

St Joseph & St Bede R.C. Primary School



English Policy

With **Christ** at the
centre, our *Dream*
is for **greatness** in our
learning, to
Believe in our
unique talents, to be
Guardians of
life & creation
and to *Achieve*
a better world, by
living life to the full.

Approved by:

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Written by:

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OVERALL INTENT

All children succeed as lifelong learners, within the love of God.

At St. Joseph & St Bede we teach English according to the statutory requirements for the teaching and learning of English which are laid out in the National Curriculum in England: Framework Document (2014).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Aims of the National Curriculum 2014:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At St. Joseph & St. Bede we strive to ensure that all of our children are equipped with the necessary knowledge and skills to become lifelong learners and successful adults - we believe the teaching of English has a significant role in empowering our children to be able to participate fully as a member of society.

- We teach our pupils to speak, write, listen, and read fluently so that they can communicate their ideas and emotions with an ever-growing confidence.
- We provide our children with an enriching English curriculum, enhanced through the use of cross-curricular links.
- We adopt a fully inclusive approach to teaching and learning in English where children are both challenged and supported in their learning.
- We utilise assessment for learning to ensure that both adults and children know how to move forward and make progress in their learning.

DELIVERING THE ENGLISH CURRICULUM AT ST. JOSEPH & ST. BEDE

Planning:

We carry out the curriculum planning in English in three phases (long term, medium term and short term.) The National Curriculum provides the teaching details that we teach in the long term. We use Early Years - Development Matters guidance for the Early Years Foundation Stage to teach our Nursery and Reception children. Our long term plans work on a two year rolling programme and give details of the class texts to be explored, planned writing outcomes, and the reading and grammar skills which will be covered in each half term. These plans show how English is central to our topic-based approach. Medium term planning is completed for each half-term in key stage teams to ensure collaboration and consistency for all learners across the individual departments (EYFS, KSI, LKS2, UKS2). Class teachers complete a weekly (short term) plan using PowerPoint for the teaching of English. Planning at this level will also identify target groups of children for specific support or guided work/intervention.

From Year 1 to Year 6 at St. Joseph and St. Bede we teach English within our Altogether Reading Lessons, where we enrich the children with vocabulary and teach reading comprehension strategies; our Writing lessons, in which we teach the children to write using Jane Considine's sentence by sentence approach (The Write Stuff) and our weekly SPAG lessons, where we teach a spelling rule and review the grammar for writing we have discussed in our writing lessons during the week.

Reading

INTENT

At our school, all pupils will have the opportunity to be fluent, confident readers, who are able to successfully comprehend and understand a wide range of texts with the support they receive from the teacher and in time, independently. We are ambitious for all of our pupils, of whom we want to develop a deep love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from a variety of texts.

At our school pupils will:

- Have a secure phonic knowledge, to be able to decode words confidently and read them aloud fluently.
- Employ their phonetic knowledge to write with accuracy and build quality sentences.
- Explore the content of a range of texts to ensure full understanding of what they have read.
- Become confident, enthusiastic, independent and reflective readers who develop a habit of reading a variety of texts for both pleasure and information gathering.
- Develop as independent readers who read regularly for pleasure.

IMPLEMENTATION

Principles of Teaching and Learning

At St. Joseph and St. Bede we follow the National Curriculum 2014 objectives for the teaching of Reading. This is supported by The Literacy Shed's VIPERS reading comprehension strategy and we actively encourage teachers to be creative and use further resources to supplement their reading teaching.

Whole School Reading Scheme

We have a whole school reading scheme (Oxford Reading Tree) that ensures progression in both word reading skills and comprehension. This is supplemented by other schemes such as Badger, Project X and Story Chest. Children in EYFS and KS1 have access to a phonetically decodable book which matches their phonic ability in addition to a Key Word based book. The scheme is structured to ensure that children have access to a wide range of texts, and allows for pupils to develop their skills within a level before moving to the next level. All pupils have a planner which documents both reading in school and at home.

Teachers and teaching assistants will complete miscue analysis' every term for all children and those who we feel require a reading level check within this time frame will be miscued accordingly. Each classroom has a file which stores the children's reading records. Within each child's records there will be relevant miscues and lists of books from the reading scheme that they have read. Children across the phases will also have lists of key words detailing the common exception words the children can read. As the children move into UKS2, some children will be moved onto library books or will loan books from their classroom libraries, a list of the books loaned will be recording within the individual child's reading file.

EYFS

In the early years, reading is taught through one to one reading and within group guided reading sessions, beginning in the Spring Term. Please see the Phonics Policy for more information.

KS1 and KS2

From Year 1 upwards, we teach the reading skills within Altogether Reading sessions (Whole Class Reading lesson) so that all children have access to the age-related skills and knowledge in the National Curriculum. Within these sessions, teachers will prepare SATs style questions based upon a quality text linking with their corresponding topic to develop fluency, comprehension skills and explore unfamiliar vocabulary. To support the planning of quality targeted questioning, teachers use VIPERS (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise) to help the children to develop these vital reading skills.

Separate to this, all children will be heard reading to an adult one to one or via Seesaw at least once a week, however targeted readers (the bottom 20% of readers) will be heard at least 3 times a week, one of those one to one sessions with the class teacher. A record of when children are heard reading is kept by class teachers - please see Appendix 1.

Homework

All children are actively encouraged to read at home as part of their homework each night. The children's planners are checked daily to monitor reading at home. This may include reading to someone at home, independently reading, reading on Seesaw or completing online reading (e.g. ReadTheory or GetEpic!) To reward and celebrate those children who regularly read at home, during our Good News Assembly each teacher chooses a Reading Champion.

Assessment of Reading

Reading is continually assessed through the use of formative assessment. When listening to children read one to one, adults assess fluency and expression and verbally check the children's understanding of the texts they read using a range of quality targeted questions. In each Altogether Reading lesson the teacher and teaching assistants live mark, providing children with verbal feedback on their comprehension answers. Reading is also assessed on a summative basis following the termly completion of formal assessments using the NFER tests for Years 1, 3, 4 and 5. Year 2 and Year 6 complete the assessments using past SATs papers. Teachers use this data to inform their future planning.

IMPACT

- Pupils will enjoy and be able to read a wide variety of texts, reading for both pleasure and purpose.
- Pupils will have a rich vocabulary, which grows every day and one that they can draw upon when writing.
- Phonics and early reading will be in line with national outcomes.
- Children's reading ages will more closely align with age-related expectations, the percentage of pupils working at ARE within each year group will increase and the gap between our results and the national average will become more closely aligned.
- All children will make good progress in reading by the end of KS2.
- The percentage of pupils working at Greater Depth for their reading within each year group will increase and the gap between our results and the national average will become more closely aligned.
- The gaps in the progress of disadvantaged vs non-disadvantaged pupils will decrease .

Writing

INTENT

We intend that all pupils at St. Joseph and St. Bede will become confident writers who are able to write for a variety of purposes and audiences, including writing for pleasure.

At our school pupils will:

- Have a bank of ideas for writing (facilitated by the FANTASTICS - See appendices).
- Have a secure knowledge of the grammar necessary for writing accurately (facilitated by the GRAMMARISTICS - See appendices).
- Be equipped with a variety of techniques to add flair to their writing (facilitated by the BOOMTASTICS - See appendices).
- Feel supported on their writing journey, knowing who, what and where they may find the resources to enable them to write.
- Challenge themselves to 'deepen the moment' in their writing.
- Become confident, enthusiastic, independent and reflective writers who develop a love of writing a variety of texts for both pleasure and purpose.

IMPLEMENTATION

Principles of Teaching and Learning

A Cross-Curricular Approach

Each key stage team has a curriculum overview for each half-term which outlines the writing genres, both narrative and non-fiction, that they will teach during each topic. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year. At St. Joseph & St. Bede we teach using a thematic, cross-curricular approach, therefore our writing outcomes are derived from the topic which we are teaching. Every unit selected is linked to a carefully chosen topical text that acts as a stimulus for teaching the identified text, word and sentence level features that children will be expected to include in their extended writing.

The Write Stuff Approach

At St. Joseph & St. Bede we use the Write Stuff to support our planning and teaching of writing. This involves use of the Writing Rainbow which provides children with the ideas for writing, the grammar for writing and the techniques for writing through various writing lenses. Prior to writing the children are engaged by an experience lesson before teachers teach 'sentence stacking' lessons where, through class 'chotting' (chatting and jotting), teachers demonstrate how to write 'chunks of sense' before the children write sentences of their own based on an agreed writing lense (success criteria). These sessions work towards the children gaining the necessary skills to apply what they have learnt to an independent write of their own.

EYFS - Use the ideas for writing (FANTASTICS) throughout the Areas of Provision to promote verbal vocabulary development and prepare children for KS1.

KS1 - Begin by using the ideas for writing (FANTASTICS) until Spring, after which other writing lenses may be introduced.

LKS2 - To make full use of all the available writing lenses with the aim being that children write two sentences, each sentence stacking lesson. Eventually progressing onto writing three sentences.

UKS2 - To make full use of all the available writing lenses with the aim being that children write at least three sentences.

Challenge - Higher attaining pupils are given the option to deepen the moment, pupils are trained to delve deeper into describing a moment further using either a given writing lense or a lense of their choice.

The Writing Process

We follow a structured writing process (see appendix 2) which begins with the children gathering the content and knowledge they need to write through shared experiences. We then engage in our sentence stacking lessons, drafting writing sentence by sentence together through demonstration writing. Following this, the children complete an independent piece of writing, they edit this piece before finally re-drafting/publishing their writing. This process enables the children to produce an independent extended piece of writing which will be used to assess the pupil's skills against the success criteria. Writing units will usually take three weeks to complete, however this is dependent upon the writing outcome.

Planning

Lesson planning for writing is completed using PowerPoint. All teachers use a consistent planning format for use in writing lessons - see Appendix 2. Within the planning, teachers should add detailed notes to the PowerPoint explaining how the learning is differentiated for all learners (GDS & SEND). Each teacher must ensure that these plans are shared with other staff members including Teaching Assistants.

Spellings:

Spellings are taught according to the rules and words contained in Appendix 1, of the English National Curriculum. At St. Joseph and St Bede we use Spellingshed to support our Spelling teaching. Each week, the children will be taught a spelling rule and children will practise these spellings daily as morning/afternoon work using Spellingshed and/or spelling bags as well as being encouraged to practise at home. Children will be tested on these spelling rules on a Friday and their results are recorded for parents to be aware of in the children's planners. Spelling is also taught and re-visited frequently within writing lessons as we recognise the importance and the value of teaching spelling in context.

Grammar and Punctuation:

We teach grammar within our writing lessons, so that the skills taught are in context. We believe this allows children to gain a deeper understanding of grammatical concepts and apply these skills within their own pieces of writing successfully (see the Writing Process in Appendix 2). Teachers in KSI & KS2 will use weekly SPAG-hetti sheets to target and review certain areas of grammar and punctuation which have been either identified when marking children's work or are elements of the success criteria for an upcoming piece of writing. This lesson is completed on a Friday as part of our 'Skills Day' lesson.

To support sentence demarcation within early writing, in EYFS, the children are taught to use Rainbow Writing actions to support sentence writing.

Handwriting

At St. Joseph and St. Bede R.C. Primary School, all children are introduced to Cursive Handwriting in EYFS. We believe this raises standards in handwriting throughout the whole school, developing confidence, accuracy and fluency and

improved presentation. Please see our separate Handwriting Policy for more information.

Assessment of Writing

Writing is continually assessed through the use of formative assessment. In each writing lesson the teacher and teaching assistants live mark, providing children with verbal feedback on their writing. Writing is also assessed on a summative basis following the completion of an independent piece of writing. Teachers use the National Curriculum statements to support their judgements. To supplement teacher assessments, we also use the No More Marking programme. This involves the children completing an independent piece of writing, which other children throughout the country also complete. These pieces of writing, once submitted, are then comparatively judged by teachers to produce a range of data. Further to this, within the Beacon Alliance we regularly meet to moderate our children's writing across all year groups. We also complete termly assessments of Grammar and Spelling using the NFER tests for Years 1,3,4 and 5. Year 2 and Year 6 complete the assessments using past SATs papers. Teachers use this data to inform their future planning.

INTENDED IMPACT

- Pupils will enjoy writing across a range of genres and will be able to confidently communicate their knowledge, ideas and emotions through their writing in a variety of ways. Children will develop writing skills by linking writing to high quality texts.
- All pupils will acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling rules they learn throughout their time in primary school.
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded.
- Pupils will have a good knowledge of how to adapt their writing based on purpose and audience. They will be able to write clearly, accurately and coherently, adapting their language selections and style appropriately.
- We will see good progress in writing by the end of KS2 and the percentage of pupils working at ARE within each year group will increase, the gap between our results and the national average will become more closely aligned.
- The percentage of pupils working at Greater Depth for writing within each year group will increase and the gap between our results and the national average will become more closely aligned.
- Children who are awarded a level 3 at the end of Reception continue to be recognised as Greater Depth at the end of KS1.
- The gaps in the progress of different groups of pupils will decrease (e.g. disadvantaged vs non-disadvantaged)

The Writing Process at St. Joseph & St. Bede

DAY TWO - FOUR

Drafting writing by using the FANTASTICS, GRAMMARTASTICS AND BOOMTASTICS.

DAY ONE

Experience Day - to gather content

DAY FIFTEEN

Friday Skills Day

Re-drafting

DAY FOURTEEN

Editing Stations

DAY SEVEN - NINE

Drafting writing by using the FANTASTICS, GRAMMARTASTICS AND BOOMTASTICS

DAY FIVE

Friday Skills Day

DAY SIX

Experience Day - to gather content

DAY ELEVEN & TWELVE

Planning Independent writing

DAY THIRTEEN

Independent Writing using a shared success criteria

Dream Believe Achieve



The Writing Process at St. Joseph & St. Bede



English Three Week Cycle (flexible depending on unit)

<p>Day 1 Experience Day GATHERING CONTENT</p> 	<p>Experience days are where children acquire the knowledge to enable them to write. This may be research on an iPad, YouTube videos, trips out, visitors in, artefacts, pictures, videos, sound clips, objects, etc...</p>
<p>Day 2 - 4</p> <p>Sentence Stacking</p> <p>Plot Point 1, 2 & 3</p> <p>The purpose of the first draft is not to get it RIGHT, but to get it WRITTEN.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">WRITING</p>	<p>The Shape of a lesson - 1 plot point per lesson Chunk 1 - Initiate (Teacher) - Model/Bridge - Enable (Pupil) Chunk 2 - Initiate (Teacher) - Model/Bridge - Enable (Pupil) Chunk 3 - Initiate (Teacher) - Model/Bridge - Enable (Pupil) This is 1 lesson and by the end of it they will have written 3 sentences. <i>Greater depth writers should be asked to 'deepen the moment' throughout resulting in a greater number of sentences.</i></p> <p>During the initiate phase of the learning chunk children can be encouraged to 'chat', chat and jot in their books.</p>
<p>Day 5</p> <p>Friday Skills Day</p>	<p>Spelling Test Teach Spelling Rule Completion of SPAGhetti Review Sheets Completion of the week's discussed Altogether Reading questions.</p>
<p>Day 6</p> <p>Experience Day GATHERING CONTENT</p> 	<p>Experience days are where children acquire the knowledge to enable them to write. This may be research on an iPad, YouTube videos, trips out, visitors in, artefacts, pictures, videos, sound clips, objects, etc...</p>
<p>Day 7 - 9</p> <p>Sentence Stacking</p> <p>Plot Point 4, 5 & 6</p> <p>The purpose of the first draft is not to get it RIGHT, but to get it WRITTEN.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">WRITING</p>	<p>The Shape of a lesson - 1 plot point per lesson Chunk 1 - Initiate (Teacher) - Model/Bridge - Enable (Pupil) Chunk 2 - Initiate (Teacher) - Model/Bridge - Enable (Pupil) Chunk 3 - Initiate (Teacher) - Model/Bridge - Enable (Pupil) This is 1 lesson and by the end of it they will have written 3 sentences. <i>Greater depth writers should be asked to 'deepen the moment' throughout resulting in a greater number of sentences.</i></p> <p>During the initiate phase of the learning chunk children can be encouraged to 'chat', chat and jot in their books.</p>

<p>Day 10</p> <p>Friday Skills Day</p>	<p>Spelling Test</p> <p>Teach Spelling Rule</p> <p>Completion of SPAGhetti Review Sheets</p> <p>Completion of the week's discussed Altogether Reading questions.</p>
<p>Day 11</p> <p>Building Success Criteria</p>  <p>Wider Plot Planning</p> 	<p>Independent Writing:</p> <p>During this third week, the children need to showcase their independent use of the ideas for writing, the techniques for writing and the Grammar for writing that they have learnt over the previous two weeks. The children should be tasked with producing a piece of writing which links to the modelled piece. For example, you may ask children to re-write a narrative from a different character's perspective, if you have completed a non-chronological report on Charles Dickens, the children could then be asked to write a non-chronological report about Queen Victoria.</p> <p>Share the success criteria. You will have taught them this throughout the writing sessions.</p> <p>e.g. sight, sound, action sentences, speech sentences etc.</p> <p>Co-create shared success criteria with the children.</p> <p>Give children a blank planner with the grid already on the side (positive/negative intent)</p> <p>They plan/draw their story in each box of the plot point planner.</p> <p>Children now assign the success criteria to each plot point</p> <p>NB: number of plot points = the number of success criteria</p>
<p>Day 12</p> <p>Sentence Level Planning</p> 	<p>This is the most important day!</p> <p>Children are to write the sentence for each paragraph that will achieve the shared success criteria.</p> <p>E.g. a sound sentence for plot point 1.</p> <p>(To do this, they need to think of the vocabulary, Shade O'Meter, positive or negative intent and the structure of their sentence.)</p>
<p>Day 13</p> <p>Independent Writing</p> <p>The purpose of the first draft is not to get it RIGHT, but to get it WRITTEN.</p> <p>DRAFTING</p>	<p>Children begin their independent writing but are held to the plot point moments - give them a amount of time to write e.g. 15 minutes for each plot point (paragraph).</p>

Day 14

Editing Stations



Three ways of editing: E1 (Revise) E2 (Rewrite) E3 (Reimagine)
E1 (Edit 1) - Revise - Sp, punct, Gram - all the little mistakes throughout You just tell them how many, you don't underline or highlight them pink

E2 (Edit 2) - Rewrite - ask them to rewrite a sentence * the beginning and end of the sentence. Just one sentence

E3 (Edit 3) - Reimagine - you put in *grr* ^ after a full stop. This means *tell me more*. Give me more detail about what you wrote about in the sentence before.

When they get their work back it may look like..

Erica

E1 = 12 (There could be far more, but I just want 12)

E2 = 3

E3 = 1

Editing Stations

3 x E1 tables (Spelling, punctuation, grammar)

1 x E2 table

1 x E3 table

10 mins each table

Mixed ability groups with an able leader on each table.

Spelling table - has the word lists from previous year groups (remind them of losing points).

Punctuation table - have display cards modelling the expected punctuation.

Grammar table - headphones/earmuffs - block out noise, read it through, listen to your inner voice and listen for those mistakes.

Rewrite table - straightforward

Reimagining table - have a post it note that will go over the bit they've been asked to add more to, as a flap.

Day 15

Friday Skills Day

Spelling Test

Teach Spelling Rule

Completion of SPAGhetti Review Sheets

Completion of the week's discussed Altogether Reading questions.

At the end of each half-term

Re-drafting

At the end of each half-term, when the children should have completed at least 2 shared pieces of writing and two independent pieces of writing, the children could be given the opportunity to choose which one of these two independent pieces they would like to re-draft as their 'polished piece'. Alternatively, for display purposes, you may want to choose which of the pieces you would like re-drafted.

As we did last year, this re-drafting should be completed on printed paper, which could have a themed border, and stuck in the children's English/Topic books. This can then be photocopied for display.



The Writing Process at St. Joseph & St. Bede (NON-FICTION)



A Guide to Writing Non-Fiction - The Write Stuff Approach

A non-fiction unit will usually, depending on the writing outcome, take 3 weeks to complete. 2 weeks should be spent working with the children to develop a secure understanding of the structure of the piece before the children independently write. Below are the different elements of a non-fiction unit explained in further detail.

1-2 days **Find the Shape**

What a Good One Looks Like...

WAGOLL

Always begin by sharing a WAGOLL of the piece of writing with the children and model reading the text appropriately.

Note: You can use the WAGOLL's provided on Jane Considine's plans, or create your own - ensuring that the WAGOLL is achievable for children and meets the age appropriate expectations. Shape examples can be found in The Write Stuff Book by Jane Considine or within the unit plans we have access to online.

Example Shapes:

<https://www.janeconsidine.com/products/jane-considine-english-unit-plans>

Day 1:

- Use this WAGOLL to draw out the 'shape' (structure) of the writing. How is piece of writing built to piece together - like jigsaw pieces. These 'shapes' are the equivalent to the plot points in a narrative unit
- Place each 'shape' along the positive/negative intent graph. Here the central character is the reader.
- Discuss audience and purpose

Day 2: (This could be completed as part of Day 1 in KS2)

- Cut up the shared WAGOLL. Ask children to piece it back together and provide children with the shapes to match up with the writing.
- Discuss vocabulary use and collect these words.

Experience Days

GATHERING CONTENT



Experience Days in Non-Fiction - Knowledge Finding.

Experience days are where children acquire the knowledge to enable them to write. This may be research using other non-fiction books, YouTube videos, trips out, visitors in, artefacts, pictures, videos, sound clips, objects, etc..

Please note: This experience day is movable. You should add an experience day wherever you feel the children will need to gather more information to prepare them for writing. Aim for one a week as a minimum.

Sentence Stacking Lessons

The purpose of the three drafts is not to get it RIGHT, but to get it WRITTEN.

STANDARD

In each sentence stacking lesson, you may vary the number of 'shapes' you cover. For example, if writing a Newspaper report, you may feel that you could achieve writing the headline and the introductory paragraph (orientation) in one sentence stacking lesson.

The structure of a lesson will remain the same:

Chunk 1 - Initiate (Teacher) - Model/Bridge - Enable (Pupil)

Chunk 2 - Initiate (Teacher) - Model/Bridge - Enable (Pupil)

Chunk 3 - Initiate (Teacher) - Model/Bridge - Enable (Pupil)

During the initiate phase of the learning chunk children can be encouraged to 'chaf, chat and jot in their books

Greater depth writers should be asked to 'deepen the moment' throughout resulting in a greater number of sentences - Pupils to indicate this with DM in the margin.

Building Success Criteria



Wider Shape Planning



Independent Writing:

During the third week, the children need to showcase their independent use of the ideas for writing, the techniques for writing and the grammar for writing that they have learnt over the previous two weeks.

- The children should be tasked with producing a piece of writing which links to the modelled piece.

For example: If you have modelled a biography about Emmeline Rankhurst, the children should choose another inspirational woman to be the subject of their independent biography.

- Share the success criteria. You will have taught them this throughout the writing sessions e.g. sight, sound, action sentences, speech sentences etc.
- Co-create shared success criteria with the children.
- Give children a blank planner with the grid already on the side (positive/negative intent)
- Children then use the same 'shapes' as modelled to build their piece of writing. Next the children assign the success criteria to each shape - NB: number of shapes = the number of success criteria.

Sentence Level Planning



This is the most important day!

Children are to write the sentence for each paragraph that will achieve the shared success criteria.

E.g. a sound sentence for Shape 1.

(To do this, they need to think of the vocabulary, Shade O'Mate, positive or negative intent and the structure of their sentence.)

<p>Independent Writing</p> <p>The purpose of the first draft is not to get it RIGHT, but to get it WRITTEN.</p> 	<p>Children begin their independent writing but are held to the shapes of the piece of writing - give them a amount of time to write e.g. 15 minutes for each shape</p>
<p>Editing Stations</p> 	<p>Three ways of editing: E1 (Revise) E2 (Rewrite) E3 (Reimagine)</p> <p>E1 (Edit 1) - Revise - Sp, punct, Gram - all the little mistakes throughout You just tell them how many</p> <p>E2 (Edit 2) - Rewrite - ask them to rewrite a sentence * the beginning and end of the sentence Just one sentence</p> <p>E3 (Edit 3) - Reimagine - you put in <i>gr</i> ^ after a full stop. This means <i>tell me more</i>. Give me more detail about what you wrote about in the sentence before.</p> <p>When they get their work back it may look like...</p> <p>Erica</p> <p>E1 = 12 (There could be for more, but I just want 12)</p> <p>E2 = 3</p> <p>E3 = 1</p> <p>Editing Stations</p> <p>3 x E1 tables (Spelling, punctuation, grammar)</p> <p>1 x E2 table</p> <p>1 x E3 table</p> <p>10 minutes on each table</p> <p>Could be mixed ability groups with an able leader on each table</p> <p>Spelling table - has the word lists from previous year groups</p> <p>Punctuation table - have display cards modelling the expected punctuation</p> <p>Grammar table - ear defenders on - black out noise, read it through, listen to your inner voice and listen for those mistakes</p> <p>Rewrite table - children focus on re-writing sentences here</p> <p>Reimagining table - have a post it note that will go over the section they've been asked to add more to, as a flap</p>
<p>At the end of each half-term</p> <p>Redrafting</p>	<p>At the end of each half-term, when the children should have completed at least 2 shared pieces of writing and two independent pieces of writing, the children could be given the opportunity to choose which one of these two independent pieces they would like to redraft as their 'polished piece'. Alternatively, for display purposes, you may want to choose which of the pieces you would like redrafted.</p> <p>As we did last year, this redrafting should be completed on printed paper, which could have a themed border, and stuck in the children's English/Topic books. This can then be photocopied for display.</p>