



**EYFS Writing Guidance**

**Handwriting**

Fine motor skills are developed through a range of activities to support pencil grip, hold and control.

Handwriting is taught in the cursive style – modelled by the teacher. All teachers mark in the cursive style.

Reception children have red handwriting books and are given daily handwriting lessons.

**Talk for Writing**

**Nursery:** Nursery cover 1 story per term, therefore learning 3 stories over the year.

1. Text introduction & 'Talk for Writing': storytelling, modelled 'Talk for Writing' and discussion about the story. Activities and experiences planned to reinforce the story, including re-telling, sequencing, simple character analysis.  
'Talk for Writing' = a story map is produced by the teacher and shared using a story structure of 3 paragraphs – beginning, middle and end. It is used when learning the text by speaking the text with expression, using the actions.
2. Speaking and listening/drama: children exposed to the text in different formats (songs, poems, rhymes, video clips, large story books) with adult support and independently.
3. Planning & Writing: 'Talk for Writing' and mark-making/early writing activities are planned on a weekly basis. Opportunities to practise 'Talk for Writing', mark-making and early writing to be available in all areas of continuous provision. A structured adult focus is provided each week.

Evidence: story plans, adult guided work and independent work is collected and placed in weekly planning. Photographic evidence is kept in children's electronic folders. (All items stuck in books is to be done by an adult, trimmed to fit inside the page with no overlap over the edge of the book).

**Reception:** Reception cover 1 story per term, therefore completing 3 stories over the year.

1. Text introduction & 'Talk for Writing': storytelling, modelled 'Talk for Writing' and discussion about the story. Activities and experiences planned to reinforce the story, including re-telling, sequencing, simple character analysis.  
'Talk for Writing' = a story map is produced by the teacher and shared using a story structure of 3 paragraphs – beginning, middle and end. It is used when learning the text by speaking the text with expression, using the actions.
2. Speaking and listening/drama: children exposed to the text in different formats (songs, poems, rhymes, video clips, large story books) with adult support and independently.
3. Planning & Writing: 'Talk for Writing' and mark-making/early writing activities are available in all areas of continuous provision. Shared writing and an adult-directed activity is planned and delivered daily.

Evidence: story plans, adult guided work, independent and shared writing work is placed in children's literacy books or 'special workbooks'. Photographic evidence is kept in children's electronic folders. (All items stuck in books is to be done by an adult, trimmed to fit inside the page with no overlap over the edge of the book).

Literacy books: used for Talk for Writing (purple front cover) and for all other writing tasks.

Shared Writing books: used for daily shared writing, covering all aspects of writing other than Talk for Writing (green front cover).

Special workbooks: completely independent books used for all curriculum areas, work done in the areas or challenge work (yellow front cover).



## Caedmon Primary School KS1 Writing Guidance

Every half term = 1 unit of work which will include four genres in the following order: 1. Poetry 2. Setting or character description 3. fiction/narrative writing (story) 4. Non-fiction/wider curriculum writing. (Year 2 will have additional shorter units in order to provide a wider-range of opportunities).

The theory is that each unit starts with poetry, then either a setting or character description that will be used to build up a bank of ideas to use for the main fiction/narrative piece of writing (the story). Non-fiction stands alone and is the final genre and is linked to the wider curriculum topics. In Year 1, modifications are made to this structure e.g. Year 1 start with labels and captions in Autumn. Please refer to 'Long Term Plan'.

As the non-fiction and the fiction/narrative pieces are the main genres, there will be three pieces to write for each.

Year 1: **1<sup>st</sup> piece** = imitation of the teacher's version. **2<sup>nd</sup> piece** = innovation (children make changes to the text e.g. character name, setting, some events, adjectives etc.). **3<sup>rd</sup> piece** = assessment. **Assessments are completed independently. Children are allowed access to normal classroom resources e.g. writing wall, thesauruses, common exception word mats, story maps, magic 10/tricky words for Y1/Y2.** \* *Timescales will differ in Year 1, particularly for stories (see table below).*

Year 2: **1<sup>st</sup> piece & 2<sup>nd</sup> piece** = innovation (children make changes to the text e.g. character name, setting, adjectives, some events etc.). Y2 - more able children - may complete an invention (completely different setting etc) for their 2<sup>nd</sup> piece. **3<sup>rd</sup> piece** = assessment. **Assessments are completed independently. Children are allowed access to normal classroom resources e.g. writing wall, thesauruses, common exception word mats, magic 10/tricky words for Y1/Y2. Please note: they are not allowed the story map for the assessment.**

**TIMETABLE FOR THE MAIN GENRES ONLY: each non-fiction and fiction/narrative genre will last for 3-3.5 weeks (Y1) and 2 – 2.5 weeks (Y2). See below:**

Day	Y1		Y2	
	1 <sup>st</sup> 10 minutes	Main lesson	1 <sup>st</sup> 5 minutes	Main Lesson
		<b>1<sup>st</sup> Piece of writing:</b>		<b>1<sup>st</sup> Piece of writing:</b>
1	Response Time (for assessment piece)	Text Introduction – use props. Read the text. Fill in all elements on the Writing Wall.	Response Time (for assessment piece)	Text Introduction – props. Read. Text-mark. Fill in all elements on the Writing Wall.
2	SPAG	TfW learn the text	Vocabulary generation e.g. Think of adjectives (use an object). Think of adjectives use a picture).	Text marking – 2 success criteria. TfW learn the text.
3		TfW learn the text		TfW learn the text
4		TfW learn the text		TfW learn the text Drama.
5		TfW learn the text Drama.		Planning lesson: using the 'boxing up frame' from Autumn 2 onwards. (Autumn 1 – use the story map with gaps as Year 1).
6		SPAG		TfW /Write a sentence (or full paragraph later in the year) (Imitation).Whiteboards then in books.
7	Response Time (one day this week – does not have to be day 2)	TfW /Write sentence or paragraph (Imitation)	Response Time – yellow & spellings	Shared writing then write sentences or short paragraph (Innovation)
8	SPAG	TfW / Write sentence or paragraph (Imitation)	Vocabulary generation	Shared writing then write sentences or short paragraph (Innovation)
9	SPAG	TfW / Write sentence or paragraph (Imitation)	Response time - spellings	<b>2<sup>nd</sup> Piece of writing:</b> Planning: using boxing-up frame. Begin Shared writing then write 1-2 sentences (Innovation)
10	SPAG	TfW / Write sentence or paragraph (Imitation)	Vocabulary generation	Shared writing then write sentences or short paragraph (Innovation)
11	SPAG	<b>2<sup>nd</sup> Piece of writing:</b> Plan (change story map)		Shared writing then write sentences or short paragraph (Innovation)  <i>Note: If not completed, some additional days can be used and the unit may then take 2.5 weeks to complete.</i>

12	Response Time	Modelled or shared writing / Write sentence or paragraph (Innovation)		Planning (Assessment) – using the boxing up frame (or story map in Autumn 1 only).
13	SPAG	Modelled or shared writing / Write sentence or paragraph (Innovation)		Writing (Assessment).
14	SPAG	Modelled or shared writing / Write sentence or paragraph (Innovation)		Begin a new unit 2 week unit of work (as above) unless a few additional days are required.
15	SPAG	Modelled or shared writing / Write sentence or paragraph (Innovation)		
		<b>Finish 2<sup>nd</sup> Piece. Complete 3<sup>rd</sup> piece assessment:</b>		
16	SPAG	Modelled or shared writing / Write sentence or paragraph (Innovation)	n/a	n/a
17	Response Time	Planning/Write (Assessment)	n/a	n/a
18	n/a	Write (Assessment)	n/a	n/a
19	n/a	Write (Assessment)	n/a	n/a
20	n/a	Write (Assessment)	n/a	n/a

### Success Criteria

Each piece of writing has 2 success criteria linked to the genre and the curriculum for your Year Group. They are typed at the top of the 'text marking piece' as 'I can **find...**' statements.

### Vocabulary Generation (Year 2 only) – Year 1 children have SPAG lessons

This is a 5-10 minute task explicitly linked to the text that the children are writing. E.g. picture, brainstorm words to describe it or ask 'How many words do we know that mean 'cold'? Writing Wall to be up-dated using ideas generated. Words should be used in children's own writing. **Please note:** the writing wall should not be so full of words that the children do not have the opportunity to use their phonic knowledge when spelling, therefore, the writing wall should be a selection of key words, wow words or topic-related words etc.

### Text Introduction - Year 1 and 2

**1. Experience:** the teacher uses props to re-tell and introduce the story. Provide a short experience linked to the text e.g. film clip, pictures muddled up, a letter to the children, some clues to the story in the classroom e.g. footprints. The experience could also be in response to a real educational visit or visitor etc.

**2. Explain:** the audience and purpose for the writing.

**3. Read:** read the text either: in a target group, with the teacher or in pairs (partner 1 & 2 – taking turns). The teacher does not read the text unless children are unable. Discuss the 2 success criteria.

**4. Text-mark (Year 2 only):** Children will use highlighter pens (pink and yellow) to highlight the 2 success criteria within the text. We follow a 5 step process (on the SMART notebook). Teacher support as required.

### Planning

**Year 1:** if writing an imitation piece – children use the story map created by the teacher. If writing an innovation piece - use the story map created by teacher. The teacher covers some pictures with a box, photocopy it for the children to change. 3<sup>rd</sup> piece of writing/assessment – children can use their story map from their 2<sup>nd</sup> piece of writing and make changes. From the Summer term, Y1 will use planning frames, as Year 2, according to their ability (LA-Story maps, MA/HA-Planning frames).

**Year 2:** 1<sup>st</sup> and 2<sup>nd</sup> innovation pieces – plan using the 'boxing up' planning frames. (However, in Autumn 1, planning will be from the story map as in Year 1). 3<sup>rd</sup> piece of writing/assessment – in Autumn 1 only - children can use a 'blanked out' story map from the original Talk for Writing and make their own changes. From Autumn 2, Y2 will use planning frames, as KS2, according to their ability (some LA and all SEN pupils will continue to plan using story maps).

### Talk for Writing and Writing Days

**1<sup>st</sup> piece:** learning the 'Talk for Writing'. The teacher will prepare the story map and decide the actions **in advance of the lesson and be confident and fluent in showing children the actions whilst speaking the story** (some actions can be decided by the children). Learn the text using the 'my turn, your turn' technique. Children may practise in groups; teacher with the target group. If time allows, some drama can be incorporated during the 1<sup>st</sup> week e.g. hot seating, role on the wall. **However, the priority is for secure 'talk for writing'**. Children learn one paragraph per day. When the children begin learning the text, the teacher will complete 'Modelled Writing' in Year 1 and 'Shared Writing' in Year 2 – for a few sentences or 1 short paragraph per day, the children will then write that section of text in their books (at first it may be 1 or 2 sentences, rather than a full paragraph – particularly in Year 1 where children may only be writing 1 sentence at first).

**2<sup>nd</sup> piece:** Year 1 plan their work by making changes to the original story map. The teacher can use 'post-it' notes to cover up parts of the story map or cross existing features out. Each day, the teacher produces a Modelled or Shared Writing paragraph

(Year 1) or Shared Writing paragraph (Year 2) – please note, if Year 1 can access shared writing rather than modelled writing then this is the preferred approach. Children can be instructed to use the first sentence from the modelled or shared writing but the rest should be written in their own words. The modelled/shared writing must be removed from view after a few minutes.

**Invention is only to be used for the most able Y2 children. However, this will be reviewed as children make progress and at key assessment points (End of Spring 1, Spring 2, Summer 1 and Summer 2).**

**3<sup>rd</sup> piece (independent assessment):** In Year 1 (and in Autumn 1 of Year 2 only), the children can use their story map from their 2<sup>nd</sup> piece of writing to help them to write their assessed piece. From Autumn 2, Year 2, all children (except some LA pupils and all SEN pupils) will use the 'boxing up' planning frame. The assessed piece must be independently written and will be an innovation piece with changes. The Writing Wall is used for reference (and thesauruses can be used, common exception word mats, story maps, magic 10/tricky words for Y1/Y2 and the super sentences). Children will have the opportunity to generate some key vocabulary with partners and the teacher (to put on the Writing Wall) for 5-10 minutes before they begin writing. This generation of ideas must not involve generating sentences or phrases. Writing is assessed using the Caedmon writing assessment grid for Reception, Year 1 or Year 2 as appropriate. Some LA pupils will need more than one assessment grid in their book.

### **Presentation**

**Handwriting:** teacher's handwriting must model the school cursive style and be neat, on the line and legible for the child to understand. Children write on the left hand page. Teachers complete their marking (see policy) on the right hand page. Children complete their 'Response Time' feedback on the right page. Pupil's handwriting must be legible and please be aware if children start writing in very tiny handwriting, or very large handwriting, that this is not acceptable and they will need to write in a sensible size – it is the teacher's responsibility to address this.

**Untidy work:** must be completed again at playtime. **New paragraph:** indicated by a single line break.

**Dates and titles:** short date on top line, next to the margin. Title at the left of the 2<sup>nd</sup> line of the page. Date & title both underlined with a ruler. **These will be written and underlined by the teacher for any children identified as requiring support.**

**Mistakes:** Year 1 children use rubbers and Year 2 children use rubbers in Autumn Term only. From Spring 1, Year 2 children use a ruler to cross mistakes out with a single line (left to right). Children must not over-write their mistakes.

### **Marking**

**It is expected that books are marked once a week in Year 1 and twice a week in Year 2 - see below:**

#### **Year 1**

Mark the books once a week. Highlight 2 positive elements of the child's work (full sentences) in green. Give the child 2 spellings to correct. For the 2 spellings: the abbreviation 'sp' is written in the margin and the spellings to practise are written at the top of the right hand page.

Yellow response: Year 1 teachers can decide which higher ability children can complete 1 yellow response. Highlight one area for development for children to edit during response time in yellow (full sentence). On the right hand page, in the margin and alongside the yellow highlight, teachers put a short yellow marker (approx 2cm). This may be accompanied by a short code or note to the child in the right hand page margin to explain to the pupil what the yellow highlight is for (see 'Caedmon Marking Code and Guidance'). Year 1 teachers may write the sentence out/model the sentence for the child to copy, however, for HA pupils, most responses should not be modelled – particularly so from Spring 1 onwards.

#### **Year 2**

\* Please note, in addition to the marking explained below, each text-marking piece is marked, using the Verbal Feedback stamp, to show that verbal feedback/discussion has taken place. If there was a particular issue(s) discussed, a note will be written next to the stamp to indicate the focus of the discussion e.g. adjectives.

Mark the books twice a week.

**First day of marking:** 2 greens, 2 spellings & 1 yellow (see below).

Highlight 2 positive elements of the child's work (full sentences) in green. Give the child 2 spellings to correct. (For the 2 spellings: the abbreviation 'sp' is written in the margin and the spellings to practise are written at the top of the right hand page.)

Yellow response: Year 2 teachers should give 1 yellow. Highlight one area for development for children to edit during response time in yellow (full sentence) – this should not be only asking for capital letters or full stops because these elements are expected as standard. On the right hand page, in the margin and alongside the yellow highlight, teachers put a short yellow marker

(approx 2cm). This may be accompanied by a short code or note to the child in the right hand page margin to explain to the pupil what the yellow highlight is for (see 'Caedmon Marking Code and Guidance'). Year 2 teachers may write the sentence out/model the sentence for some lower ability and SEN children to copy when appropriate.

Second day of marking: Highlight 2 positive elements of the child's work (full sentences) in green. Give the child 2 spellings to correct.

Stamps/Praise for good work: at the end of a piece of work, the teacher may choose one of the following stamps: 'Effort' and 1 team point (for trying); 'Super Job' and 2 team points (for very good work) or the 'Gold Star' stamp and 3 team points (for outstanding work/best work). This will be stamped on the teacher's side of the page in the centre area. Please draw a neat circle around the team points.

### Response Time/Feedback to marking

At the start of certain lessons (see 3 week unit chart on p1), children complete 'Response Time'. They respond to the yellow highlighting – if appropriate, see 'Marking' section - and complete the spelling corrections. They re-write the section highlighted yellow, correctly, on the right hand page in line with the teacher's yellow highlight (or underneath the teacher's modelled sentence if this method is used). They write the spellings correctly, 3 times, in line with where the teacher has written them. If the spellings are correctly re-written 3 times, they are highlighted green. If any of the 3 are incorrect – including poor letter formation or handwriting joins, they are all highlighted yellow then written again underneath for the child to re-attempt x3. All spellings, should eventually be highlighted green. When the teacher marks their work each time, the teacher will also check the response time corrections. If the child has completed the yellow edit correctly, the teacher will highlight it green. If it is incorrect – including new errors appearing or any capital letters and full stops missing - the teacher will highlight it yellow and it will have to be re-done the next day during 'Response Time' (with support from the teacher). If a child does not complete their full response during response time, they must miss a full playtime to complete it and also to write lines.

### Targets

Children in Y1 have 1 or 2 targets and Y2 children should have 3 targets – one of these should be spelling, the other two should be linked to gaps in the assessment grids or specific needs of the child. Usually, capital letters and full stops will not be given as a target (unless in Y1) as this is continually emphasised on a daily basis.

Target sheets are stuck on the first page of the writing books. At the end of each finished text, the target(s) are checked. If 'on target' the child's work is stamped at the bottom of the right hand page with the green 'On Target' stamp and a brief note to describe which target e.g. 'Full stops'. 1 team point is awarded (1tp) and the teacher circles this. The target sheet at the front of the child's book is dated (please use the date when the work was started as this makes it very easy to cross-reference). When a target is fully completed, use the blue 'Target Met' stamp and award a further team point (therefore children will get 2 team points on these days). If the targets are not met, the teacher should show this by drawing a 'step/stairs' and writing 'Targets' next to it. This shows that the teacher has checked the targets.

Important Note: If targets need to be temporarily changed e.g. for a poetry unit, cross them out with a pencil line, give the child a suitable target for the coming genre then re-introduce the original target at a later date – once it becomes relevant again.

### Assessment Grids

Caedmon writing assessment grids are stuck inside the front cover of the child's writing book. After each 3<sup>rd</sup> piece/assessed piece of writing, decide if the child is 'on target' and complete the target process outlined above. Next, on the assessment grid, write the date at the top of the column then tick each aspect/bullet point that the child has demonstrated – in pen, not pencil. If a child regresses, the teacher will need to circle that statement in pencil and make this a target area for the child, until secure. Individual pieces of work do not decide the child's grade, rather, it is a portfolio of evidence which contributes to the grade given i.e. look at the ticks for all assessed pieces to-date.

### Lesson Preparation / Resources

All resources needed for the lesson should be ready and organised before the start of the lesson. This includes the writing wall, synonym search cards etc. either blank (at the start of a unit) or filled and the text being glued into the children's books in advance.

Before the start of the lesson, resources should be out on tables so that every child has what they need e.g. children's own books, planning sheets, thesauruses, highlighter pens, magic 10/20 bookmarks.

## Caedmon Primary School KS2 Writing Guidance



Every half term = 1 unit of work which will include four genres in the following order: 1. Poetry 2. Setting or character description 3. fiction/narrative writing 4. Non-fiction/wider curriculum writing. (Year 6 will have additional shorter units in order to provide a wider-range of opportunities).

The unit starts with poetry, then either a setting or character description that will be used to build up a bank of ideas to use for the main fiction/narrative piece of writing (the story). Non-fiction stands alone and is the final genre.

As the non-fiction and the fiction/narrative pieces are the main genres, there will be three pieces to write for each. These are: **1<sup>st</sup> piece** = innovation of the teacher's version (children make significant changes to the text e.g. character name, setting, some events, add extra detail and description etc). **2<sup>nd</sup> piece** = invention (e.g. different setting, major changes to plot, characters etc). **3<sup>rd</sup> piece** = assessment. **Assessments must be completed independently.**

**TIMETABLE FOR MAIN GENRES ONLY: each non-fiction and each fiction/narrative genre will last for 3-4 weeks. See below:**

THE 3 WEEK UNIT		
Day	Y3-5 (Year 6 units may be shorter).	
	1 <sup>st</sup> 5 minutes	Main Lesson
<b>Learning the Text: talk for writing week</b>		
1	Response time (from previous assessment).	Text Introduction – 'experience' e.g. video, photos. Read the text. Fill in all elements on the Writing Wall.
2	Daily Dictionary	Discuss and highlight the 4 success criteria. TfW learn 2 paragraphs
3	Daily Dictionary	TfW learn 2 paragraphs
4	Synonym Search	TfW learn final paragraph and review all. Drama – 1 element (if time allows).
5	Synonym Search	Review full TfW. Plan ( <b>1<sup>st</sup> piece - innovation</b> ). Teacher to model a plan, children complete own plan.
<b>1<sup>st</sup> piece of writing – innovation:</b>		
6	DD or SS (see above)	10 mins shared writing paragraph 1. Write a paragraph – 10 mins whiteboard first, copy & finish in book.
7	DD or SS (see above)	10 mins shared writing paragraph 2. Write a paragraph – 10 mins whiteboard first, copy & finish in book.
8	Response Time	10 mins shared writing paragraph 3. Write a paragraph – 10 mins whiteboard first, copy & finish in book.
9	DD or SS (see above)	10 mins shared writing paragraph 4. Write a paragraph – 10 mins whiteboard first, copy & finish in book.
10	Response Time	10 mins shared writing paragraph 5. Write a paragraph – 10 mins whiteboard first, copy & finish in book.
<b>2<sup>nd</sup> piece of writing – invention. 3<sup>rd</sup> piece of writing - assessment</b>		
11	DD or SS (see above)	Planning ( <b>2<sup>nd</sup> piece - invention</b> ). Year 3 will take a full lesson. Planning Years 4-6 - approx 20 mins. 10 mins shared writing 1 paragraph. Write 1 paragraph – 10 mins whiteboard first, copy & finish in book.
12	DD or SS (see above)	5 mins shared writing e.g. 2 sentences – choose a particular aspect to focus on e.g. 1 <sup>st</sup> 2 sentences; use of personification; persuasive opener etc. Write 1-2 paragraphs – 10 mins whiteboard first, copy & finish in book.
13	Response Time	5 mins shared writing (see day 12). <i>(Year 3 may need an extra day to complete their writing due to taking a full lesson for planning.)</i>
14	Response Time	Planning ( <b>3<sup>rd</sup> piece = assessment piece</b> ). Start writing.
15	n/a	<b>(Assessment piece continued)</b> . Full lesson to finish writing and check/edit.

### Success Criteria

Each piece of writing has 4 genre related success criteria (Y3 lower ability children can have 3 success criteria). They are typed at the top of the 'text marking piece' as 'I can **find**...' statements. They are also typed on the SMART notebook.

### 1<sup>st</sup> 5 minutes of the lesson

See table above for days allocated for each activity, described below:

**Daily Dictionary and Synonym Search.** These are 5 minute vocabulary exercises, explicitly linked to the text that the children are writing. Use either a dictionary or a thesaurus as appropriate. Writing Wall to be up-dated using ideas generated. These words should then be used in children's own writing.

**Response Time.** Children respond to feedback (see section on marking and response time below).

## **WEEK 1 – Preparation for Writing (Text Introduction):**

**1. Experience:** provide a short experience linked to the text. E.g. film clip, pictures muddled up, a letter to the children, some clues to the story in the classroom e.g. footprints. The experience could also be in response to a previous educational visit or visitor etc. *This experience must not be an art activity.*

**2. Explain:** the audience and purpose for the writing.

**3. Read, highlight/text-mark:** read the text in pairs - each partner reading a paragraph then swap. The teacher does not read the text. Look at the 4 success criteria. Discuss, then teacher models how to search through the text and highlight the success criteria one by one, using 4 different colours (green, yellow, pink, blue). Follow the 5 step process (explained on the SMART notebook). This can be completed as appropriate: e.g. whole class, teacher working with a target group, in pairs etc.

## **Talk for Writing & Drama**

The teacher will prepare a story map **in advance of the lesson**. The teacher will prepare actions **in advance of the lesson and be confident and fluent in showing children the actions whilst speaking the story**. Learn the text using the 'my turn, your turn' technique (teacher modelling a sentence, children copying and so on). At key points, review full paragraphs etc until children are confident. Children practise in groups; teacher with a target group. If time allows, some drama can be planned e.g. hot seating. ***However, the priority is for 'talk for writing' to be secure.***

**Planning** - Use either the Caedmon Fiction Planning frame, Non-fiction Planning Frame, Poetry Planning Frame or Description Planning Frame. Planning is not stuck into children's books. Planning is taught through the use of shared writing techniques.

## **WEEK 2 – Writing 1<sup>st</sup> piece:**

Teacher-led 'Shared Writing' several sentences or 1 paragraph, followed by children writing that section of text each day. In Key Stage 2, unless there are technical issues, shared writing should be written on the interactive screen and the document saved and updated afterwards for reference. Shared writing should not be written on an ordinary whiteboard or flipchart. Children can be instructed to use 1 or 2 sentences from the shared writing but the rest should be written in their own words, hence, the shared writing will be removed from view after approx. 3 minutes. Children have a copy of the story map on their table. Write for 10 mins on a whiteboard then check, copy & continue in books.

## **WEEK 3 – Writing 2<sup>nd</sup> piece (invention, less able children = innovation) and 3<sup>rd</sup> piece (Assessment)**

**Mon – Wed.** Children plan and write their 2<sup>nd</sup> piece of writing (invention). As week 1, 'Shared Writing' – however this is more flexible and could be as little as 5 minutes, working on 2 sentences with a particular focus e.g. how to use persuasion. This is followed by writing daily. Children are expected to complete approx. 2 paragraphs daily. They work on a whiteboard for approx. 10 minutes, then check, copy & continue in their book. **Thur – Fri.** Children plan and write their 3<sup>rd</sup> piece (independent assessment). The children can discuss ideas with a partner for 5 minutes. They plan their writing independently. The writing itself must be independent work. Thesauruses, super sentences, magic 20 spelling cards and the Writing Wall must be available for reference. Writing is assessed using the new curriculum assessment grid (see below). Some LA pupils will need more than one assessment grid in their book.

## **Presentation**

**Handwriting:** the teacher's handwriting will model the school cursive style, be neat, on the line and be easy for a child to read. Children write on the left hand side of the page. Teachers complete their marking (see policy) on the right hand side. Children complete their 'Response Time' feedback on the right hand side of the page (see below). Pupil's handwriting must be legible and please be aware if children start writing in very tiny handwriting, or very large handwriting, that this is not acceptable and they will need to write in a sensible size – it is the teacher's responsibility to address this.

**Untidy work:** must be completed again at playtime.

**Dates and titles:** short date on top line, next to the margin. Title in the centre of the 2<sup>nd</sup> line of the page. Date & title both underlined with a ruler. These will be written and underlined by the teacher for any children identified as requiring support.

**New paragraph:** indicated by a single line break.

**Mistakes:** must be crossed out with a single line (left to right) using a ruler. Children must not over-write their mistakes.

## **Marking**

**It is expected that books are marked twice a week in KS2.**

\* Please note, in addition to the marking explained below, each text-marking piece is marked using the Verbal Feedback stamp to show that verbal feedback/discussion has taken place. If there has been a particular issue(s) to discuss e.g. relative pronouns, the teacher will make a short note next to the Verbal Feedback stamp to identify what was discussed.

Mark the books twice a week.

First day of marking: 2 greens, 2 spellings & 1 yellow (see below).

Highlight 2 positive elements of the child's work (full sentences) in green. Give the child 2 spellings to correct. (For the 2 spellings: the abbreviation 'sp' is written in the margin and the spellings to practise are written at the top of the right hand page.)

Year 3-6 teachers should give 1 yellow. Highlight one area for development for children to edit during response time in yellow (full sentence) – this may include capital letters and full stops but must also include 1-2 other elements because capital letters and full stops are expected as standard. On the right hand page, in the margin and alongside the yellow highlight, teachers put a short yellow marker (approx 2cm). This may be accompanied by a short code or note to the child in the right hand page margin to explain to the pupil what the yellow highlight is for (see 'Caedmon Marking Code and Guidance').

Second day of marking: 2 greens, 2 spellings. Year 3 & 4 do not have a yellow on this day. Year 5 & 6 are given a yellow (see below).

Highlight 2 positive elements of the child's work (full sentences) in green. Give the child 2 spellings to correct.

Year 5 & 6 teachers should give 1 yellow (please refer to guidance given above).

Stamps/Praise for good work: at the end of a piece of work, the teacher may choose one of the following stamps: 'Effort' and 1 team point (for trying), 'Super Job' and 2 team points (for very good work) or the 'Gold Star' stamp and 3 team points (for outstanding work). This will be stamped on the teacher's side of the page in the centre area. A suitable number of team points may be awarded e.g. 2tp. Please draw a neat circle around the team points.

### **Response Time/Feedback to marking**

At the start of certain lessons (see 3 week unit chart on p1), children complete 'Response Time'. They respond to the yellow highlighting – when appropriate - and complete the spelling corrections. They re-write the section highlighted yellow, correctly, on the right hand page in line with the teacher's yellow highlight. It is expected that capital letters and full stops will be used. They write the spellings correctly, 3 times, in line with where the teacher has written them. When the teacher marks their work each time, the teacher will also check the response time corrections. If the child has completed the yellow edit correctly, the teacher will highlight it green. If it is incorrect – including new errors appearing or any capital letters and full stops missing - the teacher will highlight it yellow and it will have to be re-done the next day during 'Response Time' (with support from the teacher). If the spellings are correctly re-written 3 times, they are highlighted green. If any of the spellings have been incorrectly written, all three of them are highlighted yellow and the teacher writes the spelling again underneath for the child to re-attempt – this includes poor handwriting/letter formation by the child. All responses and spellings should eventually be 'green'. If a child does not complete all of their response they must be kept in for a full playtime to do it, followed by completing lines.

### **Targets**

KS2 children have 3 targets – one must be a spelling target and the other targets must be linked to gaps in the assessment grid or specific needs of the child. Usually, capital letters and full stops will not be given for a target, as this is continually emphasised. Target sheets are stuck on the first page of the writing books. At the end of each finished text, the target(s) are checked. If '**on target**' the child's work is stamped with the green 'On Target' stamp at the bottom of the right hand page with a brief note to describe which target e.g. 'Full stops'. 1 team point is awarded (1tp) and the team point is circled neatly. The target sheet at the front of the child's book is dated (please use the date when the work was started as this makes it very easy to cross-reference). When a target is fully completed, use the green '**on target**' and blue '**target met**' stamp and award a team point (therefore 2 team points will be awarded on these days). If the targets are not met, the teacher should show this by drawing a 'step/stairs' and writing 'Targets' next to it. This shows that the teacher has checked the targets. **Important Note:** If targets need to be temporarily changed e.g. for a poetry unit, cross the targets out with a pencil line and give the child a suitable target for the current genre then re-introduce the original targets at later date when they become relevant again.

### **Assessment Grids**

Caedmon writing assessment grids are stuck inside the front cover of the child's writing book. After each **3<sup>rd</sup> piece/assessed piece of writing**, decide if the child is 'on target' and complete the target process outlined above. Next, on the assessment grid, write the date at the top of the column then tick each aspect/bullet point that the child has demonstrated – in pen, not pencil. If a child regresses, the teacher will need to circle that statement in pencil and make this a target area for the child, until secure. Individual



pieces of work do not decide the child's grade; rather, it is a portfolio of evidence which contributes to the grade given i.e look at the ticks for all assessed pieces to-date.

### **Lesson Preparation / Resources**

All resources needed for the lesson should be ready and organised before the start of the lesson. This includes the writing wall, synonym search cards etc. either blank (at the start of a unit) or filled and the text being glued into the children's books in advance.

Before the start of the lesson, resources should be out on tables so that every child has what they need e.g. children's own books, planning sheets, thesauruses, highlighter pens, magic 10/20 bookmarks.