

HIGH EXPECTATIONS

Expectations are higher. How familiar are you with the exemplification materials and test papers for KS1 and KS2? How well developed is your knowledge of the National Curriculum?

Literacy - writing

Learning objectives

Success criteria

Learning objectives need to be more than tick lists of grammar elements. Success criteria needs to be based on exploration of texts and wider knowledge. Pupils need to see lots of examples.

Quality input – direct teaching

Elements that might be considered before writing the main piece:

Teacher modelling of the writing process – including ‘think alouds’ where the teacher reveals their thinking to pupils as they produce models.

Reading to support understanding and exposure to the text type. Links to class reading books. High quality texts. Range of independent and supported reading.

WAGOLL – What a good one looks like (lots of them – and the opportunity to look at very specific elements)

Critique of previous work by pupils – deconstructing, exploring composition, identifying good features, considering how work could be improved, etc.

Grammar exercises : preferably linked very explicitly to the text being produced or the reading being undertaken. Ensure pupils have the opportunity to apply the grammar to their writing.

Practice activities: E.g. Revising sentence structures, playing linking games with conjunctions, spelling and word games, sequencing, odd one out, improve the sentence, spot the error.

Drama to support writing. Speaking and listening activities to support writing.

Support and time for thinking processes. E.g. 8 thinking maps, De Bono’s 6 thinking hats, brainstorming. We know that thinking and planning improves the quality of writing.

Phrases, patterns of language, vocabulary – ensuring there is direct teaching, modelling, and examples that are related to the text being produced.

Shared writing – as a group, in pairs or with an adult. Shared planning – working together on elements of planning, e.g. developing content knowledge, talking through their plans with each other.

Use of equipment to aid planning : e.g. story stones, picture stimulus, talking post cards, role play resources, whiteboards for drafting, post it notes for organising, sentence strips.

Build up activities : e.g. one lesson focusing on setting, another focusing on character, another lesson focusing on dialogue – and then bringing this together into a single story.

KNOWLEDGE – COMPREHENSION – APPLICATION – ANALYSIS – CREATION – EVALUATION

Focusing on securing knowledge and understanding

“A literacy concept or skill has been mastered when, through exploration, clarification, practice and application over time, a person can independently apply it appropriately to a totally new problem in an unfamiliar situation. They have the language to discuss reading, writing, speaking and listening; relating ideas together and thinking within the discipline to represent their ideas and understanding in multiple ways.”

FIRST DRAFT

What pupils could do before marking:

Proof reading.

Swapping books – reading each other’s work.

Find a sentence / word you like, and share with your group.

Check work against the success criteria.

Checking vocabulary and spelling.

Peer editing.

Reading elements of their work to each other.

Find a sentence to improve and work with a partner to re-write.

Compare to models and WAGOLLs.

Refer to previous feedback and check personal targets.

Verbal



SPECIFIC FEEDBACK



Written

This is a critical point in the development of understanding. Teachers need to unpick what is often a ‘spaghetti of writing’ and help pupils to pick up on nuances, errors and technical aspects. Pupils need direction as to what to focus on. They need specific instruction on what and how to improve the writing. As well as considering the learning objective, keep in mind ‘what is the most important next step for this pupil’. What personal targets do they need to work on? How are pupils developing technical accuracy? Try to step back every few weeks and consider the progress in books, what specifically do individual pupils / the class need to focus on?

CRAFTING AND DEVELOPING

Re-writing and developing the whole piece.

Re-writing and developing a specific element. E.g. a paragraph, sentence, word choice.

Additions: e.g. finishing endings, adding a specific feature. Re-ordering. Removing unwanted elements.

Corrections, e.g. punctuation, grammar, spellings.

Undertake some specific practice or development activities (including re-teaching, video clips)