



Writing on a Page

Brookfield Primary School



Writing Non-Negotiables



Working Wall:

- Photocopy/picture of your current key text for: Our text this week is
- Learning objectives for the English unit taken from unit plans
- Key vocabulary linked to the current area of learning in your key text
- Writing focus examples e.g Expanded noun phrases
- Modelled/shared writing
- Punctuation examples especially if a focus e.g question marks
- Correct letter formation using letter join for focus letters of the week
- Links to previous learning for the children to refer back to
- Examples of anything specific the children are struggling with

Books:

- LO and date written and underlined at the top left of page
- '6 in 6' activity, photos or similar activity for starter (appropriate to class) marked by children in green pen-either ticked (if correct) or dotted (if incorrect)
- Evidence of teaching and learning of writing skills with regular opportunities for the children to write in their books
- Evidence of practical activities (through the use of photographs), particularly for EYFS and KS1
- Evidence of suitable differentiated and appropriately challenged activities/tasks set for all learners in the class
- Have a go sheets, word mats (YR and Y1) Spelling jotters (Y2-Y6) gpc grids and capital letter grids to be used during all phonics and English lessons
- Work marked in black pen by an adult-following Brookfield marking grids and next steps given
- Evidence of time given for children to respond to corrections and next steps to improve

Handwriting:

- EYFS – Y6 weekly handwriting sessions including fine and gross motor physical preparation, correct formation and fluency.
- EYFS and Y1 to be taught correct pencil grip, seating position and printed letter formation throughout Little Wandle Letters and Sounds sessions.
- Y2 – Y6 are taught joined letters for fast and fluent handwriting.

Assessment:

- Ongoing teacher assessment of daily work and identifying mistakes and gaps in knowledge before next day-same day interventions
- Opportunities for self-assessment against learning objectives
- Steps to success grids used by both teaching staff and children at the end of the writing unit
- Writing to be assessed using the writing assessment grids in back of children's writing books Year 1 upwards
- Moderation of attainment levels with parallel year groups with schools in Cluster.

'6 in 6' or similar to revisit prior learning

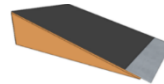
Teacher input using structured PPT's and 'Walk Thrus' prompts

Modelled/shared writing added to working wall

Appropriately differentiated task/activity/ challenge to complete

Live marking throughout and same day intervention as required

- Quality first teaching
- CPA approach
- Modelled examples
- Conceptual variation
- Practical resources
- Small steps (mastery approach)
- Pre-teaching of key concepts
- Visual aids (such as fraction walls and times tables mats)
- Interventions to address misconceptions



- Quality first teaching
- Modelled examples
- Word banks
- Writing scaffolds
- Pre-teach vocabulary
- Working wall
- Talk partners
- Targeted questioning
- Mixed ability seating
- Drama/freeze framing
- Positive praise
- Consistent routines to avoid anxiety
- Multi-sensory opportunities

Cognition and learning	Communication and Language
SEMH	Sensory and physical

Be the best you can be!