

Teaching & Learning: Writing

Who? Academic Staff

Action Driver – Writing quality assurance in (summer 1) has identified key areas of development to continue to embed quality first teaching in writing.

Target and Expectation

Use metacognition and self-regulation approaches to help pupils think about their own learning.

Children become more aware of their strengths and weaknesses and can increasingly motivate themselves to engage in, and improve, their learning.

Support / Guidance / Prof Development

Quality assurance update: Y:\Teaching & Learning\Subjects\English\English Leader\2020-21\Writing QA Summer term 1 21

Success Criteria exemplar: Y:\School Level\Policies\English\Writing\Success criteria

One page policy: Y:\School Level\Policies\English\Writing\1 page policy updated May 2020

Drop-in coaching, book-look, exemplification:

7th June – 7 weeks

Quality Assurance: 6th September onwards

Leader: LLT

Action

- Genre exploration lessons follow the principles set out in the One Page Writing Policy with children being moved beyond identification.
- Overuse of dialogue in narratives – children to have a limit of three pieces of dialogue which can be used in each section of writing (beginning/middle/end).
- Success criteria – focus on key taught grammar and genre features rather than the process or the non-negotiables and be used throughout the unit.
- Extended writing over a number of lessons should continue on the same page with short date in the margin for consecutive days work.
- Presentation – child's handwriting example on front cover, all children to know writing presentation expectations, poor presentation challenged
- Consistent use of approach for reasoning for writing school wide as set out in the One Page Policy.

Genre Exploration

At the start of each unit pupils will explore typical genre text to identify key features and how they work.

The process will be:

Identify – Locate the feature in the text.

Explain – Why how the feature works.

Impact on reader – Explain what effect/impact the author intends the feature to have on the reader.

Compare – use a number of examples to evaluate and compare authorial intent and impact on the reader.

Reasoning about Writing

To write well students must be able to think well. Reasoning about writing develop higher order thinking skills as a foundation for writing skills. The process will be:

Describe – What have you or the author have done

Explain – Why has the author (or you) made the choices

Justify – Explain why you are correct

Compare – drawing on previous learning, knowledge, previous learning

Consistency

