groups
- A range high-quality, engaging, visual resources
- Drama / film clips / music
- Collaborative work- kagan structures
- Discussion and ideas generation
- Use of technology- ipads/laptops
- Exposure to new words/phrases/literature

Photographs, post-it notes, self-generated word banks, concept maps, brainstorming, photocopies or photographs of group work

Seesaw evidence of video clips

Ensure the 'hook' will engage your class- think about their interests and approach different texts in different ways.

Avoid predictability or repetition.

Ensure all children can access the hook at their own level- good use of adults.



- Introduce the purpose of the writing task
- WAGOLLS
- Collaborative work-kagan structures
- Teacher modelling- how to turn ideas in plans
- Partner/group work
- Children should be shown, and explained to, the self-assessment checklist when planning. It is important to tell the children why they would want to include certain elements e.g. I can use modal verbs- we are using modal verbs to make the character sound unfortunate.
- Sharing ideas-(magpie-ing)

A mixture of:

- Story maps
- Boxed up plans
- Outlines
- Bullet points
- Vlog planning- using the ipads to record their plans (QR code in book)
- Any other creative planning tool

Seesaw evidence of video clips

Should not be repetitive.

Children should plan in a range of different ways and be given the opportunity to sometimes choose a planning strategy that suits them.

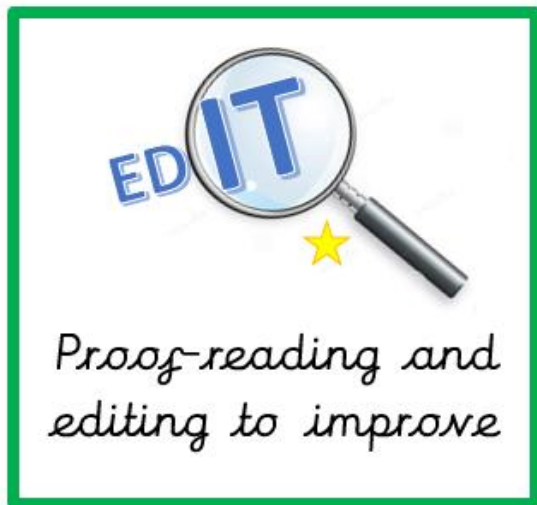


- Teacher modelling- give the children a starting point
- WAGOLLS- children should be encouraged to magpie certain elements and taught how to adapt but not to copy
- Regular reviews throughout the lesson- listening to each other- magpie-ing each other, suggesting improvement (only if necessary. Sometimes it is appropriate to just let the writing flow)
- An expectation of a calm, silent atmosphere- use of music if appropriate
- Self-assessment using the checklist

Children to write first draft in Literacy books.

Self-assessment with space for self, peer and teacher target

Classroom expectations have to be extremely high here. Children need to work quietly, preferably silently and should be expected to produce a substantial amount of writing. It might be appropriate to set a minimum amount for some children, which can be steadily increased.



- Explicitly modelling of the use of the self-assessment checklist- thinking out loud
- Peer assessments
- Proofreading cycles
- Spelling buddies
- Use of adults crucial here in targeting key groups
- Children reading work aloud, pointing to each work when proofreading
- Children editing and improving some or all of their work using their self-assessment checklist and improving spelling/grammar through proofreading and use of dictionaries/thesauruses

Starter- based on elements on the self-assessment checklist and linked specifically to editing and improving- targeting misconceptions that have arisen from marking the first draft
Partner/group task- based on elements on the self-assessment checklist and linked specifically to editing and improving- targeting misconceptions that have arisen from marking the first draft

2nd self-assessment checklist

Purple pens for editing and proofreading but normal handwriting pens/pencils for additional work

- Editing flaps
- Editing logs
- Polished paragraphs

Make sure your children are ready to edit and improve; this is a skill that needs to be explicitly taught and will take time to refine.

If more able children do not need to access the starter or partner task, set them straight off with their work and pull them back once the rest of the class have started (wave teaching) to introduce a challenge.

SEND children- sometimes it is more appropriate for SEND children to have a modelled/guided/shared writing attempt in the 'first draft' session and have this session as their 'independent attempt'. The level of support should be clearly stated in books: Guided Writing/ Shared Writing/ Independent Writing / Peer support



Publishing for a purpose and audience

• Children have the opportunity to present their masterpiece in a creative way to contextualise the learning and give it a real purpose- this should be portrayed as a reward and something to strive towards.

E.g:

- Vlogs/blogs
- Typing work up
- Emailing
- Making small booklets
- Letters with envelopes

• Children identified across the week that have not made enough progress will have this as a focused session with the teacher to fine-tune specific issues identified

The published 'masterpiece'.

A 'display-worthy' piece of writing that has been refined and improved over the week / session.

Intervention- group work to support children with the proof-reading / editing process

Emphasis must be placed upon high expectations for published pieces.

Use high-quality resources and real-life scenarios to make this believable and for the children to feel that their work is special and valued.