

Lower KS2 Writing at Cavendish Close Junior Academy



- **First two weeks are spent on:**
 - Experience Days – evidence through photos (pic collage)
 - Chotting (Chatting and jotting)
 - Speaking and listening activities through sentence stacking
 - Interrogate the text – read and analyse as a class (mainly for non-fiction)
 - Create new vocabulary linked to familiar words – shade 'o' meter
 - Discuss the grammar features/language features through the writing lenses
 - Discuss layout (linked to the shapes for non-fiction)
 - Produce a success criteria for the text being studied
 - Use sentence stems to support ideas for writing
 - Focus on audience and purpose

Sentence Stacking

Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each Sentence Stacking lesson is organised into three learning chunks. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text.

Experience Lessons

Immersive teaching to stimulate ideas. Experience lessons can take many forms - visits out, visitors in or drama conventions deployed to strengthen context and build imagination. The number of experiences included in a unit is at a teachers' discretion. Experience lessons can be added or removed from a teaching sequence depending on the needs of pupils and knowledge of their previous experiences.

Plot Points

Whilst teaching a Write Stuff narrative unit, a narrative map should be created, displayed and shared with pupils. A narrative map is used to display and explore the plot points. A plot point is a summarised key moment in narrative. Plot points should be slowly revealed and added to the narrative map as you progress through a unit and teach each Sentence Stacking lesson. We recommend narrative maps show a journey of nine plot points or less

- **Final 4 days:**

- Day 1: plan using differentiated structure strips containing the lenses that you want the children to use (these should be the ones you have used during the sentence stacking lessons), recap key features, success criteria and grammar (using the lenses), provide word mats and any other useful resources to assist writing (eg. Examples of grammar features)
- Day 2: Give children their booklet, children write their target on the front. Use all resources above to begin writing text
- Day 3: Show examples of what children have done so far (use Air Server to share work), children edit and improve their work from day 1, key grammar/vocabulary/features recapped. Continue writing of text
- Day 4: Show examples of what children have done so far (use Air Server to share work), children edit and improve their work from day 1, key grammar/vocabulary/features recapped. Complete writing the text. Edit finished article. Assessment: Either pupil (green) or teacher (pink) highlight where the target has been met.

- **What needs to be included in the other sessions**

- At least one extended piece of writing per week using the sentence stacking booklet which is added to each day with the short date written in the margin (this is used to set the target for the final piece)
- Focus on the key vocabulary to be used within the unit
- grammar quadrant x 3 per week in book (other two are verbal)
- Differentiated structure strips to be used for planning stage (and writing stage if needed)
- Opportunities for children to write as a team (paired or group collaboration)
- Daily modelled writing from teacher
- Daily Shared writing – together with the class and teacher
- Guided groups supported within each lesson
- Differentiation appropriate to the needs of all children

- **Working wall:**

- Plot points of the text
- Examples of children's sentences which are named
- key vocabulary
- model text (part of or full)
- success criteria using the lenses
- Posters of the lenses

- **Evidence in books:**

- photos of drama/speaking and listening (linked to experience day)
- structure strips for planning (maybe writing)
- front cover
- booklet for final piece (with the target written on), highlighted
- Sentence stacking booklet from chotting (5 lessons per booklet)

- **Marking and assessment**

- Edit marking must be followed up by all children.
- Modelling should be used, where appropriate, across all subjects.
All work should have a tick of acknowledgement.
- Where work has been guided by an adult, write 'Guided by initials'

Writing	Stage 1	When sentence stacking has been completed, use the staircase symbol to set a grammar and/or genre based target for the independent piece of work.
	Stage 2 - Independent	Before 3rd piece, write the target set from stage 1 piece in bubble (front cover). At end of piece, highlight where the target is met (pink/green). If a key skill at Age Related Expectations is not met, you may wish to use this as a target for the next writing cycle/writing interventions.
Rewards	<ul style="list-style-type: none"> -Good work should be praised verbally and celebrated regularly -Good effort should be awarded with stickers (one sticker in book = one dojo) -Children's names should be added to sentence on working wall to celebrate good examples 	
Pen use	<ul style="list-style-type: none"> Children correct edit marking in pencil Children edit and revise own work in green Self-assess/peer assess in green All staff marking in red Children can self-assess against the objective in green highlighter Staff can assess against the objective using pink highlighter 	