



GJS Writing Protocols

Our Writing vision: Every child is a confident, fluent author.

Planning Lessons

- The [GJS Transcription and Composition Curriculum Progression Map](#) and the [GJS Grammar Punctuation and Spelling Curriculum Progression Map](#) detail what should be taught and when.
- A condensed 'Year group specific' version of the above can be found here:
 - [GJS Year 3 Transcription Composition and GPS Curriculum Progression Map](#)
 - [GJS Year 4 Transcription Composition and GPS Curriculum Progression Map](#)
 - [GJS Year 5 Transcription Composition and GPS Curriculum Progression Map](#)
 - [GJS Year 6 Transcription Composition and GPS Curriculum Progression Map](#)
- A full writing overview can be found in the [GJS Writing Yearly Overview](#).
- Teachers use The Write Stuff materials as an approach to support the planning and teaching of writing.
- Teachers plan a balance of writing sessions within the English slots on their timetables.
- Writing planning is annotated onto each year group timetable. Teachers in each year group ensure that the writing skills for each term are taught.
- Planning is taken from The Write Stuff provided plans. Units are adapted to suit the needs of our children.
- Individual units usually comprise of **experience** sessions and **sentence stacking** sessions.
- An individual lesson is based upon a sentence model broken into three chunks. These three chunks are further broken down into '**Initiate**' – stimulus to capture imagination, '**Model**' – outlines clear writing features and techniques and '**Enable**' – pupils write using the model.

Implementation of Lessons

- Writing lessons are taught in mixed ability classes.
- Each Write Stuff lesson is divided into three learning chunks of approximately 20 minutes each.
- Within the lesson all children focus on the same age-appropriate text.
- An editing lesson is included after each independent write (further information can be found in the [GJS Marking and Feedback Policy](#))

Provision for children with SEND in Writing

Pupils with SEND are not always low attainers, so some will access our curriculum with scaffolding suitable for meeting their particular needs. Teachers know their individual pupils

and their needs to define and demonstrate what is ambitious for each individual, and what measures they are putting in place to help pupils meet these goals.

Support is given through a variety of methods:

- As part of lessons, teachers will revise prior learning and subject knowledge to commit learning to long-term memory. This is supplemented by effective AFL strategies and feedback using the school marking policy.
- Children working behind their current year group expectations have access to RWI and/or Fresh Start as our intervention programme across the school.
- The use of the Write stuff as a teaching strategy to model vocabulary and carefully scaffold the sentence structures used within writing.
- Penpals is used to offer support to the children with fine motor skills and extra sessions are given where needed.

Specific support strategies:

- Revisiting and reminding to further develop understanding.
- Planning for misconceptions and tackling them early on.
- Weekly pre-teaching sessions used to develop understanding.
- Use of technology via interactive and visually stimulating whiteboard files.
- RWI and Fresh Start interventions are provided Monday to Thursday for 30 minutes for the children that are still developing their phonological awareness and reading fluency.
- Spelling Shed to reinforce the spelling of year group statutory words and the spelling patterns covered.
- Dictionaries and thesaurus available for the children to access as needed.
- Reduced/adapted independent writing task.

Scaffolding:

As far as possible, pupils stay together on the same text with necessary differentiation such as removing barriers (for example, coloured overlays) and providing support, without the need for different levels of worksheet. Pupils have access to the same vocabulary, however some children are provided with Speed sounds charts to support with basic spelling and subject knowledge.

Grammar and Punctuation

- Grammar and Punctuation is taught discretely once each week. The application of grammar and punctuation knowledge and skills occurs in English lessons and across the curriculum where appropriate.
- The [GJS Grammar Punctuation and Spelling Curriculum Progression Map](#) details what should be taught and when.
- Grammar and punctuation evidence is found in English books.

Spelling

- Spelling is taught using the Twinkl spelling scheme of work once each week. Children are expected to practise their spellings during weekly homework.
- Teachers use Twinkl 'live' to generate weekly word lists.
- The [GJS Grammar Punctuation and Spelling Curriculum Progression Map](#) details what should be taught and when.
- All children have 10 words each week. These are given out on our '[GJS Home Spelling Template](#)'. SEND 'K' pupils have 5 words with an additional 5 words as 'challenge words'.
- SWST tests are completed in March. SEND data is recorded on the GJS Test Results Sheet.
- Each year group tests against the National Curriculum statutory words in September, January and July. Results are stored in the writing folder.
- Spelling Shed is used at home to consolidate statutory spelling words.
- Spellings are tested weekly and will include a mix of year group statutory words and the pattern for the week.
- Children following the RWI/Fresh Start programme complete phonics based spellings within the RWI group.

Handwriting

- Handwriting is taught using the Penpals scheme of work. Penpals is installed locally on each teacher laptop.
- Handwriting is taught within grammar and punctuation lessons.
- Handwriting assessments are completed by all year groups in September and July and written in the handwriting books.
 - Queen Elizabeth visited Jim Fox camping in New York. (Year 3)
 - The quick brown fox jumps over the lazy dog. (Year 4)
 - The five boxing wizards jumped quickly in the ring. (Year 5)
 - Wilma Fox's lazy susan held quince jam, butter, pickles, olives, mustard and vinegar. (Year 6)
- Biro/ handwriting pens are used for more proficient handwriters. (Black ink)
- Our expectation is that handwriting is joined by the end of Year 5.

Writing Outcomes

- English books hold the majority of English lesson writing outcomes.
- Each child has writing folder.
- Writing is found across the curriculum.

Formal Assessments

- [‘Performance of Writing – Expected Standard at end of Year 3’](#), [‘Performance of Writing – Expected Standard at end of Year 4’](#), [‘Performance of Writing – Expected Standard at end of Year 5’](#) and [‘Performance of Writing – Expected Standard at end of Year 6’](#) documents record evidence to support the teacher assessment of writing. (These are stuck in the front cover of writing folders)
- At the end of each Write Stuff unit, independent writing is assessed. These assessments are stored in the individual writing folders.
- [‘Independent Assessment Grids’](#) are used on every piece of independent writing and highlighted by the teacher.
- Performance of writing statements are highlighted when evidence has been seen twice. This evidence could be found in any independent writing across the curriculum. This is indicated on the ‘Performance of Writing – Expected Standard at the end of Year *’ grids.
- The ‘Expected Standard Progression Key’ (Found at the bottom of each of the Performance of Writing grids) is used to support teacher assessment.
- Target Tracker is used to make a summative assessment attainment judgement 3 times a year for all children.
- Moderation:
 - In-school - is undertaken three times a year.
 - Cross-school - is undertaken twice a year.

Whole-school write

- A whole-school write is undertaken twice a year.
- Whole-school writes are collated in the writing folders.

Displays

- Flipchart – ongoing pages – building display (sentence stacking)
- Year group laundry line
- Penpals handwriting family posters
- Year group statutory spelling words
- Year group ambitious vocabulary
- Fantastic, Boomtastic and Grammaristics posters
- Writing rainbow
- Shade-o-meter