

Writing Non-Negotiables

Long-Term Overview

1. Writing units agreed by lead, and not changed without discussion.
2. Only covering the text types agreed:

Year Groups	To Entertain	To Inform	To Persuade	To Discuss
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				
Year 6				

3. When possible, give children explicit audience and purpose to write.
4. Each year group to do at least two poetry units across the year.
5. Teachers to update the 'Writing Long Term Plan' on the One Drive in advance for the at least the following half term.

Medium Term Planning

Teachers to use the Medium Term planning template to plan their writing for the half term, saved in the One Drive.

Lesson structure

1. Every lesson to contain a starter and a plenary.
 - Starter:** Needs to be engaging and get children into the 'zone' for being a writer, used as a recap or teaching opportunity.
 - Plenary:** Used as an opportunity to round-off the lesson or to attempt something like a SPaG test question example.
2. Once every five lessons, the lesson starter needs to introduce the children's Word of the Week (KS2 to record down template and stick in their books), taken from the year group's list on the One Drive.

Cold Task

1. Around a week before the beginning the **Explore** step for the next unit of writing, children to be given a cold task to attempt for that following text type.
2. The stimulus for the cold task needs to be engaging yet simple to understand (reducing cognitive load) for pupils.
3. The theme for the cold task needs to be an entirely different context to the theme of their final independent write as it will be the basis of the teachers' model writing in the **Create** step.

Step 1: Immerse

1. At least four lessons of immersion.
2. Children to stick a sheet in books which summarises theme for writing and immersion for the half term (example below).



3. No expectation for learning objectives for this step.
4. Take photos of the immersion and save in the relevant folder on the One Drive to showcase our school's writing curriculum on the school website.

Step 2: Explore

1. At least 1 or 2 lessons.
2. Use at least three different examples for children to experience a broader range of the text type.
3. Where possible, try to use a varied range of examples from printed examples (Twinkl, Literacy Shed, AI creations etc) and books from the library whenever possible.
4. Where appropriate, find opportunity for rainbow writing, using the colour poster for their year group.
5. Children finish this step creating their own knowledge organiser, which needs to be stuck in books.

Step 3: Plan

1. Share with children the PAT (purpose, audience, text type).
2. Take a format that children find useful, focusing on planning less, but using what they plan.
3. Allow children an appropriate balance of freedom and rigidity.
4. As a class, agree on what needs to go into the writing checklist, using the understanding of the conventions and features of the text type uncovered in the **Explore** step (example below).

Biography Writing Checklist	Have I included these?
Capital letters	(Aa)
Full stops	●
Does my writing make sense?	😊
Year 3/4 Words spelt correctly	👉👈
Paragraphs	¶
Joined up handwriting	will be on
Apertrophes for contraction	👉👈

Step 4: Create

1. Follow the 5 stages for the create step:
 1. **Develop**: Teach the focus of this lesson and allow children the opportunity to independently practice – this does not have to involve using a worksheet.
 2. **Model**: Using the context provided in the **cold task**, teachers to model how to write a high level version of the text type on flipchart paper, children to look at their cold tasks and compare the difference. Teachers to display the flipchart paper example, to build up a model text across each day of the **Create** step.
 3. **Draft**: Children to have the appropriate amount of time to independently draft their own writing, with access to their plans, checklists, dictionaries, thesauruses and help cards.
 4. **Share**: Children will swap work with a partner and provide each other with feedback.
 5. **Edit**: Children will be given time to edit their work and correct mistakes.
2. Children to stick in their writing checklists at the beginning of this step.
3. In the following **Create** lessons, allow time at the beginning of the next lesson for **DIRT** (Dedicated Improvement and Reflection Time) to respond to triangle marking from the previous lesson.

Step 5: Publish

1. Children to use neatest writing to produce a top copy of their draft from the **Create** step
2. Once completed, ensure children leave the correct number of pages available in their books to stick their published pieces in at a later date, to ensure the writing journey stays together.

Tracking writing

Teachers to track each published piece of writing for every child, using the school's writing trackers.

Display

Each class needs three displays for writing:

1. **Writing Working Wall:** Inside the classroom, a writing working wall will need to display the five steps of the model, examples of the text types you have looked at during the **Explore** step, the 'hook' that was used to engage the pupils, the model text created in the **Create** step and any summary sheets created when teaching Spelling, Punctuation and Grammar features.
2. **Word of the Week:** Displaying the Words of the Week, which will build up over the year.
3. **Published Writing:** A display to showcase all of the children's published work from the previous unit.

Marking and feedback

See 'Feedback for Marking and Writing Policy' on the One Drive