




**Weare Academy Talk 4 Writing and Writing Books Guidance
(inc Guided Reading /Science and other curriculum subjects)**

Marking Code: Inside the front cover of books Please use correctly	Sp in the margin and the word underlined	Spelling error (practise 3-5 times)
	E in margin in a circle	Shows editing (progressive)
	//	New paragraph needed
	Large letter over small small letter over large	Capital Letter needed small not capital letter required
	P in the margin and error circled	Punctuation error
	? in margin	Is this what you mean?
	Inverted V (Λ)	Word or letter missed out
	I	Independent work
	AS	Adult Support
	TS	Teacher Support
	VF	Verbal Feedback
	e	In a circle in pencil indicates editing
	 stamp	Next Steps
	T	Target Achieved
		Let's talk
		Think about it
	✓	Correct
	X	Incorrect
✓✓	Key vocabulary spotted	
Stamps	Used for positive comments	

<p>Non- negotiables Inside the front cover of books Please regularly draw children’s attention to this</p>	<p><u>Years One and Two- Our Non-negotiables</u> I can show that I take pride in my work. To do this:</p> <ul style="list-style-type: none"> ✓ I will write the date in my book: long date for English, short date for Maths. ✓ I will put one number in each square for maths. ✓ I will take care with my handwriting always. ✓ I will start each sentence with a capital letter and finish it with a full stop. ✓ I will respond to Next Steps and my teacher’s feedback by editing my work or correcting it using my purple pen. <p><u>Years Three and Four - Our Non-negotiables</u> I can show that I take pride in my work. To do this:</p> <ul style="list-style-type: none"> ✓ I will write the date in my book and underline it using a ruler - long date for English, short date for Maths. ✓ I will leave a line between calculations in maths. ✓ I will take care with my handwriting always. ✓ I will start each sentence with a capital letter and finish it with a full stop or other appropriate punctuation e.g . ? ! ✓ I will respond to Next Steps and my teacher’s feedback by editing my work or correcting it using my purple pen.
<p>Handwriting</p>	<p>Reception: Correct letter formation with cursive flick Year 1: beginning to join (some will be joining in the Summer Term) Year 2: transitioning to join for all in the Spring Term Year 3 and 4: Joining in all written work</p>
<p>Pencils</p>	<p>Reception: Fat pencils Year 1: Thin Pencils (transition in the first half term) Year 2, 3 and 4: Thin pencils (make not specified)</p>
<p>Corrections by children</p>	<p>All children to have access to rubbers- no crossing out</p>
<p>Learning Objective: Child friendly ‘I can...statements) (with GD)</p>	<p>Books Top line at the top of the page- underlined in Year 3 and 4; and in Year 2 Summer Term transition). All children write them in their books (Year 1 write when ready) Year 1 and 2: LO. I can write a repeating poem with simple adjectives. LO. I can write a repeating poem with powerful adjectives. GD OR Year 3 and 4: <u>LO. I can write a repeating poem with adverbs.</u> <u>LO. I can write a repeating poem with powerful adverbs. GD</u> Labels and worksheets LO Labels and at top of sheets: Sassoon Infant for all (or joined for Year 3 and 4 if we can find a suited text) NC objective is Black and GD objective is purple.</p>
<p>Every day toolkit The generic ‘Everyday Toolkit’ is displayed in</p>	<p>Comic Sans font (unless joined...) Used for ad hoc pieces of writing, news/ recounts etc- applying SPAG work. This is a constant in the classroom. Every class has their own. It will have group targets specific to groups and group challenges including Greater Depth, which may change in relation</p>

<p>the classroom on the working wall.</p>	<p>to a specific piece of work. It is stuck in the books at the beginning of a piece of work. Example Y3 below. It is also used for the Hot Write as a part of the self-evaluation process at the end with the Genre Toolkit.</p> <table border="1" data-bbox="540 302 1365 810"> <thead> <tr> <th data-bbox="540 302 1117 338">Our Everyday Toolkit - Year 3</th> <th data-bbox="1117 302 1235 338">You</th> <th data-bbox="1235 302 1365 338">Teacher</th> </tr> </thead> <tbody> <tr> <td data-bbox="540 338 1117 394">Capital Letters, Punctuation . , ! ? ...</td> <td data-bbox="1117 338 1235 394"></td> <td data-bbox="1235 338 1365 394"></td> </tr> <tr> <td data-bbox="540 394 1117 468">Speech Marks - "Are you using speech marks?"</td> <td data-bbox="1117 394 1235 468"></td> <td data-bbox="1235 394 1365 468"></td> </tr> <tr> <td data-bbox="540 468 1117 504">Conjunctions - and, then, so, when, because</td> <td data-bbox="1117 468 1235 504"></td> <td data-bbox="1235 468 1365 504"></td> </tr> <tr> <td data-bbox="540 504 1117 539">Adjectives to describe nouns</td> <td data-bbox="1117 504 1235 539"></td> <td data-bbox="1235 504 1365 539"></td> </tr> <tr> <td data-bbox="540 539 1117 575">Adverbs to describe verbs</td> <td data-bbox="1117 539 1235 575"></td> <td data-bbox="1235 539 1365 575"></td> </tr> <tr> <td data-bbox="540 575 1117 611">Check your work for spellings</td> <td data-bbox="1117 575 1235 611"></td> <td data-bbox="1235 575 1365 611"></td> </tr> <tr> <td data-bbox="540 611 1117 705">Same size letters Letter Size</td> <td data-bbox="1117 611 1235 705"></td> <td data-bbox="1235 611 1365 705"></td> </tr> <tr> <td data-bbox="540 705 1117 772">Target (s): I can use paragraphs for different parts</td> <td data-bbox="1117 705 1235 772"></td> <td data-bbox="1235 705 1365 772"></td> </tr> <tr> <td data-bbox="540 772 1117 810">Extra Challenge:</td> <td data-bbox="1117 772 1235 810"></td> <td data-bbox="1235 772 1365 810"></td> </tr> </tbody> </table>	Our Everyday Toolkit - Year 3	You	Teacher	Capital Letters, Punctuation . , ! ? ...			Speech Marks - "Are you using speech marks?"			Conjunctions - and, then, so, when, because			Adjectives to describe nouns			Adverbs to describe verbs			Check your work for spellings			Same size letters Letter Size			Target (s): I can use paragraphs for different parts			Extra Challenge:		
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<p>Date</p>	<p>Year 1: Day and date Year 2: Long date Year: 3 and 4 Long date and underline</p>																														
<p>Pupil Editing</p>	<p>Editing is indicated by an 'e' in a circle. This is started in reception with teacher guidance, further developed in KS1 and in KS2 working towards independent editing. Pupils can use learning objective or toolkit to help identify editing.</p>																														
<p>Next Steps</p>	<p>Purple pen used by all</p>																														
<p>Teacher Comments</p>	<p>Positive affirming/constructive and/or linked to LO</p>																														
<p>Targets on Bookmarks attached to books</p>	<p>Written for both Literacy and Maths in child friendly simple language and assessed by both teacher and pupil.</p>																														
<p>Next Step Marking Use Stamper</p>	<p>2- 3 times per week. Seen throughout a unit of work as a part of progression. Children sign stamper mark with purple pen when completed. Examples: punctuation, spelling- 3X or put spelling in a sentence (these are common exception words/phonetic as relevant and/or topic related- not random), adding key vocabulary, letter formation, complete simile, extending the focus of LO.</p>																														
<p>Dojo Use stamper</p>	<p>Use for work and attitude for work</p>																														
<p>Differentiation Not by outcome</p>	<p>Differentiation needs to be seen for groups on a daily basis Examples:- Speech punctuation – use for writing a sentence, sentences, use for a short paragraph, text type etc. Fronted adverbial- learn- use in a sentence, use in a paragraph, where could you add in a piece of writing, create your own for a specific text type e,g suspense. Differentiated challenge on all toolkits.</p>																														
<p>More Able and G and T</p>	<p>Need a 'higher' / broader LO to go straight into:- give plain piece of text to upgrade- write own. Challenges in Everyday and Genre toolkits.</p>																														
<p>Greater Depth</p>	<p>Use and application, across subject, use SPTO for LO. 'I can's...'</p>																														

Guided Group work	For teaching of a group specific target, challenge, next step marking or editing																		
Talk for Writing																			
Cold Write	Cold Write must be written prior to the unit (not necessarily immediately before). It must be labeled as 'Cold Write' (this is essential to show progression through the unit). Hot Write. This is the invention part of a unit. It is preceded in the child's book by the genre toolkit- <u>which the teacher and child must always complete.</u>																		
Learn the text (Speaking and Listening)	The text should be higher than the pupil's ability for them to make progression. Getting to know text –storymap-class re-telling. More able and G and T pupils may often go straight to another additional or separate text/s. Enrich with reading texts on the same theme.																		
Immitate	This is the first stage- substitution level More able and G and T pupils may often go straight to another additional or separate text/s.																		
Innovate	This is the second stage- change aspects character setting etc.																		
Invent	Hot Write. This is the invention part of a unit. It is preceded in the child's book by the genre toolkit- <u>which the teacher and child must complete.</u>																		
Planners	Boxing up- Story mountains- Story grid																		
Genre Writing Toolkit	The toolkit is generated as part of text analysis. It composes of a list of expectations specific to the text/unit of work. It may be ordered as a 'to do' list for referral by pupils and the teacher. It can be used in part to practise a certain element/section of the relevant text. The toolkit is on display in the classroom and in stuck into pupils' books next to their final piece of work. Pupils will tick next to the criteria they have successfully used in their work. The teacher will acknowledge the pupils' self-assessment and will write constructive comments. The phraseology is 'I have...' <table border="1" data-bbox="532 1234 1161 1535"> <thead> <tr> <th>Teacher</th> <th>Recount Writers Toolkit</th> <th>You</th> </tr> </thead> <tbody> <tr> <td></td> <td>I have...</td> <td></td> </tr> <tr> <td></td> <td>I have...</td> <td></td> </tr> <tr> <td></td> <td>I have...</td> <td></td> </tr> <tr> <td></td> <td>I have...</td> <td></td> </tr> <tr> <td></td> <td>I have checked my everyday toolkit</td> <td></td> </tr> </tbody> </table>	Teacher	Recount Writers Toolkit	You		I have...			I have...			I have...			I have...			I have checked my everyday toolkit	
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Greater Depth	This seen in cross-curricular work, SPTO GD targets, journey through unit.																		
GD, More able and G & T over a unit of work	Differentiated journey through the unit. The Learning objective and every day toolkit and will include further challenge/s for Greater Depth MA and G and T (this could be application to text type, deeper level of development of text type, perspective/character in text type or change to another text type e.g Explanations converted to instructions). In other words the Greater Depth, More Able and G and T will have a different journey to make and a differentiated expected outcome.																		
Cross curricular	The texts in TFW must have cross curricular links to extend and for Greater Depth.																		

Self-Evaluation	Editing, Toolkit evaluation, Traffic lights for every piece of work
Resources	Books from Pie Corbett/ CD Rom Self-developed in TfW in PC format Somerset Literacy Network recommended book list
Planning	Objectives shown, Differentiated, NC and Greater depth always. Guided and independent group work, including editing.
Learning Environment	
Washing line	Up during unit of work showing key features of unit which children will refer too. This must not be overloaded and only contain the points the children need to refer to as they go through. There will be group washing line support when required too, toolkit, children's work included.
Working wall	Up to date, Spellings, Toolkits, Key vocabulary, Children's work included
Guided Reading in Books/Separate Science books only Y4 job share	
Books	Separate for all classes Marking policy is the same as for writing.