



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

At Greenleys, we recognise that pupils with Special Educational Needs and Disabilities (SEND) are not necessarily low attainers. Many can access and succeed in the full writing curriculum when supported by high-quality, inclusive teaching, effective scaffolding, and

well-planned adaptations. Teachers use their professional understanding of individual pupils to promote ambition, ensuring the writing curriculum is accessible, meaningful and challenging for all.

Ordinarily Available Provision in Writing includes a range of high-quality teaching approaches based on The Write Stuff framework. Lessons are delivered through *stacking* sequences that break down writing into manageable learning chunks, making the curriculum more accessible and achievable for all pupils, including those with SEND. Core practices include:

- Use of sentence stacking to model high-quality writing and expose pupils to ambitious vocabulary and grammar in context.
- Explicit teaching of grammar, punctuation and structure through focused learning lenses.
- Frequent revisiting of key writing techniques and grammar concepts to embed understanding over time.
- Formative assessment embedded within lessons, in line with the school's marking and feedback policy, independent writing assessments and supported by No More Marking comparative judgements.
- The independent writing assessments can be used flexibly to match the pupils ability range rather than their age.

Adaptations and Support Strategies:

- Pre-teaching of vocabulary, ideas and sentence structures to build confidence and familiarity.
- Use of scaffolded sentence construction, such as sentence stems, word banks and shared writing.
- Regular opportunities to revisit and rehearse key writing skills.
- Visual supports e.g. picture prompts and story maps to aid idea generation and sequencing.
- Use of colour-coded systems e.g. FANTASTICs, GRAMMARISTICs, BOOMTASTICs to support structure and clarity in pupils' thinking and writing.
- Structured oral rehearsal before writing to support sentence fluency and idea development.
- Writing frames or partial models provided where needed to reduce cognitive load while maintaining ambition.
- Strategic use of adults to model, scribe or facilitate discussion for idea generation and planning.
- Anticipation of common misconceptions e.g. punctuation use, verb tense with planned modelling and guided practice to address them.

Scaffolding and Differentiation in Lessons:

All pupils are encouraged to engage with the same high-quality writing stimuli and expectations. Adaptations are made to ensure access without compromising ambition. These may include:

- Chunking tasks into manageable steps with clear success criteria.
- Use of assistive technology e.g. Clicker 7 speech-to-text provision.
- Modified planning tools and writing frames that support structure without limiting creativity.
- Visual timetables or now/next boards to support pupils with executive functioning needs.
- Adult support for modelling or guided group writing.
- Emphasis on developing independence through gradual removal of scaffolding.

Teachers plan responsively, using insights from daily lessons and formal assessments. Writing lessons are inclusive, ambitious and designed to support every learner in achieving their full potential as a confident and capable writer.

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.
- Grammar and punctuation flashbacks are used at the beginning of English lessons, to reinforce and revise knowledge already taught.

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, given out on our '[GJS Home Spelling Template](#)'. SEND 'K' pupils have 5 words with an additional 5 words as 'challenge words'.
- Each year group tests against the National Curriculum statutory words (e.g twinkl year 5/6 words) in September, January and July. Results are stored in the writing folder. Children working below the year group expectations eg a child in Year 5 at a Year 3 level would be tested against the year 3 /4 words.
- 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 for independent final pieces of writing, there is no requirement for planning to be in folders, these can be stuck in books if teachers choose to.
- Writing is found across the curriculum.

Formal Assessments

- At the end of each Write Stuff unit, independent writing is assessed. These assessments are stored in the individual writing folders and used to inform 'next steps' to improve the next unit of writing (to fill in any gaps found).
- '[Independent Assessment Grids](#)' are used on every piece of independent writing and highlighted by the teacher. (Years 3 to 5) Year 6 annotated marking is used to highlight evidence needed for end of key stage assessment.
- In independent writing, examples of the statutory year group words, spelt correctly and in context need to be underlined or highlighted. This is a mandatory requirement.
- The write stuff vocabulary words, will still be used to enhance their language development but are not mandatory.
- 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.
- 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.

- National moderation using no more marking comparative programme.

Year group Big Write

- Using the nomoremarking assessment programme, all year groups will complete set big write tasks, that are moderated online to give an accurate level for each child at that specified time.
- Year 3- October
- Year 5- November
- Year 4-January
- Year 6 –March
- Year 4 and 5 non-fiction-May.
- These pieces of writing will be kept in their writing folders with outcome on top.

Displays

- Coloured card strips/flipchart – ongoing pages – building display (sentence stacking)
- Plot points for each writing task with key vocabulary
- 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