

## Caedmon Primary School EYFS Writing Guidance



	<b>Nursery</b>	<b>Reception</b>
<b>Handwriting</b>	<p>Fine motor skills are developed through a range of activities to support pencil grip, hold and control.</p> <p>Handwriting is taught in the cursive style – modelled by the teacher.</p> <p>All teachers mark in the cursive style.</p> <p>The cursive handwriting is displayed and modelled in all of the areas of provision, including the outdoor area.</p>	<p>Fine motor skills are developed through a range of activities to support pencil grip, hold and control.</p> <p>Handwriting is taught in the cursive style – modelled by the teacher. All teachers mark in the cursive style.</p> <p>The cursive handwriting is displayed and modelled in all of the areas of provision, including the outdoor area.</p> <p>Reception children have red handwriting books and are have handwriting lessons 4 days a week.</p>
<b>Story time Text Introduction</b>	<p>Storytelling and discussion about the story. Activities and experiences planned to reinforce the story, including re-telling, sequencing, simple character analysis. These are carried out verbally.</p>	<p>Storytelling and about the story. Activities and experiences planned to reinforce the story, including re-telling, sequencing, simple character analysis. These are carried out verbally.</p>
<b>Speaking &amp; Listening/drama</b>	<p>Children exposed to the text in different stories throughout the year in different formats (songs, poems, rhymes, video clips, large story books) with adult support and independently.</p>	<p>Children exposed to the text in different stories throughout the year different formats (songs, poems, rhymes, video clips, large story books) with adult support and independently.</p>
<b>Planning and Writing</b>	<p>Mark-making/early writing activities are planned on a weekly basis.</p> <p>Opportunities to practise mark-making and early writing are available in all areas of continuous provision. A structured adult focus is provided each week.</p>	<p>Mark-making/early writing activities are available in all areas of continuous provision.</p> <p>Shared writing and an adult-directed activity is planned and delivered daily.</p> <p><b>Initial sound work:</b></p> <ul style="list-style-type: none"> <li>-Day 1-3-practical activities, including shared and modelled work. Evidence to be logged on Tapestry.</li> <li>-Day 4-Children write independently in their Writing Books.</li> </ul> <p><b>CVC work:</b></p> <ul style="list-style-type: none"> <li>Day 1-2 -practical activities to be recorded on Tapestry.</li> <li>Day 3 -modelled and shared writing to be recorded in Shared Writing Books.</li> <li>Day 4 -children write independently in their Writing Books.</li> </ul> <p><b>Sentence work:</b></p> <ul style="list-style-type: none"> <li>Day 1-4 -follow Smart Notebook, all work to be evidenced in Shared Writing Books.</li> <li>Day 4 -children write independently in their Writing Book.</li> </ul>
<b>Evidence</b>	<p>Adult guided work and independent work is photographed and placed onto Tapestry. Children will be given a Shared Writing Book when developmental ready (usually</p>	<p>Story plans, adult guided work, and independent and shared writing work are placed in children’s shared writing/modelled books, literacy books or ‘special workbooks’.</p> <p>Photographic evidence is placed in Tapestry. (All items stuck in books is to be done by an adult, trimmed to fit inside the page with no overlap over the edge of the book).</p> <p>Literacy books: used for Independent Writing.</p> <p>Shared Writing books: used for Shared/Modelled Writing</p>

Special Books: completely independent books used for all curriculum areas, work done in the areas.



### Caedmon Primary School KS1 & 2 Writing Guidance

	General Notes for all	Year 1	Year 2	Years 3 & 4	Years 5 & 6
<b>Texts per Unit</b>	Usually 3 texts per unit. (See Long Term Writing Plan.)	<p><b>1<sup>st</sup> piece &amp; 2<sup>nd</sup> piece</b> = innovation (children make changes to the text e.g. character name, setting, adjectives, some events etc.).</p> <p><b>3<sup>rd</sup> piece</b> = assessment (innovation)</p>	<p><b>1<sup>st</sup> piece &amp; 2<sup>nd</sup> piece</b> = innovation (children make changes to the text e.g. character name, setting, adjectives, some events etc.).</p> <p>Y2 - more able children - may complete an invention (completely different setting etc) for their 2<sup>nd</sup> piece.</p> <p><b>3<sup>rd</sup> piece</b> = assessment (innovation) Y2 - more able children - may complete an invention (completely different setting etc) for their 2<sup>nd</sup> piece.</p>	<p><b>1<sup>st</sup> piece</b> = innovation (children make changes to the text e.g. character name, setting, adjectives, some events etc.)</p> <p><b>2<sup>nd</sup> piece</b> invention (completely different setting etc). Less able children = innovation)</p> <p><b>3<sup>rd</sup> piece</b> (Assessment) invention (completely different setting etc). Less able children = innovation)</p>	<p><b>1<sup>st</sup> piece</b> = innovation (children make changes to the text e.g. character name, setting, adjectives, some events etc.) Some HA children will complete inventions.</p> <p><b>2<sup>nd</sup> piece</b> (invention)</p> <p><b>3<sup>rd</sup> piece</b> (Assessment) invention.</p> <p><b>Year 6: 2<sup>nd</sup> piece &amp; assessment must be very different for each child.</b></p>

<p><b>Success Criteria</b></p>	<p>Success criteria are linked to the genre and the curriculum for the Year Group being taught.</p> <p>They are typed at the top of the 'text marking piece' as 'I can <b>find...</b>' statements.</p> <p>(Year 1 do not have success criteria.)</p>	<p>n/a</p>	<p>2 success criteria</p>	<p>4 success criteria</p> <p>(Y3 <u>average and lower ability</u> children can have 3 success criteria).</p>	<p>4 success criteria</p>
<p><b>Vocabulary generation</b></p>	<p>Writing Wall to be up-dated using ideas generated. Words to be then used in children's own writing. <b>The teacher must encourage this.</b></p> <p><b>Teachers should use the writing wall during Shared Writing.</b></p>	<p><b>Warming up the word:</b> e.g picture, brainstorm words to describe it or ask 'How many words do we know that mean 'cold'?'</p> <p><b>Important note:</b> the writing wall should not be so full of words that the children do not have the opportunity to use their phonic knowledge when spelling, therefore, the writing wall should be a selection of key words, wow words or topic-related words etc.</p>		<p><b>Daily Dictionary and Synonym Search.</b></p> <p>These are 5 minute vocabulary exercises, explicitly linked to the text that the children are writing. Use either a dictionary or a thesaurus as appropriate.</p>	
<p><b>Curiosity</b></p>	<p>An interesting lesson to create excitement for the text.</p> <p><i><u>This experience must not be an art activity.</u></i></p>	<p>Short experience e.g. film clip, pictures muddled up, a letter to the children, some clues to the story in the classroom e.g. footprints.</p> <p>The curiosity could be a real educational visit or visitor etc.</p>			
<p><b>Reading</b></p>	<p>The teacher does not read the text unless children are unable. The teacher may read <u>some</u> of the text with the target group (as a way of modelling how to read with expression and fluency – also to help them to read the text within the given time).</p>	<p>Read the text either: in a target group, with the teacher or in pairs (partner 1 &amp; 2 – taking turns).</p>			
<p><b>Text-marking</b></p>	<p>Follow the 5 step process (on the SMART notebook). Teacher support as required.</p> <p>(Discuss, then teacher models how to search through the text and highlight the success criteria one by one before children continue looking.)</p>	<p>n/a</p>	<p><b>Highlighter pens:</b> use pink &amp; yellow.</p>	<p><b>Highlighter pens:</b> green, yellow, pink, blue.</p>	
<p><b>Planning</b></p>	<p>Use the <b>Caedmon planning frames</b>. Lined or unlined versions are available.</p> <p>Planning is taught using shared writing techniques. It works well to shared plan 1 paragraph, then allow children to write their own plan for that paragraph. <b>The teacher must hide all but the 1<sup>st</sup> few words on their plan otherwise the children may copy it.</b></p> <p>For assessment pieces, the <b>Assessment Planning Frames</b> must be used – this is because they do not have the punctuation grid at the bottom.</p>	<p>Use the story map created by the teacher. The teacher covers some pictures with a box, photocopy it for the children to change.</p> <p><b>Important note:</b> from Summer term, Y1 will use boxing up</p>	<p>Use the 'Boxing up' planning frames (however, some LA and all SEN pupils will continue to plan using story maps).</p> <p>Year 2 can plan in full sentences (and improve them in their</p>	<p><b>Planning in Year 3</b> may be in blocked sentences or note form. <b>From Year 4 onwards</b>, children should be encouraged to use note form for their planning and the teacher should demonstrate this in</p>	<p><b>In Years 5 &amp; 6</b>, children should be encouraged to use <b>note form</b> for their planning and the teacher should demonstrate this in the Shared Planning lesson.</p>

		planning frames, as Year 2, according to their ability (LA can continue to use Story maps, MA/HA will use Planning frames).	draft book) or plan in notes if able.	the Shared Planning lesson.	
<b>Talk for Writing</b>	Talk for Writing is only done at the start of the unit (1 <sup>st</sup> piece of writing). Only 1 story map is created. (A 2 <sup>nd</sup> story map is NOT created for the 2 <sup>nd</sup> text).  <b>Each day, the teacher must incorporate 2 x vocabulary discussions e.g 'What does 'persevere' mean? When would we 'persevere'?</b>	Children learn at least one paragraph per day.  The teacher will prepare the story map and decide the actions <b><u>in advance of the lesson and be confident and fluent in showing children the actions whilst speaking the story</u></b> (some actions can be decided by the children). Learn the text using the 'my turn, your turn' technique. Once confident, children may practise in groups; teacher with the target group.			
<b>Drama</b>	Drama can be incorporated during the 1 <sup>st</sup> week ( <b>However, the priority is for secure 'talk for writing' so there may not be time for drama.</b> )	Drama could be e.g. hot seating, role on the wall, freeze frames, an experience such as an air raid shelter with lights off and sound effects etc.			
<b>Shared Writing and writing in books:</b>  <b>Draft books &amp; Purple books</b>	<b>Shared writing is planned in advance of the lesson and must incorporate 2 types of discussion:</b>  <b>2 x vocabulary discussions</b> e.g 'What does 'persevere' mean? When would we 'persevere'?'  <b>1 x word choice discussion</b> e.g. Which word shall we choose...freezing or cold? Which one is best for the North Pole? Why? Is there a better choice?  The shared writing must be removed from view after 2 minutes so that children do not copy it. (They may copy parts to which they contributed the ideas.)  Children can have a copy of the story map on their table – however, please be aware that this may actually restrict their thinking/ideas. They must make significant changes to the story map..	Shared writing may be written on a flipchart – these must be saved as evidence.  'Shared Writing' for a few sentences per day.  <b>In Autumn term</b> – children will write straight into their books.  <b>From Spring 1:</b> The children will then write their own work onto a <b>whiteboard</b> , then check it (and amend if able) before copying it into their book. (At first it may be 1 sentence.)	Shared writing may be written on a flipchart – these must be saved as evidence.  'Shared Writing' for a few sentences or 1 short paragraph per day, the children will then write that section of text in their <b>draft books</b> . During the same lesson, the work in the draft book is edited and the children copy it, making further changes as they go along, into their <b>purple writing book</b> .  <b>2<sup>ND</sup> piece of writing:</b> As week 1, 'Shared Writing' – however this is more flexible and could be as little as 5 minutes, working on 2 sentences with a particular focus e.g. how to use persuasion or suspense. This is followed by writing daily. <b>Children are expected to work at a faster rate e.g. complete approx. 2 paragraphs daily.</b>	<b>In Key Stage 2, unless there are technical issues, shared writing should be written on the interactive screen and the document saved and updated afterwards for reference.</b>  'Shared Writing' for several sentences or 1 paragraph per day, the children will then write that section of text in their <b>draft books</b> . During the same lesson, the work in the draft book is edited and the children copy it, making further changes as they go along, into their <b>purple writing book</b> .  KS2 children can use 1 or 2 sentences from the shared writing but the rest should be written in their own words.	

		<p>(Year 1 do not have draft books.)</p> <p><b>2<sup>ND</sup> piece of writing:</b> As week 1, 'Shared Writing' – however this is more flexible and could be as little as 5 minutes, working on 2 sentences with a particular focus e.g. how to use adjectives. This is followed by writing daily. <b>Children are expected to work at a faster rate.</b></p>	<p>on 2 sentences with a particular focus e.g. how to use dialogue. This is followed by writing daily. <b>Children are expected to work at a faster rate.</b></p>	
<b>Editing and redrafting</b>	<p>This takes place on Shared Writing days as part of the natural writing process (see above).</p>	<p><b>From Spring 1, when they start using whiteboards, some children in Year 1 will be able to edit their whiteboard work e.g. notice a missing capital letter or missing word, add an adjective.</b></p>	<p><b>In Year 2 &amp; 3, a full lesson of editing and redrafting takes place in week 2.</b></p> <p><b>A 'Feedback Review' sheet is used to inform the lesson/plan specific tasks.</b></p> <p>More opportunities are given for teaching editing on Shared Writing days as a lesson starter.</p>	<p><b>Year 3 follow the same process as Year 2 (see Year 2).</b></p> <p><b>In Years 4, 5 &amp; 6, every other lesson is an editing and redrafting lesson (full lesson). A 'Feedback Review sheet is used to inform the lesson/plan specific tasks.</b></p> <p>The lesson begins with: praise, presentation and basic skills work.</p> <p>2<sup>nd</sup>, the teacher demonstrates key skills noticed when he/she read the children's books (after the Shared writing lesson).</p> <p>3<sup>rd</sup>, the teacher gives children specific editing tasks to complete in mixed pairs.</p>
<b>Handwriting and Presentation in books</b>	<p><b>Teacher's handwriting</b> must model the school style &amp; be neat and legible to a child.</p> <p><b>Pupil's handwriting</b> must be legible. If children's writing becomes very tiny or very large, this is not acceptable – it is the teacher's responsibility to address this quickly.</p>	<p><b>Mistakes:</b> Year 1 children use rubbers.</p>	<p><b>Mistakes:</b> Year 2 children use rubbers <u>in Autumn &amp; Spring Term.</u></p>	<p>Use a ruler to cross mistakes out with a single line (left to right).</p> <p>Use a ruler to cross mistakes out with a single line (left to right).</p>

	<p><b>Untidy work:</b> must be completed again at playtime – in all Year groups. (This includes over-writing of mistakes.)</p> <p><b>New paragraph:</b> indicated by a single line break.</p> <p><b>Dates and titles:</b> short date on top line, next to the margin. Title central on 2<sup>nd</sup> line. Both underlined with a ruler. <b>These will be written and underlined by the teacher for children if support is needed.</b></p> <p>Children must not over-write their mistakes.</p>		<p>From Summer 1, Year 2 children use a ruler to cross mistakes out with a single line (left to right).</p>		
<p><b>Assessment Pieces</b></p>	<p><b>Assessments are completed independently</b> (please refer to specific guidance in the grey box below).</p> <p>Children will have the opportunity to generate some key vocabulary with partners and the teacher (to put on the Writing Wall) for 5-10 minutes before they begin writing. This generation of ideas must not involve generating sentences or phrases.</p> <p>Writing is assessed using the Caedmon writing assessment (for the appropriate Year Group). Some LA pupils will need more than one assessment grid in their book.</p>	<p>Children are allowed access to normal classroom resources e.g. writing wall, thesauruses, common exception word mats, magic 10/tricky words for Y1/Y2.</p> <p>The assessed piece will be an innovation piece with changes.</p> <p><b>3<sup>rd</sup> piece</b> = assessment (innovation)</p> <p>Drafting is part of the assessment process, therefore, whiteboards are used as usual.</p>	<p>Children are allowed access to normal classroom resources e.g. writing wall, super sentences, thesauruses, common exception word mats, magic 10/tricky words for Y1/Y2.</p> <p>The assessed piece will be an innovation piece with changes (or may be an invention for HA Y2 children).</p> <p><b>3<sup>rd</sup> piece</b> = assessment (innovation) Y2 - more able children - may complete an invention (completely different setting etc) for their 2<sup>nd</sup> piece.</p> <p>Drafting is part of the assessment process, therefore, draft books are used as usual.</p>		<p>Children are allowed access to normal classroom resources e.g. writing wall, super sentences, thesauruses, dictionaries, common exception word mats, magic 20/tricky words.</p> <p>Drafting is part of the assessment process, therefore, draft books are used as usual.</p> <p><b>Year 3 &amp; 4: 3<sup>rd</sup> piece</b> (Assessment) invention (completely different setting etc). Less able children = innovation)</p> <p><b>Year 5 &amp; 6: 3<sup>rd</sup> piece</b> (Assessment) invention. <b>Year 6: 2<sup>nd</sup> assessment must be very different for each child.</b></p>
<p><b>ASSESSMENT SPECIFIC GUIDANCE:</b></p>					

**Assessment - Planning Lesson**

1. Spend approx. 10 minutes having an in-depth class discussion: explain the task & share ideas e.g. for a setting description – sights, sounds, smells, preposition openers and other openers, ideas for similes etc.
2. The writing wall should be updated to reflect these ideas but should not be too supportive.
3. Children to check and see what their own targets are.
4. Children complete their own plan (remember to use the Assessment Planning Frames) in silence. Children need to try to plan for their targets as they go along. Teacher will circulate the class keeping everyone going - without directing specific help to individuals. Teacher will make general prompts e.g. "Remember your full stops... Look at the writing wall...Use a thesaurus...remember to check/read aloud to see if it makes sense - have you got conjunctions?" etc.
5. Remind children to read their plan through to ensure the sequence words, they have their best ideas etc. If they finish early, they should use a thesaurus for vocabulary, add more description, check the writing wall e.g. openers etc. Have they planned their targets?

**Assessment - Writing Lesson:**

Assessed writing is completed in a separate book. Children do not have access to their daily writing books (apart from the page with their target sheet), the Talk for Writing story map or the model text (In Autumn and Spring terms, Year 1 will have their Talk for Writing Text – blanked out). As for point 3, 4 & 5 on the notes above. Assessed writing must be independent and individual help cannot be given.

**Assessment Grids/Records**

Caedmon writing assessment grids are stuck inside the front cover of the child’s writing book. On the assessment grid, write the date at the top of the column then tick each aspect/bullet point that the child has demonstrated – in pen, not pencil. If a child regresses, the teacher will need to circle that statement in pencil and make this a target area for the child, until secure. Individual pieces of work do not decide the child’s grade, rather, it is a portfolio of evidence which contributes to the grade given i.e look at the ticks for all assessed pieces to-date.

<p><b>Marking and Feedback Policy</b></p>	<p><b>Books are not marked until the very end of the piece of work. However, the teacher reads all pupils’ work after every Shared Writing lesson AND completes a ‘Feedback Review’ sheet. This informs the lesson the next day. This sheet is kept in the teacher’s file and must be available for inspection at all times. The sheet is used to directly inform teaching during the next lesson. (Please refer to the Marking and Feedback Policy.)</b></p> <p><b>Stamps for good work:</b> finished work can be stamped as follows:          ‘Effort’ and 1 team point (for trying);          ‘Super Job’ and 2 team points (for very good work)          ‘Gold Star’ stamp and 3 team points (for outstanding work/best work).          Stamped on the teacher’s side of the page in the centre area.          Please draw a neat circle around the team points.          Poor effort = no stamp or team points.</p> <p><b>Verbal feedback is powerful – give children verbal feedback as much as possible throughout the lesson.</b></p>	<p>Refer to general notes.</p>	<p><b>Text-marking pieces</b> are marked with the Verbal Feedback stamp. If there was a particular issue(s) discussed, a note will be written next to the stamp to indicate this e.g. adjectives.</p>		
<p><b>Targets</b></p>	<p><b>Targets must be updated by the teacher for each new unit of work (to ensure that they are relevant). It is expected that children</b></p>	<p>Children in Y1 have 1 or 2 targets.</p>	<p>Y2 children have 3 targets:</p>	<p>Y3 &amp; 4 children have 3 targets:</p>	<p><b>Y5 children</b> have 3 targets:</p>

	<p><b>achieve all of their targets by the end of a piece of writing. The exception may be if they did not use the spelling pattern from their spelling target.</b></p> <p>Sheets stuck on the first page of the writing books. On the sheet, record the target start-date (please use the date when the <b>writing</b> was started as this makes it very easy to cross-reference).</p> <p><b>Stamping targets:</b> Check at the end of <b>each</b> finished text. If ‘<b>on target</b>’ the work is stamped at the <b>bottom</b> of the right hand page with the ‘<b>On Target</b>’ stamp and a brief note to describe which target e. g ‘Full stops’. 1 team point is awarded (1tp) and the teacher circles this.</p> <p>When a target is fully completed (5 dates on the sheet), use the blue ‘<b>Target Met</b>’ stamp and award a further team point (therefore children will get an ‘On Target’ and a ‘Target Met’ stamp plus 2 team points on these days).</p> <p><b>If the targets are not achieved</b>, the teacher should show this by drawing a ‘step/stairs’ and writing ‘Targets’ next to it. This shows the subject leader that the teacher has checked the targets.</p> <p><b>Important Note:</b> If targets need to be temporarily changed e.g. for a poetry unit, cross them out with a pencil line, give the child a suitable target for the coming genre then re-introduce the original target at a later date – once it becomes relevant again.</p>		<p>1 = spelling 2 = linked to gaps in the assessment grids or specific needs of the child.</p>	<p>1 = spelling 2 = linked to gaps in the assessment grids or specific needs of the child.</p>	<p>1 = spelling 2 = linked to gaps in the assessment grids or specific needs of the child. (A 4<sup>th</sup> target can be given if the pupil can manage.)</p> <p><b>Y6 children</b> may have more than 3 targets: 1 = spelling 2+ = linked to gaps in the assessment grids or specific needs of the child.</p>
<p><b>Lesson Preparation/resources</b></p>	<p>All resources needed for the lesson should be ready and organised before the start of the lesson. This includes the writing wall, synonym search cards etc. either blank (at the start of a unit) or filled and the text being glued into the children’s books in advance.</p> <p>Before the start of the lesson, resources should be out on tables so that every child has what they need e.g. children’s own books, planning sheets, thesauruses, highlighter pens, magic 10/20 bookmarks.</p>				

**KS1 – please note this plan is an example and will not work out exactly i.e. you may need to add or reduce days overall.**

**EXAMPLE TIMETABLE FOR THE MAIN GENRES ONLY: each non-fiction and fiction/narrative genre will last for 3-3.5 weeks (Y1) and 2 – 2.5 weeks (Y2). See below:**

Day	Y1		Y2	
	Main lesson		Main Lesson	
1 <sup>st</sup> 10 minutes	1 <sup>st</sup> Piece of writing:		1 <sup>st</sup> 5 minutes	1 <sup>st</sup> Piece of writing:

1	Warming up the Word	Text Introduction – use props. Read the text. Fill in all elements on the Writing Wall.	Warming up the Word	Text Introduction – props. Read. Text-mark. Fill in all elements on the Writing Wall.
2	Warming up the Word	TfW learn the text	Warming up the Word	Text marking – 2 success criteria. TfW learn the text.
3	Warming up the Word	TfW learn the text	Warming up the Word	TfW learn the text
4	Warming up the Word	TfW learn the text	Warming up the Word	TfW learn the text Drama.
5	Warming up the Word	TfW learn the text Drama.	Warming up the Word	
6	Warming up the Word	Planning lesson	Warming up the Word	Planning lesson
7	Warming up the Word	TfW /Shared Write sentence or paragraph	Target Check	Shared writing then write sentences or short paragraph (Innovation)
8	Review of Writing	TfW / Shared Write sentence or paragraph	Review of Writing	Editing lesson
9	Review of Writing	TfW / Shared Write sentence or paragraph	Review of Writing	Shared writing then write sentences or short paragraph (Innovation)
10	Review of Writing	TfW / Write sentence or paragraph	Review of Writing	Shared writing then write sentences or short paragraph (Innovation)
		<b>2<sup>nd</sup> Piece of writing:</b>	<b>2<sup>nd</sup> Piece of writing:</b>	
11	Review of Writing	Planning lesson	Review of Writing	Planning lesson
12	Review of Writing	shared writing / Write sentence or paragraph (Innovation)	Review of Writing	Shared writing – write at least a paragraph (Innovation)
13	Review of Writing	shared writing / Write sentence or paragraph (Innovation)	Review of Writing	Shared writing – write at least a paragraph (Innovation)
14	Review of Writing	shared writing / Write sentence or paragraph (Innovation)	Review of Writing	Shared writing – write at least a paragraph (Innovation)
15	Review of Writing	shared writing / Write sentence or paragraph (Innovation)	Review of Writing	Shared writing – write at least a paragraph (Innovation)
		<b>Finish 2<sup>nd</sup> Piece. Complete 3<sup>rd</sup> piece assessment:</b>		
16	Review of Writing	shared writing / Write sentence or paragraph (Innovation)	n/a	Planning ( <b>Assessment</b> )
17	n/a	Planning/Write ( <b>Assessment</b> )	n/a	Writing ( <b>Assessment</b> ).
18	n/a	Write (Assessment)	n/a	Writing ( <b>Assessment</b> ).
19	n/a	Write (Assessment)	n/a	n/a
20	n/a	Write (Assessment)	n/a	n/a

**APPENDIX 2: KS2– please note this plan is an example and will not work out exactly i.e. you may need to add or reduce days overall.**

**EXAMPLE TIMETABLE FOR MAIN GENRES ONLY: each non-fiction and each fiction/narrative genre will last for 3-4 weeks. See below:**

STORY UNIT		
Day	Y3-5 (Year 6 units may be shorter).	
	1 <sup>st</sup> 5 minutes	Main Lesson
<b>Learning the Text: talk for writing week</b>		
1	Daily Dictionary	Text Introduction – ‘experience’ e.g. video, photos. Read the text. Fill in all elements on the Writing Wall.
2	Daily Dictionary	Discuss and highlight the 4 success criteria. TfW learn 2 paragraphs
3	Daily Dictionary	TfW learn 2 paragraphs
4	Synonym Search	TfW learn final paragraph and review all. Drama – 1 element (if time allows).
5	Synonym Search	Review full TfW. Begin planning?

<b>1<sup>st</sup> piece of writing – innovation:</b>		
<b>6</b>	DD or SS (see above)	Planning day ( <b>1st piece - innovation</b> ).
<b>7</b>	Target Check	Shared writing day
<b>8</b>	DD or SS (see above)	Editing day
<b>9</b>	Target Check	Shared writing day
<b>10</b>	DD or SS (see above)	Editing day
<b>11</b>	Target Check	Shared writing day
<b>12</b>	DD or SS (see above)	Editing day
<b>13</b>	Target Check	Shared writing day
<b>14</b>	DD or SS (see above)	Editing day
<b>2<sup>nd</sup> piece of writing – invention. 3<sup>rd</sup> piece of writing - assessment</b>		
<b>15</b>	DD or SS (see above)	Planning ( <b>2<sup>nd</sup> piece - invention</b> ). Year 3 will take a full lesson. Planning Years 4-6 - approx 20 mins. 10 mins shared writing 1 paragraph. Write 1 paragraph– 10 mins whiteboard first, copy & finish in book.
<b>16</b>	Target Check	5 mins shared writing e.g. 2 sentences – choose a particular aspect to focus on e.g. 1 <sup>st</sup> 2 sentences; use of personification; persuasive opener etc. Write 1-2 paragraphs – 10 mins whiteboard first, copy & finish in book.
<b>17</b>	DD or SS (see above)	Editing day
<b>18</b>	Target Check	Shared writing day – 2 paragraphs
<b>19</b>	n/a	Planning ( <b>3<sup>rd</sup> piece = assessment piece</b> ). Start writing.
<b>20</b>	n/a	( <b>Assessment piece continued</b> ). Full lesson to finish writing and check/edit.