



WEEK 1			
DAY	FOCUS	OUTCOME	STAGE OF THE WRITING PROCESS
Monday	Text analysis/exposure to a particular genre through visual literacy	Children will look at the <i>'craft of the writer'</i> .	<div style="background-color: #d3d3d3; padding: 10px;"> <h2 style="font-size: 2em; margin: 0;">01</h2> <h3 style="margin: 0;">READ &amp; EXPLORE</h3> <p>Writing begins with exposure to a particular genre through visual literacy e.g. books, film, video clip etc. Children to be exposed to a variety of model texts depending on the type of genre being taught. They will be given the opportunity to explore and discuss features as well as drawing attention to the relevant, genre specific GPS.</p> <p>Children to analyse unfamiliar words, vocabulary, words and phrases they want to use in their writing. SEND children to work as part of a guided group or have scaffolds that enable independence.</p> </div>
Tuesday	Background knowledge	Children will build background knowledge on their 'new write'. This will be in the form of research or building vocabulary around their new text type.	
Wednesday	Explicit grammar focus	The teacher will pick one feature of grammar that children identified as a feature in the WAGOLL text earlier in the week. They will then explicitly teach this area of grammar and allow children to practice this on a whiteboard/with a partner first, before they recall these skills on a worksheet or in their book.	
Thursday	'Box-Up' paragraphing	Children given the 'Box-Up' version of the chosen text where they discuss and analyse each paragraph. Ensure that the children include the grammar feature taught in the previous lesson.	<div style="background-color: #add8e6; padding: 10px;"> <h2 style="font-size: 2em; margin: 0;">02</h2> <h3 style="margin: 0;">READING AS A WRITER</h3> <p>At this stage, children will be given the 'Box-Up' version of the chosen text where they discuss and analyse each paragraph to discover how the author constructed sentences, language choices, punctuation choices and text organisation.</p> <p>In groups, children can discuss (facilitated by the teacher) audience and purpose, cohesion and how using the</p> </div>

Friday	Planning	Class teacher will do a live model of writing using the 'I, We, You' approach. They will produce a model of excellence applying the grammar and vocabulary introduced earlier in the week.	<div data-bbox="1429 220 1854 646"> <p><b>03</b> PLANNING</p> <p>Children to use the 'Planning Ideas' section of the Box-Up model to write down their own ideas based on what they have learned about writing from the model text.</p> <p>It is important at this point to discuss and model 'author's voice' as this demonstrates emotions, attitude and point of view as well as formal or informal, which directly affect the reader. SEND children to use a shared plan where possible with adult support.</p> </div>
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WEEK 2			
DAY	FOCUS	OUTCOME	STAGE OF THE WRITING PROCESS
Monday	Initial Draft	Children to recap the focus grammar and vocabulary. Ensure the 'author's voice' is used throughout the modelling process and that there is a focus on high vocabulary used.	<div data-bbox="1413 975 1839 1394"> <p><b>04</b> CONSTRUCTING &amp; WRITING</p> <p>Marking and feedback should be done as per the school policy. Teacher should make sure that all children have a 'Next Step' to ensure improvement and empower the child as a writer.</p> <p>It is also important (at this point) to pick up any non-negotiables (year group dependent) to reinforce expectations.</p> </div>

Tuesday	Marking and Feedback	Teacher to ensure that the initial writing has been marked in line with the 'Brag' marking policy. Dedicated teaching time to be given to respond to the marking. Re-teach where appropriate, provide scaffolds where needed e.g. vocabulary lists, concept maps, idea prompts, useful phrases, further modelling, using talk between teachers and pupils (dialogic teaching)	<div data-bbox="1420 244 1830 655"> <p><b>05</b> MARKING &amp; FEEDBACK</p> <p>GPS to be modelled by the teacher throughout the writing journey. Ensure that 'authors voice' is used throughout the modelling process, which incorporates co-ordinating conjunctions, subordinating conjunctions as well as various sentence starters and rich vocabulary consequently consolidating understanding of the writing process as a whole.</p> <p>It is imperative to include and model responding to feedback and editing at this point .</p> </div>
Wednesday	Editing and Improving	Teacher to model live editing. Some children at this stage may use success criteria based on the genre.	<div data-bbox="1391 692 1845 1145"> <p><b>06</b> EDITING &amp; IMPROVING</p> <p>Ensure that editing and improving is a key element of the writing journey therefore time should be allocated to this process. Editing should be modelled for example, spotting spelling mistakes, comma splicing and variation of sentences.</p> <p>This can be done by either choosing photocopying a child's piece of writing or a teacher example. The children can then edit and improve independently/in groups/in pairs/ whole class.</p> </div>
Thursday	Further editing and improving	Further editing and improving of the work based on BRAG marking principles.	<div data-bbox="1382 1225 1928 1369"> <p><b>07</b> FINAL READ</p> <p>All children should be given the opportunity to read the final product either aloud to a peer or to a teacher. Children should respond positively to include one thing they really liked and one thing that may improve it next time.</p> <p>I really liked... because ....</p> </div>
Friday	Publish	Children to read published piece to peers, in front of class, assembly, headteacher, younger children, displayed and celebrated.	



# YEARS 1-6

## NON-NEGOTIABLES TEACHER MARKING GUIDE



### YEAR 1

- Use spaces to separate words.
- Begin to use full stops.
- Begin to use exclamation marks.
- Begin to use capital letters for start of sentence, names, personal pronouns.
- Use 'and' to join clauses.

### YEAR 2

- Use spaces that reflect the size of the letters.
- Use capital letters and full stops correctly.
- Use question marks and exclamation marks correctly.
- Use apostrophes for contractions.
- Begin to use possessive apostrophes for singular nouns.
- Use commas to separate items in lists.
- Use simple conjunctions that coordinate and subordinate.
- Use simple past and present tense consistently.

### YEAR 3

#### Consolidate previous learning and add:

- Possessive apostrophe for plural nouns.
- Time, place and causal conjunctions.
- Use past and present perfect tense consistently.
- Use inverted commas for direct speech.

### YEAR 4

#### Consolidate previous learning and add:

- Apostrophe to mark singular and plural possession.
- Use fronted adverbials including commas.
- Use inverted commas and other punctuation to indicate direct speech.
- Begin to use relative clauses and subordinating clauses.
- Use standard English forms for verb inflections.
- Use devices to build cohesion within a paragraph.

### YEAR 5

#### Consolidate all previous learning and add:

- Brackets, dashes or comma to indicate parentheses.
- Use commas to clarify meaning or avoid ambiguity.
- Use modal verbs.
- Use devices to build cohesion within a text
- Use paragraphs to organise ideas around a theme

### YEAR 6

#### Consolidate all previous learning and add:

- Use semicolon to mark the boundary between independent clauses.
- Use a colon to introduce a list and a semicolon within lists.
- Use a wide range of cohesive devices to link paragraphs across a text.
- Use a wide range of adverbials to create cohesion.