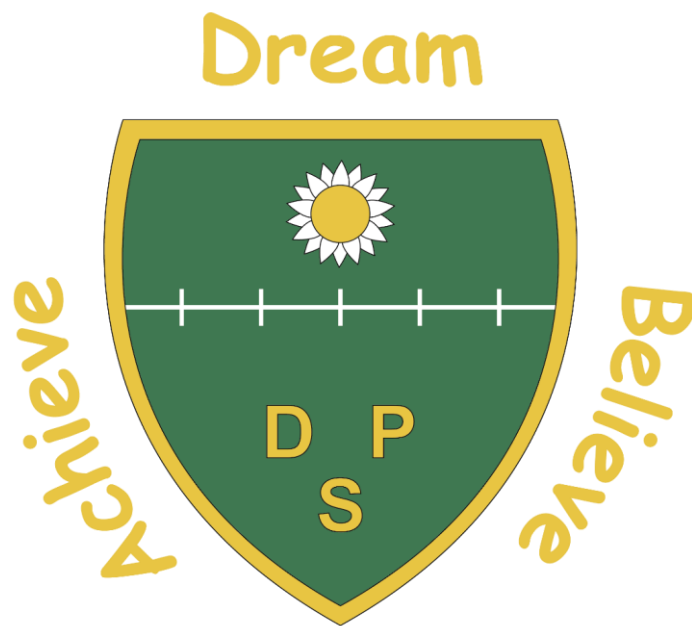


Daisyfield Primary School



Writing Policy

September 2023

Review Date: September 2024

Intent

Writing is a crucial part of our curriculum at Daisyfield. By the end of Year Six we intend our children to have developed a love of writing and to be able to express their knowledge, ideas and emotions clearly and creatively through the written word.

We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling. The children will have acquired a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.

At Daisyfield, we set high expectations for all our children to take pride in their work and have a fluent, cursive handwriting style alongside allowing their imaginations to flourish.

We intend to provide our children with the necessary skills to become competent, creative and efficient users of the English Language to prepare them for secondary school and to enable them to become successful in their later lives.

We aim for our children to be able to write clearly, accurately and coherently, adapting their language and style, for a range of contexts, purposes and audiences.

Children should be also able to tell you how they can improve their writing and therefore be able to able to work on their own areas for improvement.

Implementation

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum 2013 and in the Statutory Framework for the Early Years Foundation Stage 2014.

Early Years Foundation Stage

Writing, along with reading, makes up literacy, one of the four specific areas of the **Early Years Foundation Stage** (EYFS). The Early Learning Goals for writing come from both literacy and physical development. They are:

- Writing - children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
- Moving and handling - children show good control and coordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.

In the Foundation Stage (Nursery and Reception) children are given opportunities to work on both these Early Learning Goals and furthermore:

- Speak, listen and represent ideas in their activities.
- Mark making as the first step of writing
- Use communication, language and literacy in every part of the curriculum.
- Become immersed in an environment rich in print and opportunities to communicate.
- An interest in books is developed by sharing songs, stories and rhymes, fostering opportunities to talk and re-enact stories or follow children's interests through information books.

Key Stage 1 and 2

In Key Stages 1 and 2, Writing is taught across all areas of the curriculum as well as in English lessons:

- In both key stage 1 and 2, teachers use Lancashire English Planning Units which are linked to a text.
- Lessons have clear learning objectives and are planned to contain:
 - High demands of child engagement with their learning; “No Passengers”
 - High levels of interaction for all children;
 - Appropriate use of teacher questioning, modelling and explaining;
 - An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
 - Regular use of encouragement and praise to motivate children.
- We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard.
- We develop the use of Success Criteria to help challenge and support the children in their writing and learning.
- To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. This is sometimes known as the ‘Gathering Content’ phase. (See Appendix A)
- At Daisyfield, we provide opportunities for writing for purpose (within the context of the unit being studied) and we encourage pupils to see themselves as authors.
- Children are given the opportunity to self-assess and peer assess, giving constructive feedback to their fellow peers. This will be modelled to them in the ‘Next Steps’ that are regularly given to them by their teachers.
- Grammar and punctuation sessions are incorporated into the English lessons and also taught as discrete lessons if the learning requires it be so.
- Spelling and Handwriting are taught separately yet the expectation is that effect of this should be seen and encouraged in every lesson.
- A range of extra activities are used to promote literacy within the school including themed days such as World Book Day, Visits to the library and the use library loan boxes.
- Cross curricular writing is planned across the curriculum playing a part in each topic and giving the children opportunities to write for a wider range of purposes and audiences.

Impact

Children will be able to write for a variety of purposes and audiences and in a range of genres.

Children at Daisyfield will be able to confidently speak in a variety of situations about a range of contexts, expressing their opinions and justifying them appropriately.

Children will have a clear understanding of KS2 grammar programmes of study, building on the solid foundations of grammar set in KS1.

The % of children working at expected levels within each year group at Daisyfield will be at least in line with national averages.

The % of children working at greater depth within each year group at Daisyfield will be at least in line with national averages.

There will be no significant gaps in the progress of different groups of children (e.g. Ethnicity, Pupil Premium).

Teaching and Learning

EYFS

In the Early Years Foundation Stage, the children are exposed to writing and language throughout the unit. General writing within EYFS is developed through continuous provision activities such as letter formation is and of foam. Our EYFS Unit has a dedicated writing area which provides the children with a range of media and a clear purpose to write.

Within teachers' weekly planning, learning objectives are specific to writing and speaking and listening and these are taught through adult guided activities, whole class carpet sessions and through child-initiated activities. The children also have a daily phonics session (please refer to our phonics policy for more information).

For more information please refer to the EYFS policy

English Planning

Teachers should use the following sequence when planning and delivering units of work. In both key stage 1 and 2, teachers use Lancashire English Planning Units which are linked to a text. The unit of work and texts are allocated to a class due to the nature of our mixed age classes so that they are not repeated (See Appendix B)

Throughout the reading phase of the literacy journey, the children undertake tasks to deepen their understanding of the text which can be done before reading, during and also after reading.

Teachers should also follow the reading to writing teaching sequence. Examples of how reading skills can be linked to writing can be found in (See Appendix C)

Guidance for English Unit Planning

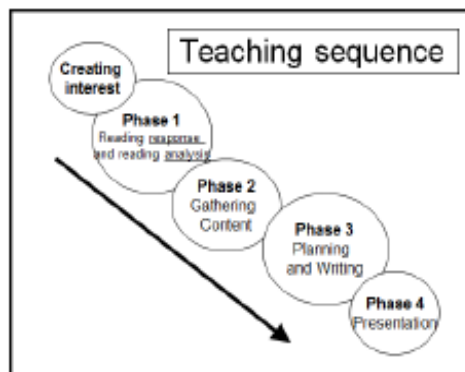
Key Learning

The *Key Learning in Reading* and *Key Learning in Writing* documents reflect complete coverage of the National Curriculum for English and provide the basis for constructing a unit of English. These frequently need breaking down further to form lesson objectives.

The Teaching Sequence

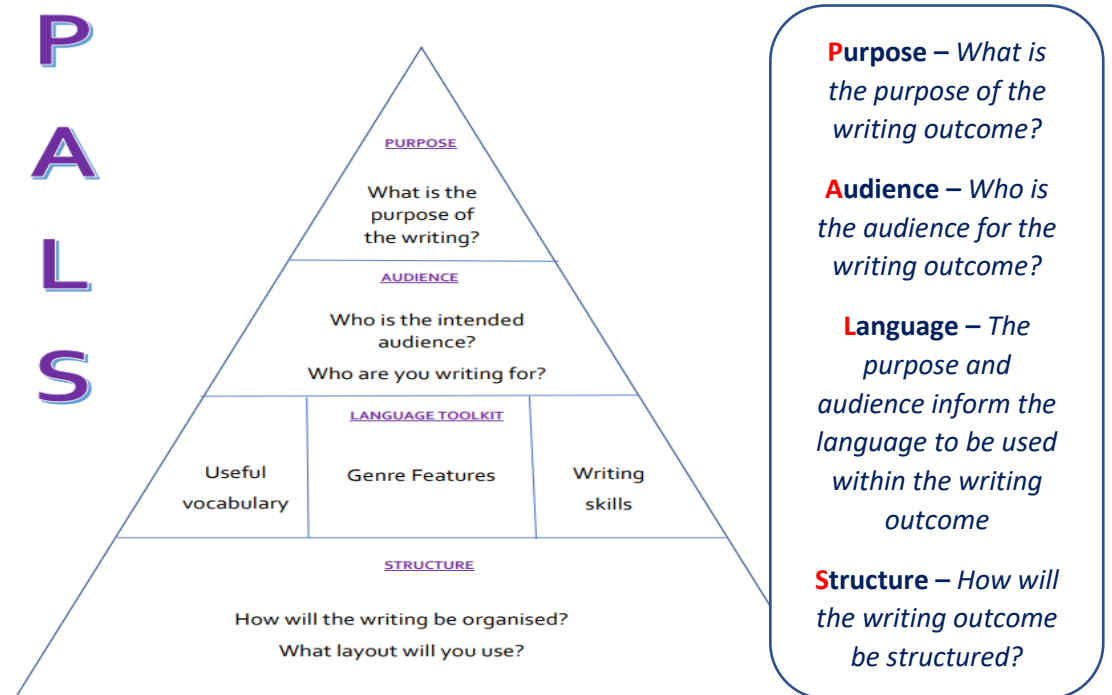
A suggested unit outline follows the teaching sequence:

- Creating Interest
- Reading:
 - Reading and responding
 - Reading and analysing
- Gathering content
- Writing
- Presentation



The amount of time spent in any one phase needs to be tailored to the needs of the class.

PALS needs to be incorporated in to the Creating Interest Lesson and referred to throughout the unit of work. Ideally, this can be displayed on the Working Wall as a reference point.



Key Stage 1 & 2

All lessons should be planned ahead of time and planning should be available on Staff Shared/2020-2021/Planning/Class Folder.

Lessons should have one child-friendly, learning objective. The benefits of this include:

- Objectives focus the purpose of your lesson and subsequent planning.
- Objectives help children understand the purpose of the lesson.
- Objectives are smaller and more digestible than a full standard/unit outcome.
- Combined with success criteria, learning objectives let you know when learning has happened.

Grammar Content

Discrete sessions running alongside text based work during the Reading and Gathering Content phases of the sequence (See Appendix G).

Grammar content for your English lessons needs to come from 2 sources:

Your Lancashire English Unit – The 5i Model can be used to teach Grammar content.

Your Class's Gaps in Writing - As you begin to produce shorter writing opportunities, you will begin to notice aspects of grammar that you need to address BEFORE children begin to produce Independent Writing. This is the perfect opportunity to plan these in to your Grammar Starters for your lessons.

These grammar skills should be applied in context during the Writing phase. This involves teacher modelling, establishing expectations through inclusion in success criteria, pupil self evaluation and peer evaluation and marking.

Lessons should begin with a Grammar and Punctuation link where possible.

Lessons should link to Grammar and Punctuation within the lesson at some point if it is not feasible to do so at the start of the lesson.

Writing Phase

Writing should not be exclusive to the 'Writing Phase' in the Teaching Sequence. 'Shorter Writing Opportunities' should be planned in for the children to showcase their learning and writing skill throughout the 'Gathering Content' phase too.

'Writing should be modelled to the children'

In a modelled write, the children are passive, observing the teacher **write** a passage on the board referring to the learning objective and success criteria as he/she writes.

Learning Objectives during the Modelled Writing Phase need to have a particular focus. For example, "To model the writing of the opening using fronted adverbials" (See Appendix G)

Modelled writing centres on teacher demonstration of the thoughts and actions that go into creating a text. It is an opportunity for the children to observe a proficient writer going through the process of putting ideas into a written form.

In modelled writing, teachers can focus on authorial elements of writing (such as sequencing and linking ideas, choosing appropriate words, etc.) or secretarial elements (employing spelling strategies, using correct punctuation, etc.).

Children do not really offer their ideas in modelled writing. Instead, it is anticipated they will use the strategies modelled in their own subsequent independent writing. Modelled writing can be employed

as a whole class or small group strategy. The children need to be able to clearly see the text as it is constructed.

During the modelling, the teacher is making their own thinking and writing processes visible for the children.

'Teaching through Shared Writing'

Shared writing lies at the heart of teaching writing. This is the generic term for **writing with and in front of the children** as a precursor to the class writing more independently. It is the key moment at which writing is taught.

The teacher uses the assessment of children's writing to decide on the key 'Next Steps' that need to be focused upon during shared writing.

These may be aspects of composition (e.g. using a short sentence for impact or handling speech marks) or a more general aspect of writing behaviour (e.g. using a plan to develop plot).

Shared writing is pitched about one level above the children's own writing so that they are constantly engaged in progress.

Shared Writing - 'Now let's have a go together and you explain'.

There is a shift from the teacher as model towards the children doing more of the thinking, composing, explaining and working as writers.

The teacher is writing down what is said on a flip chart, taking over the transcription, but also reminding, prompting and challenging so that the writing remains focused on the Next Steps/Success Criteria.

The teacher is constantly balancing the focus between pushing children to 'generate' ideas and then 'judge' what works best – pausing to reread and listening to the flow of composition so the next sentence can be composed.

We read back to help us write on. What ends up on the board has to be the best work the teacher can elicit from the children. In the same way, when the children write their own version independently, what they end up with on their page has to be the best they can find within themselves.

The pace will need to be brisk, but have pauses for 'thinking time'. On some occasions you may refer back to the model text to remind children of what effected writing sounds like, or to check a certain technique

Such lessons are a great opportunity for teaching assistants to create a word banks, listing everyone's suggestions. These can be used on working walls.

Independent Writing

Independent Writing should be signified with a RED DOT at the start of the work or next to the Learning Objective.

Independent Writing should be pushed as a chance for the children to 'shine' and showcase all their recent learning and writing skills.

Children should be given ample opportunity to plan for Independent Writing using the planning models appropriate for that year group.

Editing Writing

Children should be given an opportunity to edit their writing before it can be assessed by the Teacher. This is paramount in helping children to ensure their best writing is assessed.

In UPKS2, children use colour codes to highlight the elements of the Success Criteria.

In KS1 and LKS2, marking ladders are used to address the Success Criteria.

😊 Writing is likely to be independent if it:

- emerges from a text, topic, visit, or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about
- enables pupils to use their own ideas and provides them with an element of choice—for example, writing from the perspective of a character they have chosen themselves
- has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer, or group evaluation
- is produced by pupils who have, if required, sought out classroom resources, such as dictionaries or thesauruses, without being prompted to do so by the teacher

😞 Writing is not independent if it has been:

- modelled or heavily scaffolded
- copied or paraphrased
- edited as a result of direct intervention by a teacher or other adult—for example, when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text
- supported by **detailed success criteria** that specifically direct pupils as to what to include, or where to include it, in their writing—such as directing them to include specific vocabulary, grammatical features, or punctuation

Cross Curricular Writing

At Daisyfield we believe your “best” writing should not be limited to your English Books. Writing should be taught and planned for across the curriculum. Wherever possible, teachers should look for opportunities to plan for writing in other subject areas (through Curriculum Development Documents). Alongside increasing the skill/experience level of writing of our children, this will also increase the amount of short writing opportunities we are able to provide for our children. This will ultimately have an impact on the teachers’ ability to gather evidence to effectively assess children’s writing.

A geography or science lesson involves a lot of subject specific vocabulary and content. There is no time to teach fronted adverbials or the passive voice. However, if after a quick recap of success criteria from a previous English lesson, children are able to independently write an explanation of how a volcano or the water cycle works, and they have used paragraphs, fronted adverbials and the passive voice, you can safely say that they have successfully grasped the skills practised in the English lessons. To help our children “use and apply” their writing skills, a cross curricular approach to writing is imperative.

As well as modelling grammar, teachers can use cross-curricular writing as an opportunity to embed words from the National Curriculum spelling lists. Many of the words for KS2 fit more naturally into non-fiction texts and teachers would not find it artificial to incorporate words such as *experiment*, *equipment*, *separate*, *material* or *temperature* into a science model. Similarly, *century*, *soldier*, *famous*, *reign* and *important* would all fit readily into a model for writing in history.

Assessment

The approach to English writing Teacher Assessments differs from that in other subjects. This difference recognises and reflects the nature of the subject and that a degree of subjectivity is needed to assess it. Teachers are therefore given more flexibility in reaching a rounded judgement about a pupil's overall attainment in writing.

A teacher must still assess a pupil against all of the pupil can statements within the standard at which they are judged to be working. At Daisyfield we use the Daisyfield Writing Assessment Sheets created alongside the Reading and Maths Leads and input from every Class Teacher.

These Writing Assessment Sheets are stored on Staff Shared:

T:\Assessment\Assessment 2021-2022\Writing Assessments 2021-2022\Class Name Writing Assessments 2021-2022

Teachers are expected to use the Writing Assessment sheets and update them regularly in order to assess children against the objectives taught.

If the child does not achieve the Learning Objective, their name would be placed in the 'Below' column.

Below

If the child does achieve the Learning Objective, their name does not need to be added on. This means they are at ARE.

If the child achieves and exceeds the Learning Objective and shows a greater level of skill, understanding and confidence then their name would be placed in the 'Above' column. Above

By regularly updating the Writing Assessment sheets, teachers will be able to make robust judgements based on accrued evidence and also be able to inform their consequent planning and teaching as all good assessment should.

All the objectives have been taken directly from the Lancashire KLIPS document and will therefore also link directly to the objective within the Lancashire Planning units used to teach from.

Teachers should also assess the independent writing produced in English lessons and across the curriculum to help them build an accurate assessment level of each child.

These independent pieces of writing are to be assessed and marked in order to support your teacher assessment of the children's writing.

The levels and books are then to be brought to a planned Writing Moderation Meeting before the levels can be submitted as data.

This is in order to help staff moderate the writing levels across classes, year groups and key stages.

Marking and Feedback

Any piece of writing, regardless of its curriculum source, should be marked using the agreed codes.

Comments in green should be based on the learning objective e.g. 'Fantastic use of short sentences that really gives impact to your writing.'

When marking sustained pieces of writing, it is advised for teachers to provide children with a success criteria in a grid and staff should tick what children have achieved.

When correcting mistakes, a teacher modelled example should be given e.g. 'Please rewrite paragraph two using a conjunction and an adverb'. Please also refer to 'Next Steps'.

Children should receive positive comments along with next steps so they can celebrate what they have done well. This should be linked to the learning objective, for example: 'Great adjectives', or 'You have used capital letters and full stops'.

Next Steps

Our next step definition is 'Moving children's learning on', and 'addressing error's' in day to day lessons, this can be noted by the use of NS. In Key Stage 1, groups can have the same next steps so they can work with an adult to clarify understanding or move learning on.

English Learning Objective: *Use adjectives to describe.*

Reminder prompt: You have described what your monster looks like. Can you use adjectives to tell me more about the monster's personality?

Scaffold prompt: What kind of monster is he? Change 'bad' for a word which makes him sound scarier. He was a _____ monster with teeth like _____.

Example prompt: Instead of the word 'bad' you could use terrifying, ferocious or spine-chilling. Can you think of anymore?

Example of next steps could be a highlighted sentence or word that needs editing e.g. 'Find a synonym for the word big', add a subordinating conjunction etc.

Special Educational Needs

We use Lancashire Unit plans and differentiate accordingly to cater for the needs of all children. Sometimes, this includes using a different year group learning objective. Or, addressing the needs of pupils as outlined in their Education Health Care Plan through specific teaching of objectives. Where possible teachers will try to align learning objectives for SEN children to the main learning objective. We provide inclusive learning opportunities and actively seek to remove the barriers to learning that can hinder or exclude pupils with special educational needs. See SEND Policy for further information.

Monitoring

Monitoring of English is ongoing, led by the English Lead and supported by, the SLT, in the form of planned:

- Book Looks
- Planning Checks
- Learning Walks
- Formal Observations
- Moderation Meetings
- Pupil Conferencing
- External Moderation (when applicable)
- Monitoring of Intervention
- Pupil Progress Meetings
- Appraisal Targets

Appendix A – Teaching Sequence

Appendix B - Curriculum Map

Appendix C – Linking reading skills to writing outcomes

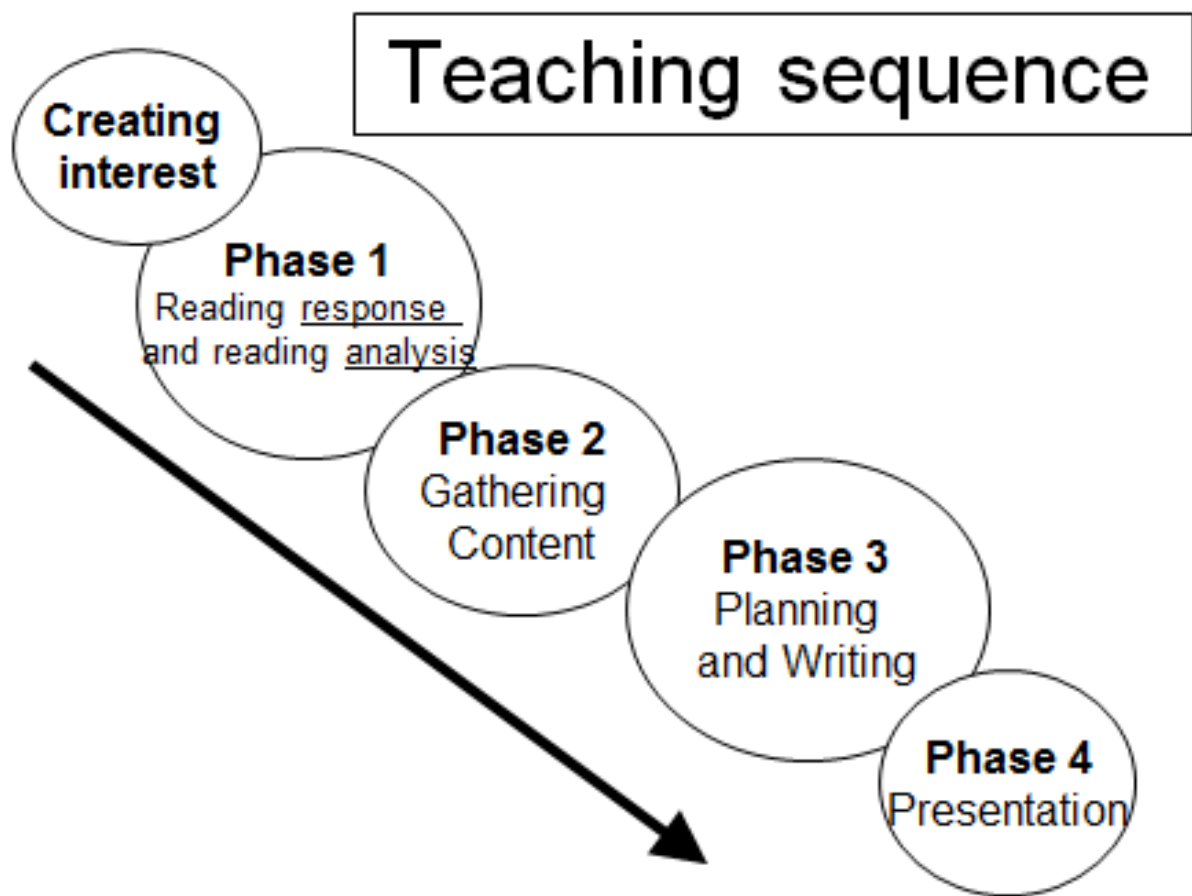
Appendix D -Daisyfield Writing Assessment Sheets

Appendix E – Non-Negotiables in English

Appendix F – Recognising Phases of Teaching

Appendix G – Creating Interest to Independent Writing Learning Sequence

Appendix H – Examples of 5i Model for Grammar



Appendix B - Curriculum Map

ENGLISH UNITS CURRICULUM MAPPING						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Beech Class Year 1 (Teaching to Year 1 Expectations)	Penguins, Possums and Pigs Narrative: Stories by the Same Author Non-fiction: Non-Chronological Reports Poetry: Poems on a Theme	Fire! Fire! Narrative: Stories with Repetitive Patterns Non-fiction: Range on Non-fiction texts (Information book) Poetry: Poems on a Theme	Growth and Green Fingers Narrative: Classic Stories Non-fiction: Instructions Poetry: Traditional Rhymes	Family Album Narrative: Traditional Tales Non-fiction: Recounts	The Great Outdoors Narrative: Stories with familiar settings Non-fiction: Non-fiction texts: Booklets Poetry: Traditional Rhymes	Robots Narrative: Stories with fantasy settings Non-fiction: Recounts Poetry: Learning poems by heart
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Birch Class Year 1 and 2 (Teaching to Year 2 Expectations)	The Place Where I Live Narrative: Stories with Familiar Settings (3-4 weeks) Suggested Texts: The Jolly Postman by Janet and Allan Ahlberg Katie Morag by Motti Medvedev Non-fiction: Non-Chronological Reports (2 weeks) Suggested Texts: Range of non-chronological report texts, including ICT. Poetry: Poems on a Theme (1 week) Suggested Texts:	Fighting Fit Narrative: Traditional Tales with a Twist (3-4 weeks) Suggested Texts: Red Riding Hood and the Sweet Little Wolf by Rachael Mortimer Jack and the Baked Beanstalk by Colin Stimpson Rataplan by Charlotte Guillain Non-fiction: Instructions (2-3weeks) Suggested Texts: How to play 'What's the Time Mr Wolf?' YouTube clip (here) Woodlands Junior School - Playground	Explorers Narrative: Stories by the same author (3 weeks) Suggested Texts: Books by Simon Bartram Non-fiction: Non-chronological Reports (2 weeks) Suggested Texts: Range of Information texts, e.g.: Instructions on how to make a den on Nature Detectives website	The Farm Shop Narrative: Stories with familiar settings (3 weeks) Suggested Texts: "Muddlepuddle Farm: Six Animal Stories" by Michael Morpurgo "Farmer Duck" by Martin Waddell Non-fiction: Persuasion (2 weeks) Suggested Texts: "First Facts Farm" by Dorling Kindersley "Farm (Scholastic Discover More)" by Penny Aron and Tony Gordon-Harris Poetry: Riddles (1 week) Suggested Texts: "What in the wild" by David Schwartz & D. Kuhn	Wind in the Willows Narrative: Animal Adventure Stories Suggested Texts: Alternative animal adventure themes: Beatrix Potter's animal tales, e.g. The Tale of Peter Rabbit, Squirrel Nutkin, Tom Kitten "The Spectacular Tale of Peter Rabbit" by Emma Thompson "The Further Tale of Peter Rabbit" by Emma Thompson "Peter Rabbit and Friends" on the CBeebies website	Buckets and Spades Narrative: Story as a Theme (3 weeks) Suggested Texts: Gracie the Lighthouse Cat by Ruth Brown The Mermaid of Zennor by Charles Causley Winnie at the Seaside by Valerie Thomas At the Beach by Roland Harvey The Lighthouse Keeper Stories by Ronda Armitage and David Armitage Non-fiction: Explanations (2 weeks) Suggested Texts: The Complete Skeleton Book for Non-Fiction Text Types by Sue Palmer
	Poems linked to schools, families or other familiar settings. You will need to confirm your resources with each other before this unit!	games for kids (here) Games kids play website (here).		"Where else in the wild" by David Schwartz & D. Kuhn	"The Owl Who Was Afraid of the Dark" by Jill Tomlinson. Non-fiction: Recount - Letters Suggested Texts: Dear Teacher by Amy Husband. Yours Truly, Goldilocks by Alma Flor Ada. Dear Peter Rabbit by Alma Flor Ada. Poetry: Classic Poems Suggested Texts: The Owl and the Pussycat by Edward Lear The Owl and the Pussycat animation on YouTube.	How does it work? by Sylvia Karavis and Gill Matthews (Collins Big Cat). Poetry: A seaside poem (1-2 weeks) Suggested Texts: A First Poetry Book by Pie Corbett and Gaby Morgan. In addition to the Seaside chapter in this book, also refer to: What we found at the seaside by Kate Williams in the Nature chapter. Mermaid's Purse by Kate Sedgwick in the Fairies, Mermaids and Princesses chapter. Cream Curled Oceans by Violet Macdonald in the Food chapter. Living at the Seaside by Marian Swinger in the Where We Live chapter.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sycamore Class Year 2 (Teaching to Year 2 Expectations)	The Place Where I Live Narrative: Stories with Familiar Settings (3-4 weeks) Suggested Texts: The Pirates Next Door by Jonny Duddle Non-fiction: Non-Chronological Reports (2 weeks) Suggested Texts: Range of non-chronological report texts, including ICT.	Fighting Fit Narrative: Traditional Tales with a Twist (3-4 weeks) Suggested Texts: Prince Onders by Babette Cole Snow White in New York by Fiona French The Pea and the Princess by Mini Grey The True Story of the Three Little Pigs	Explorers Narrative: Stories by the same author (3 weeks) Suggested Texts: Books by Jonny Duddle Non-fiction: Non-chronological Reports (2 weeks) Suggested Texts: Range of Information texts, e.g.: Woodland Adventure Booklet on Nature Detectives website	The Farm Shop Narrative: Stories with familiar settings (3 weeks) Suggested Texts: "The pig in the pond" by Martin Waddell "Farmer Dan and his Big Brother Stan" by Rod Simpson – animated version available on the Literacy Shed website "Farmyard Hullabaloo!" by Giles Anderson, David Wootton (a poetry text to support the setting)	Wind in the Willows Narrative: Animal Adventure Stories Suggested Texts: Ladybird Classics: The Wind in the Willows by Kenneth Grahame (retold by Joan Collins). The Wind in the Willows based on the original story by Kenneth Grahame, retold by Lesley Sims, illustrated by Mauro	Buckets and Spades Narrative: Story as a Theme (3 weeks) Suggested Texts: The Sand Horse by Ann Turnbull. The Whales' Song by Dylan Sheldon. Dolphin Boy by Michael Morpurgo. Billy's Bucket by Les Gray and Garry Parsons. One Smart Fish by Chris Wormell.

Appendix C – Linking reading skills to writing outcomes

Linking reading skills to writing outcomes

	Learning Objective/Reading Skill	Outcome
Vocabulary	To select and explore vocabulary to describe a character or setting; to justify points/opinions with evidence	Zone of relevance
	To explain the meanings of words	Glossary
	To apply new words in different contexts	Sentences using new words
	To explain the meaning of words (in context); to explain how the meaning of words is enhanced through choice of words and phrases	Response to reading domain prompts (KS1 – 1A; KS2 – 2A and 2G) (see page 10)
	Dependent on type of poem; e.g. to select and apply vocabulary; to explore and compose expanded noun phrases; to appreciate figurative imagery	Poem
Connecting	To make text-to-text/text-to self/text-to-world connections	Text annotations or connections grid
	To make personal connections with a text	Response to 'book talk' prompts
Questioning (to question and answer questions – retrieval)	To raise questions about reading	Question hand
	To activate prior knowledge and raise questions/to prepare for research	KWL grid
	To retrieve information; to identify key details	Response to reading domain prompts (KS1 – 1B; KS2 – 2B) (see page 10)
	To identify/scan for key information	Focus boxes
	To identify/scan for key information; to develop and demonstrate understanding of character	Top trumps card
	To distinguish between statements of fact and opinion	Fact/opinion chart
	To identify key information; to use point and evidence	True/false statement sort
	To raise questions and develop character by answering in role	Interview - Q and A responses
	To use point and evidence	Point and evidence grid
	To use point and evidence	Questionnaire in role

Summarising	To summarise key information	Summary
	To summarise key information	Response to reading domain prompts (KS2 – 2C) <i>(see page 10)</i>
	To summarise key information; to inform/persuade	Poster
	To summarise key information in note form; to persuade	Invitation
	To summarise key information from non-fiction texts	Fact file
	To summarise <u>(and make jottings of)</u> key information from non-fiction texts	Spidergram
	To summarise key ideas/facts	Mind map
	To summarise key information	Post-it notes
	To summarise key information for a specific audience	Text message
	To summarise key information/ to scan and skim information for key points	Notes
	To summarise a character's job role	Job advertisement
Sequencing and Retelling	To sequence	Response to reading domain prompts (KS1 – 1C; KS2 – 2C) <i>(see page 10)</i>
	To sequence	Sentence strips
	To recount and retell	Retell a story
	To recount/sequence key events in role	Postcard
	To retell from a different point of view	Retelling of an event/chapter from a different character's perspective
	To sequence events or a process	Flow chart
	To summarise and retell the key events in a story and record key story language	Story map
	To sequence key events chronologically	Timeline
	Dependent on audience and purpose; to retell events (in role) with thoughts and feelings; May also include; to persuade; to inform; to recount; to draw inference around character thoughts, feelings and actions	Letter to/from a character or problem page

Developing Understanding of Character (including inference and prediction)	To develop and demonstrate understanding of character	Character profile
	To find key information about character; to support points with evidence (literal)	Response to reading domain prompts (KS1 – 1B; KS2 – 2B) <i>(see page 10)</i>
	To draw inferences around character thoughts, feelings and actions	Thought/speech bubbles
	To develop and demonstrate understanding of character/ to support points with evidence/ to draw inferences around character thoughts, feelings and actions	Role on the wall
	To draw inferences around character thoughts, feelings and actions	Emotions graph
	To draw inferences around character thoughts, feelings and actions	Response to reading domain prompts (KS1 – 1D; KS2 – 2D) <i>(see page 10)</i>
	To discuss/jot notes on characters and events	Relationship grid
	To make predictions (based on details stated)	Horoscope
	To make predictions (based on details stated)	Response to reading domain prompts (KS1 – 1E; KS2 – 2E) <i>(see page 10)</i>
	To predict what might happen to a character next	Next paragraph/chapter of a story, from a given point
	To compare characters	Similarities/differences grid
	To compare characters	Venn diagram
	To compare characters	Response to reading domain prompts (KS2 – 2H) <i>(see page 10)</i>
	To compare characters and reactions to events	Emotions graph detailing more than one character
	To develop and demonstrate understanding of character; to use point and evidence	Draw and label a character

	To recount events in role; to draw inferences around character thoughts, feelings and actions	Diary
	To infer character thoughts and feelings	Questionnaire in role
	To use point and evidence; to develop and demonstrate understanding of character	Job application
	To develop and demonstrate understanding of character	CV
	To raise questions and develop character by answering in role	Interview - Q and A responses
Comparing (see also developing understanding of character)	To compare events/themes	Comparison grid
	To compare events/themes	Venn diagram
	To compare events/themes	Response to reading domain prompts (KS2 – 2H) <i>(see page 10)</i>
Evaluating	To evaluate a book including opinions, with justification	Book review
	To evaluate a film or theatre performance, including opinions with justification	Film/theatre review
Visualising	To use evidence from the text to draw a picture of a character/setting	Annotated picture
	To use precise and appropriate language choices to describe a setting or scene	Picture drawn as a barrier game
	To use descriptive language (e.g. expanded noun phrases, figurative language) to reveal a picture/painting/film still	Setting/scene description

Appendix D -Daisyfield Writing Assessment Sheets (Year 5 Example)



Daisyfield Writing Assessment Year 5

Vocabulary, Punctuation and Grammar	Autumn		Spring		Summer	
	Below	Above	Below	Above	Below	Above
Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i>						
Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i>						
Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i>						
Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i>						
Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grimacing with anticipation, Paul launched himself from the diving board.</i>						
Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i>						
Demarcate complex sentences using commas in order to clarify meaning.						
Identify and use commas to indicate parenthesis , e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i>						
Identify and use brackets to indicate parenthesis , e.g. in formal writing: <i>The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa.</i>						
Identify and use dashes to indicate parenthesis , e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i>						
Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i>						
Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i>						



Daisyfield Writing Assessment Year 5

Composition	Autumn		Spring		Summer	
	Below	Above	Below	Above	Below	Above
Use different sentence structures with increasing control (see VGP).						
Use organisation and presentational devices e.g. <i>underlining, bullet points, headings.</i>						
Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.						
Identify the audience and purpose.						
Select the appropriate language and structures.						
Select <i>appropriate</i> structure, vocabulary and grammar.						
Ensure consistent and correct use of tense throughout a piece of writing.						
Ensure consistent subject and verb agreement.						
Proofread for spelling and punctuation errors.						

Spelling	Autumn		Spring		Summer	
	Below	Above	Below	Above	Below	Above
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.						
Use a thesaurus.						

Handwriting	Autumn		Spring		Summer	
	Below	Above	Below	Above	Below	Above
Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. <i>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</i>						

Appendix E – Non-Negotiables in English




Daisyfield Primary School

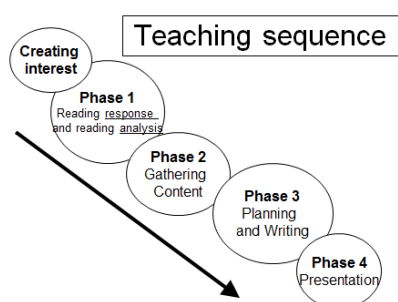
Non-Negotiables



English

- Long date
 - Success criteria (where appropriate)
 - Within text marking
 - In depth marking at least every three pieces of work and ALL extended writing tasks
 - Spelling mistakes identified
 -  Identifies independent writing
 - Evidence of reading phase
 - Evidence of all genres
-

Appendix F – Recognising Phases of Teaching



In order to make your planning, teaching and learning to sync it is important that we commit to working through these phases of writing.

Creating Interest

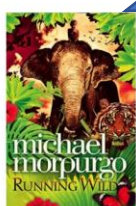
Reading Phase

Gathering Content

Writing Phase

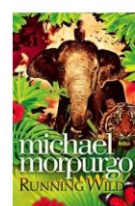
CREATING INTEREST / READING PHASE

Wednesday 8th September 2021



LO: To listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves

LO: To be able to read books at an age appropriate interest level



CREATING INTEREST
READING PHASE
Weds 8th Sept
To listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
LO: To read books at an age appropriate interest level.

You can see how this is reflected in the children's books alongside their Learning Objectives.

You can also see how this is reflected in planning to match the children's learning.

Wednesday 14th April 2021

Reading Phase

LO: To be able to infer characters thoughts and feelings from their actions, justifying inferences with evidence e.g. Point; Evidence; Explanation



What type of person is Rihanna?

Point
Rihanna is very kind and thoughtful.

Evidence
I know this because in her lyrics she says 'you can stand under my umbrella'.

Explain
This tells me that she is the sort of person who would invite you to share her umbrella on a rainstorm.



Reading Phase

LO: To be able to infer characters thoughts and feelings from their actions, justifying inferences with evidence e.g. Point; Evidence; Explanation.

Gathering Content

Friday 14th May 2021

LO: To be able to learn a basic oral model for discussion texts

(Speaking and Listening Focus)

SHOULD CHILDREN UNDER THE AGE OF 12 BE ALLOWED SMARTPHONES?

Gathering Content

LO: To be able to learn a basic oral model for discussion texts
(Speaking and Listening Focus)

Writing Phase

Tuesday 27th April 2021

LO: To be able to mimic the style of a writer to create the opening of their story

Writing Phase

LO: To be able to link the opening to the beginning of the flashback using the techniques studied

Appendix G – Creating Interest to Independent Writing Learning Sequence*

Creating Interest

Reading Phase / Reading Response & Analysis






Gathering Content / Planning

Writing Phase / Scaffolded Writing

Independent Writing

Creating Interest <i>(Hook the children into your new Unit and establish Purpose Audience Language Structure)</i>	Reading and Responding	Reading and Responding	Reading and Responding	Reading and Responding <i>Independent Writing</i> 
Reading and Responding	Reading and Responding	Reading and Responding <i>Independent Writing</i> 	Reading and Responding	Reading and Responding
Planning a plot pattern for the Writing Outcome	Reading and Analysis <i>Creating a toolkit</i>	Reading and Analysis <i>Creating and testing out the toolkit</i>	Reading and Analysis <i>Independent Writing</i> 	Planning
Gathering Content <i>The aim of this phase is to prepare the children with ideas, vocabulary, skills and practice of the aspects needed for writing an effective story.</i>	Gathering Content <i>The aim of this phase is to prepare the children with ideas, vocabulary, skills and practice of the aspects needed for writing an effective story.</i>	Scaffolded Writing (Class Story) – Model the writing of the opening (using skills taught)	Scaffolded Writing (Class Story) – Model the writing of the build up (using skills taught)	Scaffolded Writing (Class Story) – Model the writing of the problem (using skills taught)
Scaffolded Writing (Class Story) – Model the writing of the resolution (using skills taught)	Scaffolded Writing (Class Story) – Model the writing of the ending (using skills taught)	Independent Writing – Children planning their own writing (Completely new)	Independent Writing – Children complete their writing.	Independent Writing – Editing and Improving Writing ready for presentation and submission

*The sequence should be flexible as per the unit of work. Different genres will have different lengths and also this will differ class to class. The actual length of each phase may also differ across units.

KS2 Example: Create complex sentences by using relative clauses with relative pronouns with a focus on who <i>Sam, who had remembered his wellies, was first to jump in the river.</i> <i>Billy, who had really poor manners, was picking his nose.</i> <i>Mr. Ainarkar, who was having a really busy day, forgot his bag at school.</i>	
Monday: Immerse 	<ul style="list-style-type: none"> Sam, who _____, was first to jump in the river. Billy, who _____, was picking his nose. Mr. Ainarkar, who _____, forgot his bag at school.
Tuesday: Imitate 	<ul style="list-style-type: none"> Sam, who _____ Billy, who _____ Mr. Ainarkar, who _____
Wednesday: Innovate 	<ul style="list-style-type: none"> _____, who _____ _____, who _____ _____, who _____
Thursday: Invent 	<ul style="list-style-type: none"> _____, who _____ _____, who _____ _____, who _____
Friday: Improve 	<ul style="list-style-type: none"> _____, who _____ _____, who _____ _____, who _____

SC

SC

SC

SC

E.g. In response to real life/ personal experiences

E.g. In response to stories read



KS1 Example: Use subordination for time using **when** e.g.
*We went out to play **when** we had finished our writing.*
***When** we had finished our writing, we went out to play.*

Monday: Immerse 	When Mossop was tired, he slept on the seat of Farmer Rafferty's tractor. When Farmer Rafferty wanted to check the sheep, Captain carried him around the farm. When Farmer Rafferty discovered the mice, he was angry with Mossop.
Tuesday: Imitate 	When Mossop was tired, _____. When Farmer Rafferty wanted to check the sheep, _____. When Farmer Rafferty discovered the mice, _____.
Wednesday: Innovate 	When _____. When _____. When _____.
Thursday: Invent 	When _____. When _____. When _____. E.g. In response to real life/ personal experiences
Friday: Improve 	When _____. When _____. When _____. E.g. In response to stories read

SC

SC

SC

SC