Writing at Trinity Road

Trinity Road
Primary School
RESPECT • ACHIEVE • BELONG

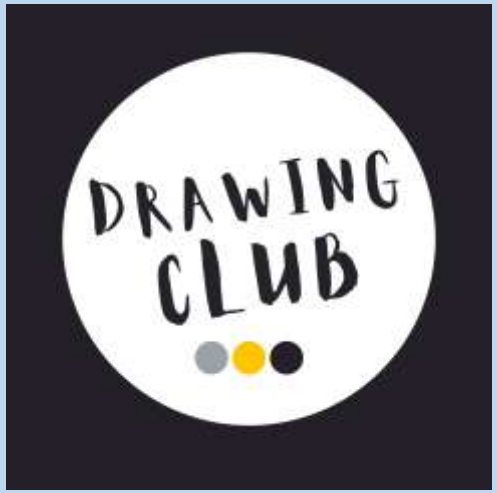


What does writing look like at Trinity Road?

Writing Spelling Handwriting

EYFS

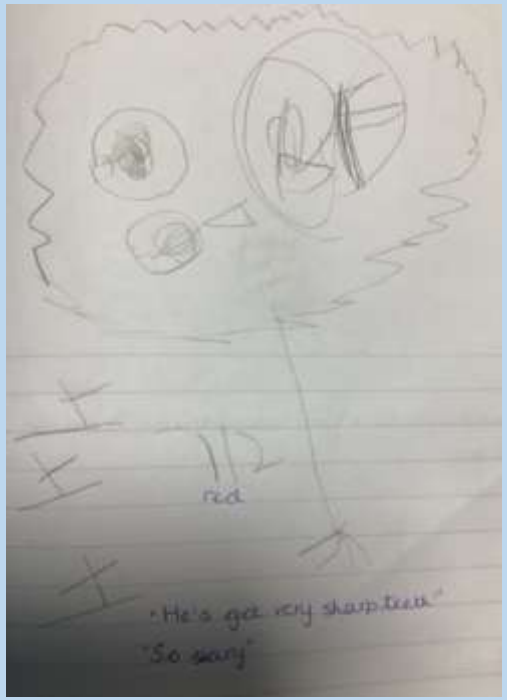
- Drawing Club
- Phonics
- Letter formation
- Fine motor skills
- Pen control











KS1 - Year 1 and Year 2

- Module plan based on high quality text
- Skills lessons
- Modelled writing
- Independent writing
- Phonics

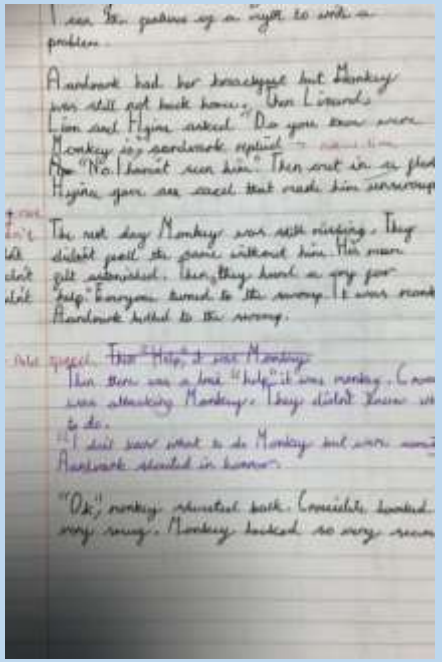






KS2 - Year 3, 4, 5 and 6

- 3 week module plan based on a high quality text
- Skills lessons
- Modelled writing
- Independent writing
- Pupil conferencing





Writing genres KS1 and KS2

1. Non fiction text types

- Explanation texts
- Persuasion
- Discussion
- Non-chronological/information texts
- Recounts
- Instructions

3. Poetry

- Performance poetry
- Classical poetry
- Narrative poetry
- Free verse
- Haiku
- Poetry/poet study

2. Fiction Text Types

- Adventure
- Mystery
- Science Fiction/Fantasy
- Historical fiction
- Stories with Dilemmas
- Myths/Legends/Fables/Fairy tales
- Descriptions (character/setting)
- Scripts/plays

What does the module plan look like?

TRPS - English Module Plan

Focus Text: Cogheart	Class: Rauf and Zephaniah	Teacher(s): Miss Ball/Mrs Curran	Week Beginning: 25/11/24
Text Type for writing Sci-fi Narrative	Grammar Focus: Expanded noun phrases, vocab for purpose, compound adjectives, figurative language, hyphen, speech punctuation		Key Vocabulary:

	Learning Objective I can...	Main Teaching Points	What support and challenge looks like	Resources
Day 1 Mon	I can develop a wide vocabulary Skills	Recap synonyms and antonyms, Chn play one minute game of synonyms/antonyms for Marvellous and Enormous. Look at images and discuss vocab that could be used. Model using thesauruses to find synonyms and antonyms. Read through examples of high quality vocabulary. Chn then discuss – what would it look, smell, sound and feel like? EXT Similes, metaphors and personification	Adult supported group – model collecting vocab. Use wkpt words to support. Work as a group to collect words for look, hear, smell and feel.	
Reading	I can infer and explain and summarise	Chapter 12a Why is Malkin annoyed at Robert? Why would the letter be singed with a small hole? What causes Malkin's ears to droop? What does this show? Why has Bunzl chosen to omit some of the letter? Summarise the things that Lily learns from the letter.		
Day 2 Tue	I can develop my use of expanded noun phrases to convey information Skills	Recap determiners/articles. Model specific grammatical terms – expanded noun phrases, adjectives, articles, nouns. Model how we expand noun-phrases using prepositional phrases. Loo	Bespoke sheet of simple noun phrases	
Reading	I can predict	Chapter 12b Predict what the rest of the letter might say.		

		Predict what will happen when the group go to see Silverfish.		
Day 3 Wed	I can create a setting Skills	Read through of Zeppelins. Read descriptions of the Dragonfly. Look at pictures of zeppelins. Chn draw a picture of the outside and inside of the Dragonfly – label with expanded noun phrases written yesterday		
Reading	I can infer	Chapter 13 What does it tell you about Thaddeus's character that he insists to go with Lily? How do Robert, Lily and Thaddeus try and protect themselves? Why does Thaddeus stay on the other side? How do the men try and get Robert to open the door? Why was Robert's life in Brackenbridge over?		
Day 4 Thur	I can write a setting description Short burst	Using pictures, children write a description of the inside/outside of the Dragonfly Zeppelin. SC – Expanded noun phrases - Vocab chosen for a purpose - Figurative language EXT – Write a description of the Armoured Zep that chases them	Bespoke sheet but independent work	
Reading				
Day 5 Fri	Non-Pupil Day	Non-Pupil Day	Non-Pupil Day	Non-Pupil Day
Day 6 Mon	I can use hyphens to create adjectives Skills	Intro hyphens and compound adjectives. Identify in a sentence How are Hyphens used? Match Compound Adjectives to sentence Write CA to describe Mr Roach		

Reading	I can retrieve and explain	Chapter 14 1. What does Malkin find? 2. What does Lily dream about? What is new in this dream? 3. How did Robert know that Lily had been dreaming of her parents? 4. What is nearby where the children slept? 5. Explain how Bunzl makes you feel sympathy towards both Lily and Robert in this chapter.		
Day 7 Tue	I can write a character description Short burst write SC- Noun phrases Vocab for a purpose Fig lang Compound adjectives (hyphens)	Recap Compound adjectives Recap noun phrases Read through model text and identify noun phrases, compound adjectives and fig lang Chn write a description of Mr Roach using vocab from y-day, compound adjectives	Shared write with ASL on bespoke sheet Wkpt vocab	
Reading	I can infer and explain	Chapter 15 1. Why does the wreckage anger Lily? 2. How does the salvager initially react to seeing Lily and Robert? 3. Why does Lily call herself Lenny? 4. What is the name of the woman's airship? 5. What is the name of the woman? What are her jobs?		
Day 8 Wed	I can accurately punctuate a speech interrupted sentence Skills	Inverted commas are the punctuation that signal direct speech to the reader. A speech interrupted sentence begins with a character's spoken words. The character's spoken words are interrupted by the reporting clause. The character's spoken words resume after the reporting clause and the speech interrupted sentence ends.	Bespoke sheet – Simple speech punctuated correctly	

		A character's spoken words must be chosen carefully to include a natural break when punctuating speech interrupted.		
Reading	I can summarise and explain	Chapter 16 1. Explain how Bunzl slowly builds tension at the end of this chapter? 2. Use one word to describe each of the character's feelings at the end of the chapter. Explain your choices.		
Day 9 Thur	Panto	Panto	Panto	Panto
Reading				
Day 10 Fri	I can accurately punctuate a speech interrupted sentence Skills	Inverted commas are the punctuation that signal direct speech to the reader. A speech interrupted sentence begins with a character's spoken words. The character's spoken words are interrupted by the reporting clause. The character's spoken words resume after the reporting clause and the speech interrupted sentence ends. A character's spoken words must be chosen carefully to include a natural break when punctuating speech interrupted.	Bespoke sheet – Simple speech punctuated correctly	
Reading	I can discuss vocabulary choices	Chapter 17 What does 'evasive' mean? 2) What is a 'pea-souper'? 'turn'. 3) Define 'altitude'. 4) Find a word that means turn.		

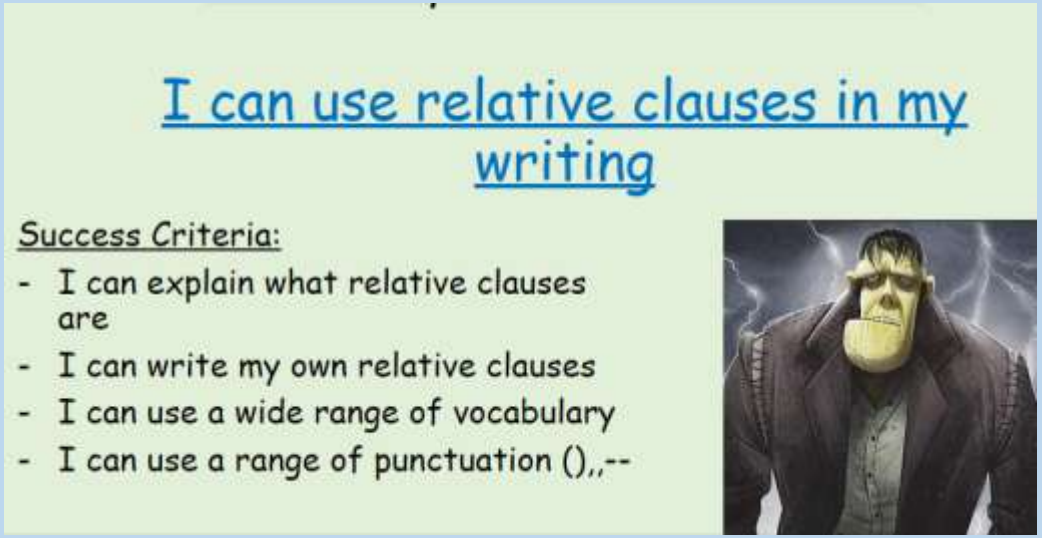
How are learning objectives set?

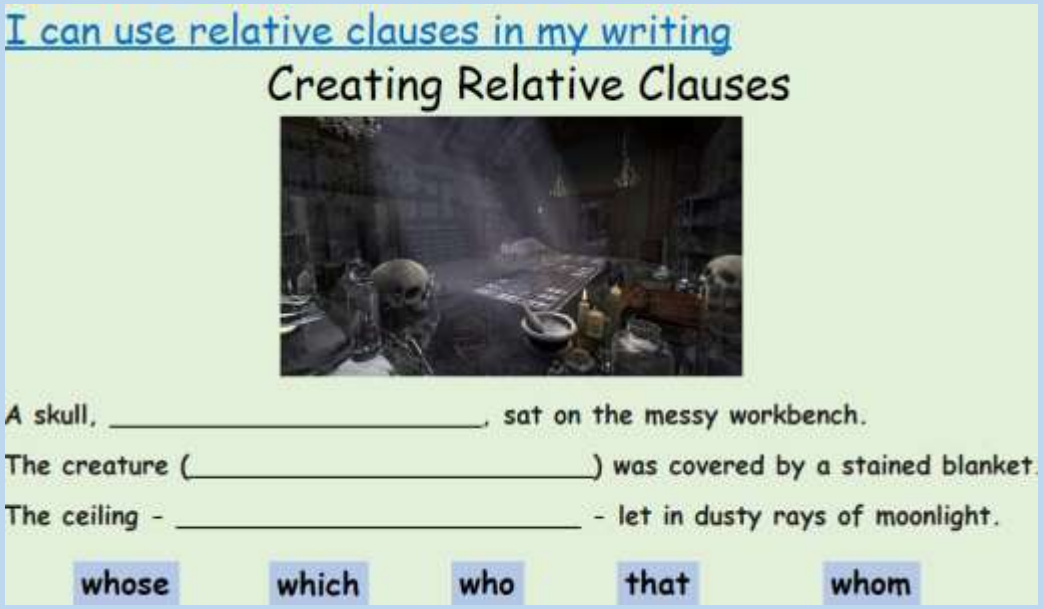
	Autumn Book and Text Types				Spring Book and Text Types				Boo
	Holes Persuasive text	Holes Narrative	Cogheart Informal /formal Letter	Cogheart Sci Fi Narrative	Three Princes of Serendip - Fable	Heart transplant Biography	Poetry		
Composition	Autumn 1	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 1		
I can plan my writing by identifying the audience for and purpose of the writing. I can select the appropriate form and use other similar writing as models for my own.	X								
I can plan my writing by noting and developing initial ideas, drawing on reading and research where necessary.									
I can plan my own writing by using narratives, considering how authors have developed characters and settings in what I have read, listened to or seen performed.		X							
I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.									
I can draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.									
I can draft and write by precising longer passages.									
I can draft and write by using a wide range of devices to build cohesion within and across paragraphs.									
I can draft and write using organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].									
I can evaluate and edit by assessing the effectiveness of my own and others' writing.									
I can evaluate and edit by									
I can develop my understanding by using modal verbs or adverbs to indicate degrees of possibility.									
I can develop my understanding by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.									
I can indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.									
I can indicate grammatical and other features by using hyphens to avoid ambiguity.									
I can indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis.									
I can indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses.									
I can indicate grammatical and other features by using a colon to introduce a list.									
I can indicate grammatical and other features by punctuating bullet points consistently.									

Why?

- To make sure we have a clear and consistent school-wide approach to our planning, marking and assessing of writing
- Ensuring we have full coverage of NC expectations, text types and genres over the year
- Supporting sequencing of planning over the module/term/year
- Enabling all teachers and children be aware of their year group's expectations for writing.
- Allowing the children regular opportunities to practise skills

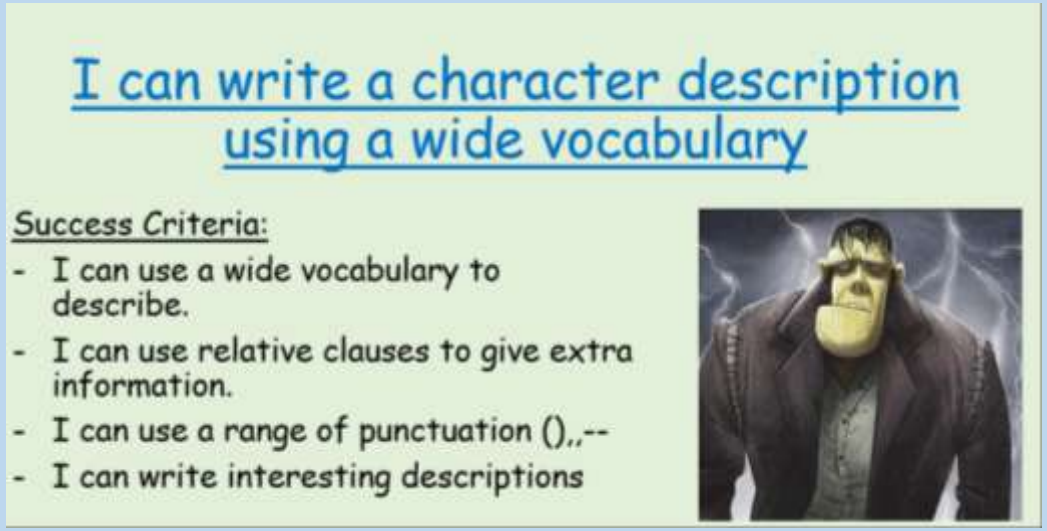
1. Skills-based lessons

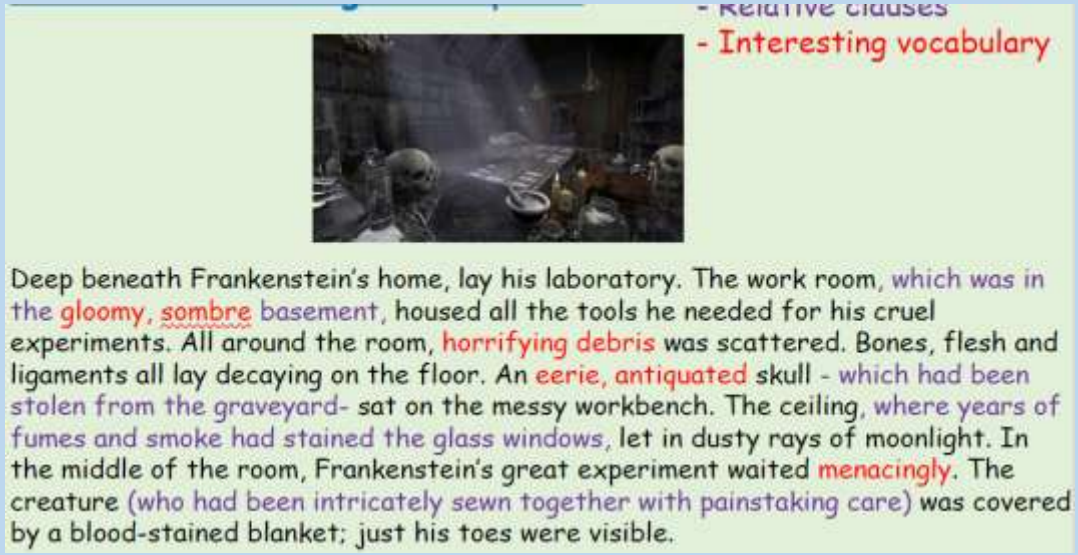




- Based on one National Curriculum expectation.
- More like a grammar exercise – not about writing a paragraph.
- Used to introduce new skills, or to practise trickier ones.
- 3-5 per module

2. Skills-based, short burst writes





- Focus on one/two National Curriculum expectations, but with others used within the writing.
- Writing for a purpose – description, letter etc.
- These allow children to apply the skills learnt throughout the skills lessons
- 2-3 per module

3. Extended writing with success criteria

- These will happen towards the end of the module
- They should be an opportunity to independently apply the skills taught over the module.
- The success criteria writing includes previously taught expectations.

I can write a narrative

Success Criteria:

- I can write using cohesive paragraphs
- I can use a wide vocabulary
- I can use relative clauses
- I can use commas in the correct places
- I can use parenthesis



Success Criteria	Self-mark	Teacher mark
Paragraphs using cohesion - Adverbials, repetition, ...		
Wide vocabulary (exciting synonyms)		
Relative clauses (who, which, that, whose, whom, where)		
Punctuation for parenthesis ( ) - - , ,		
Commas used correctly		

Marking – Live Marking and Pupil conferencing

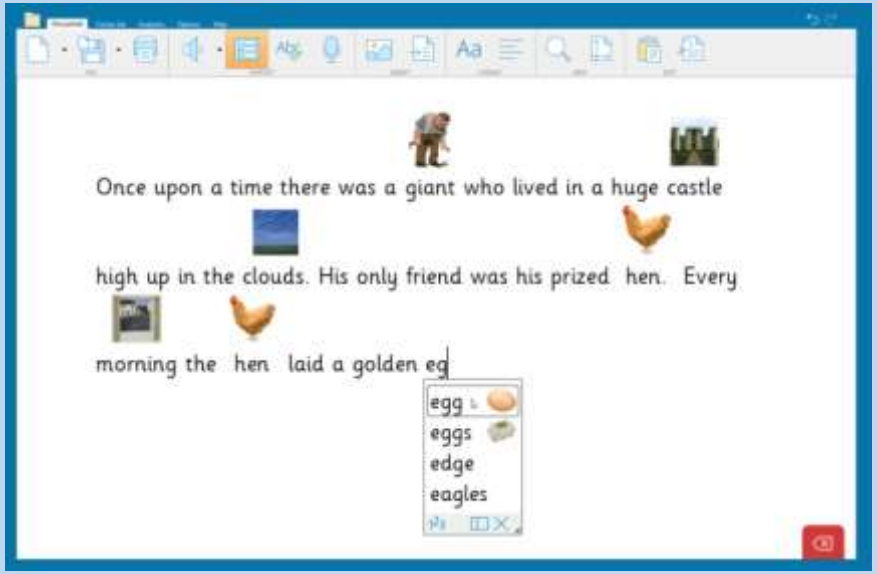
- Live marking is completed during the lesson and is based on the skill being taught
- Live marking shows the teacher who needs additional support and helps to quickly address any misconceptions

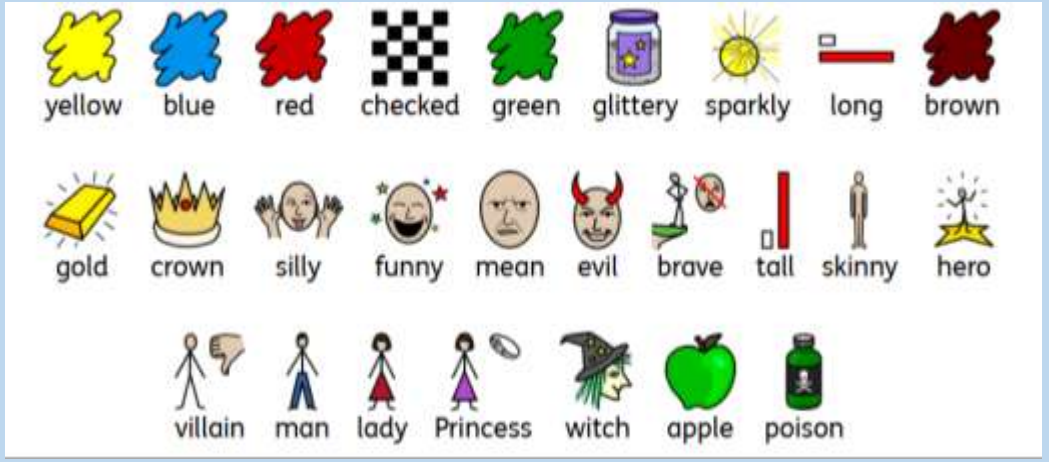
- Pupil conferencing is done during and at the end of an extended piece of writing
- Marked against success criteria set by the teacher
- Pupil conferencing is completed with the child

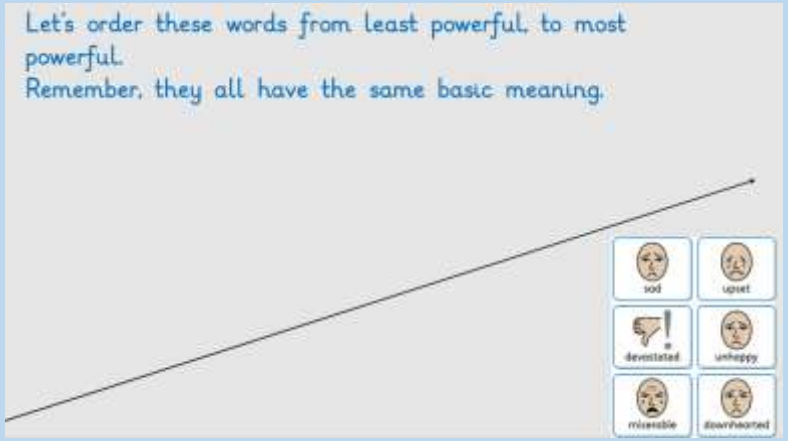
Writing support

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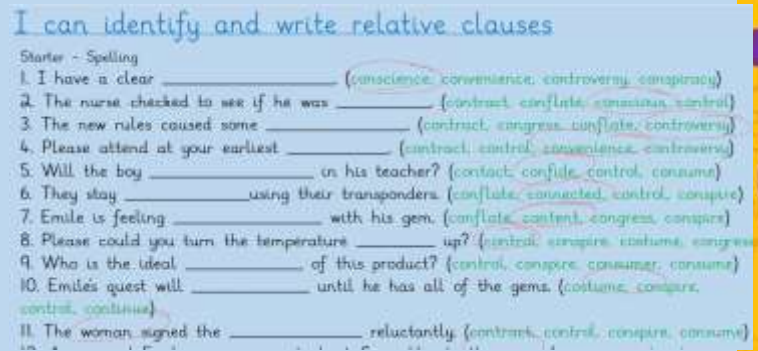


Spelling -KS2 Emile

1. Explicitly taught
2. Practised as a starter
3. Set as homework
4. Assessed weekl





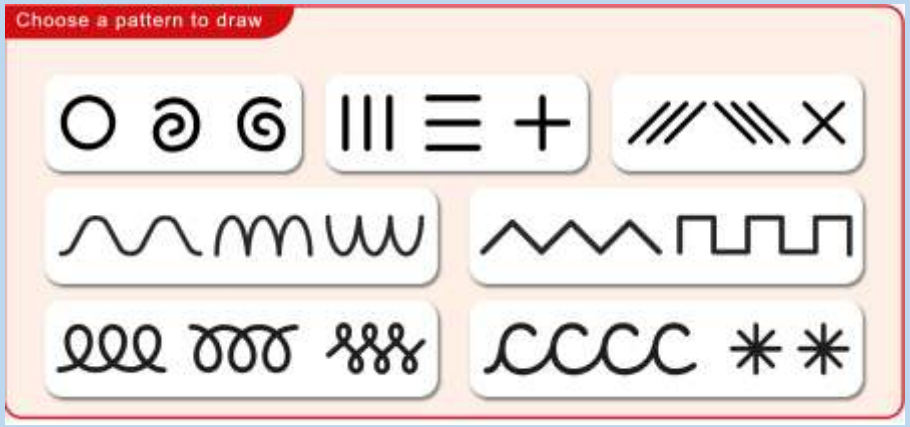


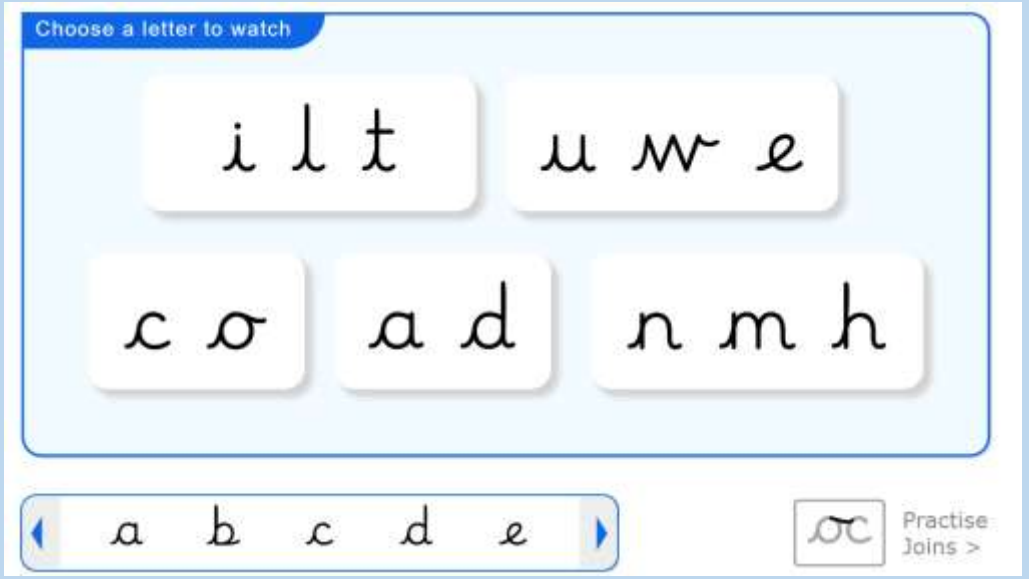


Spelling – Additional support

Handwriting

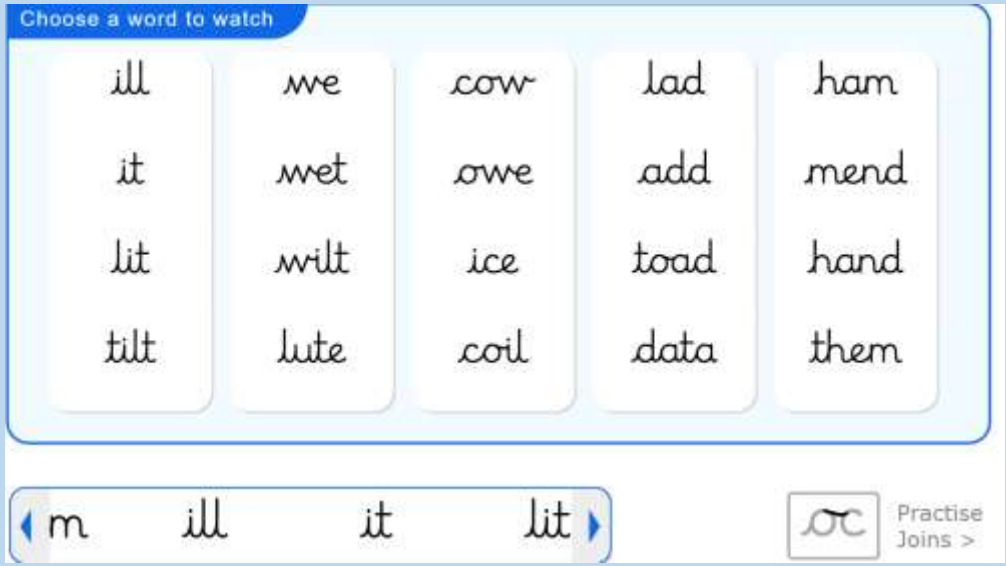
Letter-join





[I can research a famous figure]

Starter - Handwriting



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Writing Moderation

What is moderation?

Moderation is the process examining examples of children's work and comparing them with formal standards. It is a way to standardise assessment, to ensure consistency within a given age range or level.

It also ensures that accurate and fair marks are awarded to pupils by comparing them to others in the same class and are consistent with those made in other classes and other schools.

Why do we do it?

Moderation ensures that we have a fair, accurate and consistent approach to assessment. It helps with teachers' professional development and understanding of what learning looks like.

What impact does it have on teaching/learning?

It raises an awareness of expectations for children and teachers. Builds confidence in teachers' assessment strategies.

Writing Moderation

Moderation – Sheets

How do they work?

Trinity Road Primary School - Moderation form Y5

Date _____ Pupil _____ Teacher _____ Moderated by _____

Working At Writing Statements Y5		Piece of work and date					
The pupil can:		1	2	3	4	5	Overall
write for a range of purposes and audiences							
use paragraphs to organise ideas							
in narratives, describe settings and characters							
in non-narrative writing, use simple devices to structure writing and support the reader (e.g. headings, sub-headings, bullet points)							
use **mostly** correctly:	capital letters						
	full stops						
	question marks						
	exclamation marks						
	commas for lists						
	inverted commas and other punctuation for speech						
	Use commas to clarify meaning/avoid ambiguity						
	apostrophes for contraction						
Use expanded noun phrases for accuracy							
Link ideas across paragraphs using adverbials of time, place and number							
Build cohesion within a paragraph using conjunctions, adverbials or pronouns							
Use relative clauses with relative pronouns who, which, where, whose, that, when							
Indicate parenthesis using brackets, dashes and commas							
Indicate possibility using adverbs (maybe, possibly, perhaps, definitely) and modal verbs (shall, may, might, must, could etc)							
Integrate dialogue to advance action and convey character							
Evidence a familiarity with the language of writing eg figurative language, imagery, style and effect							
spell most words correctly (years 3 and 4)							
spell some words from the year 5/6 spelling list							
write legibly							

Working At Greater Depth Writing Statements Y5	Piece of work and date					
The pupil can:	1	2	3	4	5	Overall
Select appropriate language and vocabulary to reflect their understanding of audience and purpose						
Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing						
Develop characters, settings and atmosphere using language and vocabulary from reading/books						
Select appropriate grammar and punctuation and understand how these can change/enhance meaning						

Any questions?