



Analysis of writing under the new National Curriculum assessment framework highlighted the need to provide greater writing opportunities to further develop pupils' skills and technique.

In response to this we have developed a 'Structured Approach to English' from Years 1 to 6.

**Week 1: Reading Focus**

<b>Monday</b>	Share high quality text supported by oral/whiteboard/written predictions, summarising etc Introduction of new vocabulary to be added to the lexicons by choosing three words (Noun or adjective, Verb or adverb and a Cohesive device) to become 'Words of the Week'.
<b>Tuesday</b>	Revisit the text extracting Grammar and punctuation aspects. Spellings set for the week (where appropriate from the grammar link but including statutory spellings). These will be learnt through the 'Spelling Bee' approach and tested on Friday
<b>Wednesday</b>	Spelling Bee Comprehension focus based on set text (will be differentiated by ability) OR exam style practise unrelated to the text. Some weeks Comprehension skills or question styles will be modelled to ensure improvements are made
<b>Thursday</b>	Spelling Bee Begin story map (Y1). 'Active Literacy' focus. (Approx 30 min) Handwriting focus (30 mins).
<b>Friday</b>	Spelling test. Revisit text/Drama work/Summary/WAGON Short write (essentially a cold write) may reread the chapter or read a child's writing first.

**Week 2: Writing Focus**

<b>Monday</b>	Spellings set for the week (including statutory spellings). Introduce the stimulus, creating a sense of a 'Wow factor' - clear audience & purpose Share WAGOLL (preferably a pupil's) extracting key vocabulary, structure, language features, punctuation, grammar and cohesive devices through activities
<b>Tuesday</b>	Spelling Bee Grammar and punctuation focus. Handwriting focus (20 mins).
<b>Wednesday</b>	Spelling Bee 10 mins planning in the form of BOXING UP (PDM in September) Begin to write first draft (on alternate lines to allow for editing). This may be stimulated by oral and mental starters for writing or group tasks as appropriate.
<b>Thursday</b>	Spelling Test Share some ideas from the pupils' first draft (Air Drop, etc) and model proof reading and editing Peer coaching/self-editing of draft piece before continuing to write. Pupils should use the school marking policy when editing and assessing their writing. Pupils to write peer comments in blue pen and self-assessment in red. Plenary- re visit Wow Factor to prepare for Long Write
<b>Friday</b>	Create a special writing mood- music, special pens/pencils Writing to be done on themed paper which will then be stuck into the books after the draft piece. After focus week in Spring term, the best pieces will be uploaded to a Writer's Gallery on the school website. Extended write does not always have to be copied out- can be read/presented/typed depending on purpose/audience.

All children should be heard to read 1:1 over the period of a week and at least once each half term by the class teacher.

