

What do teachers at Mason Moor use to plan for writing?

- We use **prior assessed independent writes** as a baseline to understand the gaps in knowledge/writing skills.
- To ensure we are planning for progression, we **cross-reference our planning against the LAT Writing Pathway planning** to ensure that content is taught in the relevant term – thus ensuring that sequencing is balanced and supporting pupils in the run up to assessments.
***Children in Set 3 may not be working at the age-related term – this will be discussed with leaders at pupil progress meetings and a plan of action agreed.*
- **Learning Intention (LIs) and Success Criteria (SCs) are built and planned around the LAT progression document.** These should be written into child-friendly language and shared with children so that they can articulate what they are learning.
- To ensure **balanced coverage of writing over the year, teachers should use the St. Mary's Writing and Reading Spine.** This document lists the connected reading stimuli, writing audience and purpose expectations as well as providing teachers with lists to other connected learning.

TAF
Key stage 1
Teacher assessment frameworks at key stage 1
For use from the 2016/17 academic year onwards

LION ACADEMY TRUST
Writing
Lion Learning Pathways
Years 1 - 6
LAT

Composition

Expected Standard	Autumn	Spring	Summer
	<ul style="list-style-type: none"> [KEY] Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own. Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary. [KEY] Beginning to proof-read for spelling and punctuation errors. [KEY] Evaluate and edit by beginning to use the correct tense throughout a piece of writing. 	<ul style="list-style-type: none"> Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs. Plan their writing by beginning to consider how authors have developed characters and settings. Draft and write by beginning to select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning. [KEY] Beginning to proof-read to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. Draft and write by beginning to precis longer passages. 	<ul style="list-style-type: none"> Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear. Revisit - [KEY] Evaluate and edit by beginning to use the correct tense throughout a piece of writing.

LetterJoin

Choose a word to watch

ill, it, lit, tilt, me, met, mit, lute, cow, owe, ice, to, lam, add, end, m

What do pupils use in writing lessons to support their learning?

- To develop **TRANSCRIPTION skills**, we purchase annual licenses to LetterJoin. Teachers have access to IWB (interactive white board) resources to model the learning. Pupils have access to practise apps on the iPads. We expect that handwriting is practised and developed **through** your teaching of writing. You may wish to designate 10 minutes to practise within a session a few times per week. Homework may also be set for this.
- To foster **independence in writing, pupils should have regular access (and know how to use) a thesaurus.** Our pupils typically have less-advanced language skills on entry therefore exposure to vocabulary – as well as self exploration – is essential.
- **Learning Intention (LIs) and Success Criteria (SCs) are built and planned around the writing composition theme.** These should be written into child-friendly language. Pupils should not be given LIs that are 'outcome' focused – e.g. "learning to write an ending".
- **Concrete lesson resources are essential – irrespective of class set or need.** These may differ throughout the school and key stage but could include: word-class banks, vocabulary banks, sentence stems, layout templates etc.

Oxford School Thesaurus

Thesaurus

Christmas Adjectives

Word banks

Sequencing writing lessons to maximise progress

- **Modelling is essential every lesson.** Pre-prepared writing models may support you in planning for the task (I DO). However, shared modelling must happen every lesson (WE DO). This should prepare pupils to complete an independent task (I DO).
- **All lessons must have a stimulus.** Pupils can only write confidently when they have a concrete understanding of the concept/idea or sufficient background knowledge. Utilise YouTube, visual images or props.



Writing hook - youtube stimulus

Should mobile phones ever be allowed in schools?

Talk to your partner: What are BOTH sides of the phone argument? Is one stronger? Why?

Should kids have cell phones in school

Embedded MIRO content

Independent writing:

- **There must be an element of independent writing planned into every writing lesson.** This should be focused on pupils **APPLYING** their knowledge/skills/understanding in the context of the current writing genre.
- **Pupils independent writing tasks should be labelled** as such inside their exercise books – this will support moderation.
- **End of unit/week independent writing tasks should be unaided.** A lesson before the independent write must be dedicated to planning the independent write.