

## Upper KS2 Writing at Cavendish Close Junior Academy



- **First three days are spent on:**
  - Experience Day – evidence through photos (pic collage)
  - Speaking and listening
  - Interrogate the text – read and analyse as a class
  - Pick out and clarify key vocabulary
  - Discuss the grammar features/language features
  - Discuss layout
  - Produce a success criteria for the text being studied
  - Key vocabulary focus
  - Use sentence stems to vocalise/write response to text at ARE
  - Focus on audience and purpose
- **Final 4 days:**
  - Day 1: plan using differentiated structure strips, recap key features, success criteria, grammar, 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 which has been planned using structure strips (this is used to set the target for the final piece)
  - Focus on the key vocabulary to be used within the unit
  - Daily grammar quadrant
  - Contextualised grammar throughout with explicit grammar tasks/lessons planned in response to Assessment for learning (particularly following first writing piece)
  - 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)
  - Modelled writing from teacher
  - Shared writing – together with the class and teacher
  - Guided groups supported within each lesson, where applicable

- Differentiation appropriate to the needs of all children
- **Working wall:**
  - key vocabulary
  - model text (part of or full)
  - success criteria
  - examples of grammar features
  - teacher modelled texts (may be sentences or paragraphs e.g could include things like Alan Peat sentence openers)
- **Evidence in books:**
  - photos of drama/speaking and listening(may be accompanied by children writing about what they did/learned)
  - grammar features highlighted on original text/WAGOLL
  - structure strips for planning (maybe writing)
  - front cover
  - booklet for final piece (with the target written on), highlighted
  - Extended writing piece one
- **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'
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| <b>Writing</b> | Stage 1   | After 1 <sup>st</sup> written piece, use the staircase symbol to set a <b>grammar and/or genre based</b> target for the next 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. |
| <b>Rewards</b> | -Good work should be praised verbally and celebrated regularly<br>-Good effort should be awarded with stickers (one sticker in book = one dojo)   |   |
| <b>Pen use</b> | Children correct edit marking in pencil<br>Children edit and revise own work in green<br>Self-assess/peer assess in green<br>All staff marking in red<br>Children can self-assess against the objective in green highlighter<br>Staff can assess against the objective using pink highlighter |   |