

Book ideas/ expectations/ non-negotiables (Y1-Y6)

The journey of writing seen in books should include:

- Experiences to gain knowledge and vocabulary
- Finding the Shape/deconstruction
- Sentence Stacking lessons/ modelling plot points/ NF shapes
- Independent sequence (additional experience days may be required to support knowledge, plot and vocabulary ready for the independent stage)

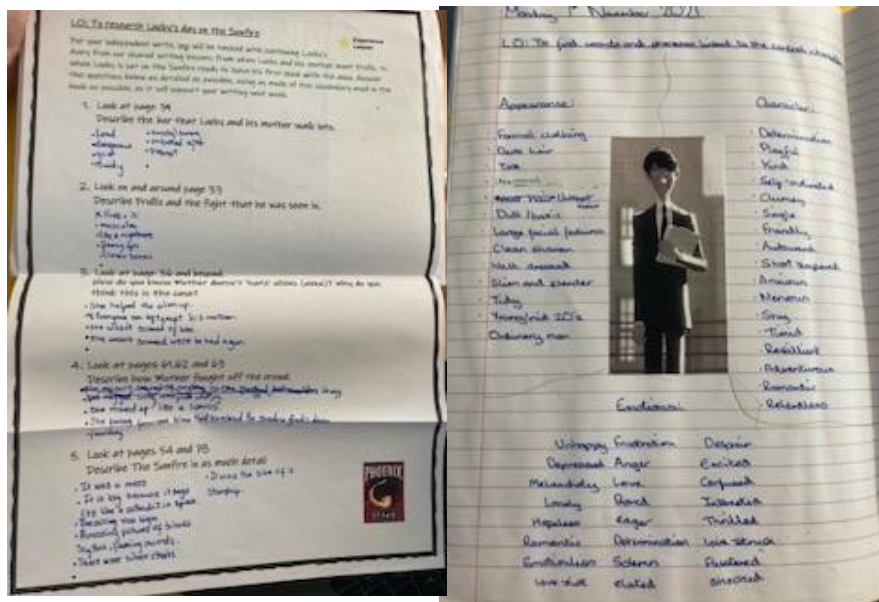
If there is a particular weakness in grammar and/or punctuation, this can be included within the journey. If it is included, this must then be part of the success criteria during the independent sequence.

The display outside the Y6 classroom shows additional examples of the journey for writing

If you are planning your own unit of work, please ensure that the above expectations are followed. Some designed units may be able to have the sentence stack lessons omitted if the desired success criteria have been modelled in previous units, so the children can draw on from that knowledge. The Writing Rainbow, lenses, NF shapes and vocabulary gathering/development, however, need to be embedded within the writing journey to ensure consistency and coherence. Please speak to the subject leader if you are unsure about anything.

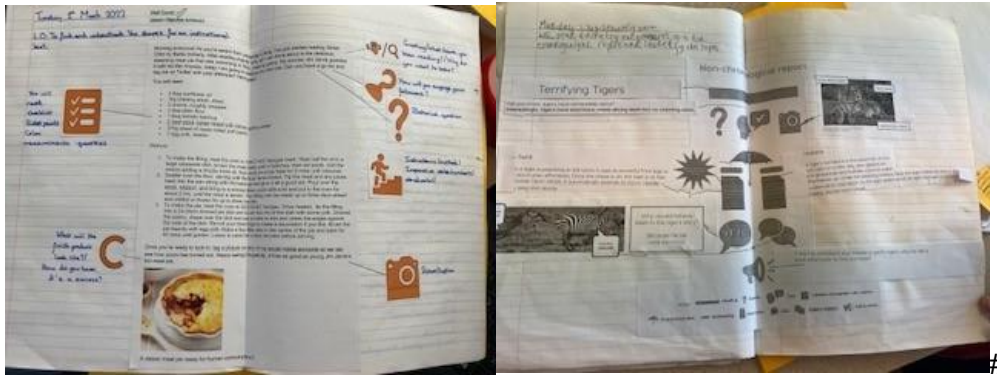
Examples of experience lessons:

These do not need to be evidenced if the children do not need to refer back to it.



Examples of Finding the Shape lessons (deconstruction)

Again, not needed to be evidenced in KS1 if a 'Finding the Shape' activity is practical and displayed somewhere for the children to refer to.

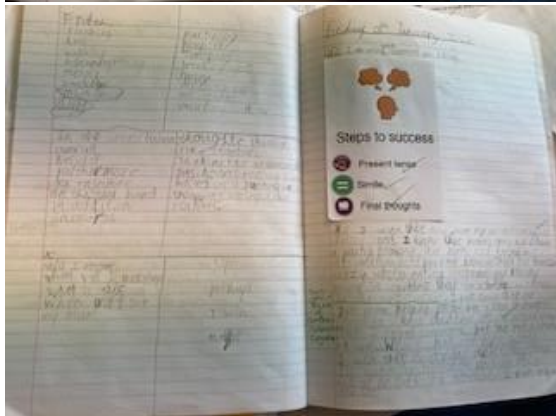
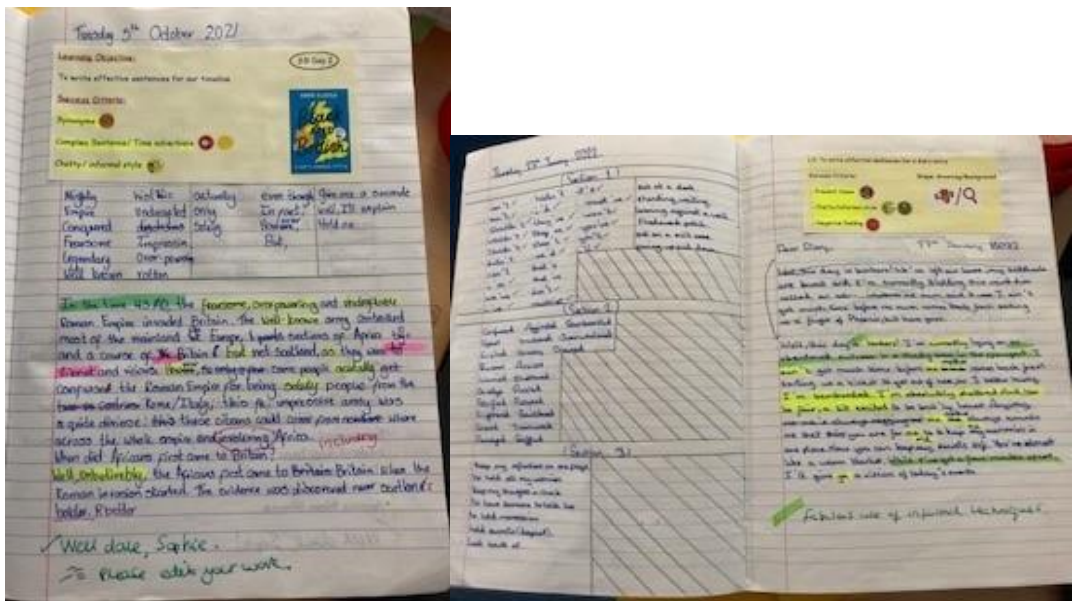


Examples of Sentence Stacking lessons

Best practice would be to have the success criteria in the books from the unit; therefore, supporting the marking (tick or highlight once achieved). If ready, children can highlight the success criteria achieved in their own writing.

Marking in SS lessons can therefore be focused on non-negotiables (GPS).

Really important, where independence allows, for children to consistently gather vocabulary in an area known as 'Ideas Side'. Vocabulary development is a priority.



Examples of the independent sequence

This sequence should follow the below journey (each point is not a specific lesson):

- Discuss the purpose/ key features of desired outcome
- Agree/recap success criteria from sentence stack lessons
- Experiences to support knowledge and vocabulary
- Planning
- Editing (if ready)
- Writing for published piece (not compulsory)
- Self-assess (LJs for KS2 when ready)



Feedback

Following the school's Marking and Feedback Policy, feedback can be both oral and written. During sentence stack lessons, marking should be addressing the key non-negotiable spelling, punctuation and grammar, as the lessons are highly scaffolded. To support teacher workload, it is advised that the learning objective/ success criteria is highlighted/ticked to show if it has been achieved has achieved Longer, extended pieces of writing would require more detailed oral/written feedback.

Displays/ Learning environment

Within the classroom, the following, where feasible, are displayed:

- The Writing Rainbow (clear and accessible for the children)

- The Writing Rainbow shapes
- The non-negotiable laundry
- Plot points/ NF shapes to show the journey of writing
- Sentence stack area (to celebrate the children's sentences)
- Where feasible, an area for live modelling.
- Resources to support independent writing