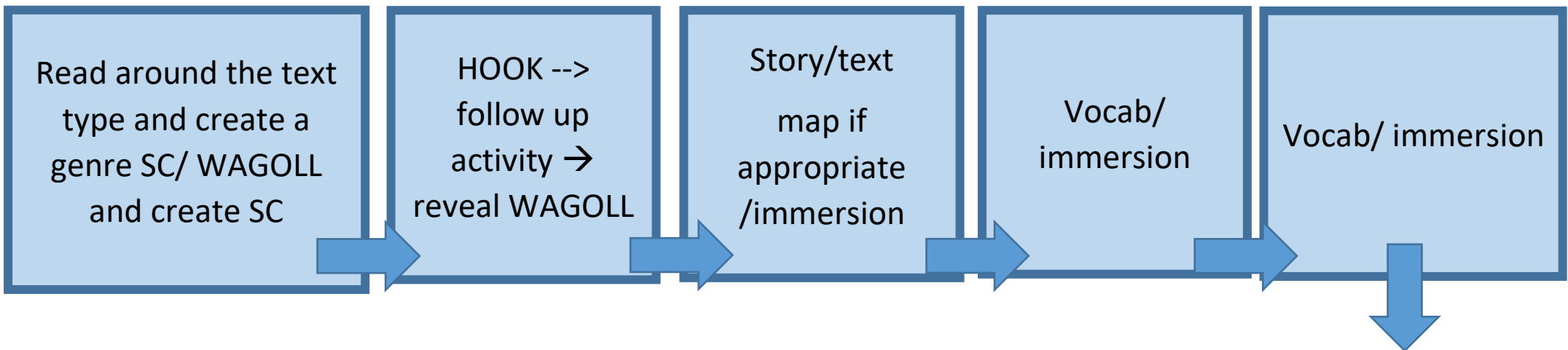


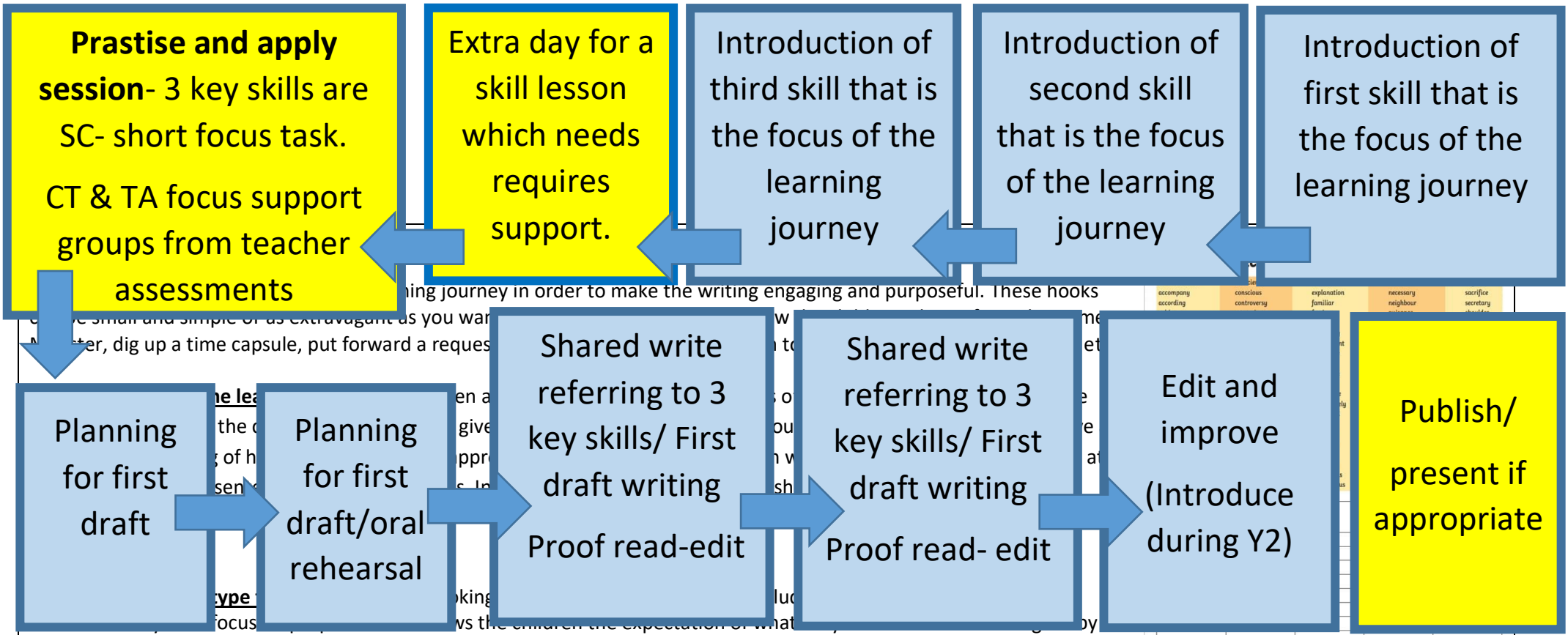
# CPS Writing Policy

## Writing Learning Journey

Each unit of writing will consist of learning done through roughly a 2-3 week learning journey and will be done through 45-60 minute lessons from Monday to Friday. This is in order to ensure that the build-up of knowledge and skills is progressive and clear. Although the pedagogical process is detailed for each lesson, teachers have the professional scope to make adjustments where they think they are needed. For example, if more than one lesson is needed to embed a skill then this can be done or if an extra lesson is needed for drama/speaking and listening then teachers have the freedom to do so. There is an expectation that each stage of the learning process takes place and is evident through books, learning environment and planning.

## The writing learning journey process





the end of their unit of work. This should include:

- Features of the genre you are covering (e.g. if you are writing an autobiography it should have key dates, be written in chronological order, first person pronouns etc.)
- New vocabulary of the learning journey
- Evidence of the skill(s) that you will be covering (writing tools).
- Previously learnt tools that are appropriate to the text type.
- Year group common exception words/ spelling rules

Where possible, the WAGOLL is written by yourselves; this way you can easily show the above expectations.

**First skill of the learning journey** - Here, you will focus on one of the three skills children will be applying in this unit of work. These must be related to the National Curriculum and should be referred to as 'Writing Tools'. It is vital that children understand the purpose of the tool they are using and its desired impact on the reader. E.g. I will use oppositional conjunctions as this will help add detail for the reader in relation to an opposite point. This is an opportunity for the children to fully understand the writing tool/s they will be using. You will produce a guide to place on your working walls for children to refer to.

These working wall guides may stay up for as long as they are required beyond a unit of work, as children may need to refer to these when applying tools to other writing independently.

Based on the first skill you taught the children, they will complete sentence level work in the context of the stimulus they are using to form their own writing. Encourage application of new vocabulary.

**Second skill of the learning journey** - Here, you will repeat the process of teaching a skill but focussing on a different skill/writing tool. Again, produce a guide for the working wall that will aid children's understanding and independence. Encourage application of new vocabulary.

**Third skill of the learning journey** - Here, you will repeat the process of teaching a skill but focussing on a different skill/writing tool. Again, produce a guide for the working wall that will aid children's understanding and independence. Encourage application of new vocabulary.

**Additional skill lessons**- Some skills, especially if being learnt for the first time, may require more lessons. Teachers are given the flexibility to choose how and where they would like to use this lesson. If appropriate children may progress from sentence level work to a more sustained piece of 'short burst writing' during this session, e.g creating a character description or suspense paragraph. However, teachers may feel it more appropriate for further develop skills at a more sentence level format, depending on the need and level of the children . Where appropriate, children should be given the chance to edit and improve sentences/ their own writing using this taught skills.

**Practise and Apply**- This is a flexible lesson for the year groups to use with their individual children in mind. Teachers will leave this session 'open' during the initial planning stage. It is an opportunity for any children who have shown misconceptions with taught skills, or who require further adult input, to refine and work on skills with a direct input from either a teacher or teaching assistant. The work recorded from these sessions, does not necessarily need to be recorded and can be on whiteboards. E.G the focus may be for the teacher to work with a group on using a comma to mark clauses which are written on wb's, whilst the teaching assistant works with others on expanded noun phrases. Any children, who have shown a clear understanding of the week's 3 skills, will be given a separate 'short, focussed task' to complete independently where they have the opportunity to practice and apply that week's skills. Similar to the previous WABOLL lessons, children may uplevel a piece of writing, or may be given a section of the text to write in a different context.

**Planning stage** - Children to plan their piece of writing based on the stimulus. Here, children are given a planning frame where they are guided into using the skills taught as part of the learning journey as well as the words of the learning journey. Please see examples:

		Address
Dear _____		
Opening paragraph		
Main argument 1	Bracketed sentence and contrasting conjunction sentence:	
•		
•		
•		
Main argument 2	Bracketed sentence and contrasting conjunction sentence:	
•		
•		
•		
Main argument 3	Bracketed sentence and contrasting conjunction sentence:	
•		

Modal verb:	Modal verb:	Modal verb:
Figurative language:	Figurative language:	Figurative language:
Modal verb:	Modal verb:	Modal verb:
Figurative language:	Figurative language:	Figurative language:



## New Vocabulary for our Journey

For each journey, children will be introduced to new words. These words should be relevant to the work being produced within the English learning journey. There must be a minimum of 6 new words introduced to the children during each learning journey. These words should be introduced and explored within the first week of the learning journey.

This should be displayed in classrooms and ideally include the definition of the word (a picture prompt may be useful in KS1) what type of word class it is and an example of the word within a sentence (related to the stimulus). Where possible, the example sentences should be created using the skills being taught for the learning journey. So, if one skill being taught is fronted adverbials, the example (some, not all) sentences should include fronted adverbials.

## Working Walls

These are an extremely important part of the learning process as they provide children with a form of continuous provision they can keep referring to throughout the journey. These should detail the skills being taught, give explanations and examples. These should be written clearly and placed where all can see them. During the process, the working walls should be to regularly and often as a way of modelling their use. The should see that you are using these as a form as of continuous provision. These should remain on the walls for as long as the need and should remain after a learning journey so children are reminded and encouraged to use these skills in other writing.

## KS2 - Edit and improve process using annotations and footnote system

Children will independently and/or collaboratively read back through their own writing. Whilst doing this, they will look for errors in punctuation, spelling and grammar and text mark this in **black pen**. Once they have done

## Peculiar – Adjective

**Definition - A word to describe something as strange or unusual.**

**Example - The shop window, that filled the shop front, displayed a peculiar object.**

**Synonyms – abnormal, odd, strange, weird.**

Tuesday 13th October 2020  
WALT write a description using appropriate writing tools and vocabulary

The dappled light beamed through the swaying trees. It was a mirrored reflection of a wonderful. The church's walls, which were glistening like a gem, stood with glistening grass. I had just been outside. The sound of birds tweeting illuminated my day. The smell of freshly cut grass and blooming flowers made my surroundings. The gravestones' elegance was showcased very well in the heart of the church's field. A hopping bunny sprang in front of me. My hearted ached at its cuteness. There was not a cloud in the sky the only thing visible was the scintillating sun.

A squawking crow's shriek echoed around the same grey gravestone sending my hairs shedding for the ghostly moon. The bees were leaning over me waiting for the moment to snatch me from this world. I started for the creature door to be spotted out by the haunting howls, tempting bees and monstrous moor. A bird which I wasn't sure on what type, as it just flew at me.

few lines to get my bearings.

\* I carried on walking on the majestic stepping stones stopping at every tree to pick and eat that scrumptious berries. The bees' buzz were tiny drops of heaven. When I thought this place couldn't be any more beautiful, I came across a glistening pond. The shimmering fish swam with great beauty.

Wednesday 14th October 2020  
WALT edit and improve our writing

- 1) I was a bit like an ant on a log and more like the most beautiful and relaxing things you could have in your entire life. As I carried on walking, I came across
- 2) It stop about proudly set in recollection of the people of the past.
- 3) I edged forward being so steep just a little. The gravestones' shadows but there was a bit of ghostly glow. It was morning but something me running for it the road was
- 4) It was so beautiful. I began to quicken my pace and soon I was darting.
- 5) I'll never see a place like this ever again.

Shining with pride I am so impressed with your use of language well done  
Now to use cause and effect conjunctions in your final draft.

model  
children  
referred  
children  
children

this, they will then use a footnote system in order to improve/add sentences or sections to their work for their final draft. Explain that the expectation is that they add/change at least 6 - 10 footnotes **as a minimum** in order to improve their writing.

Corrections or edits where one word is being changed/added or if there is a punctuation mark being added should be done in the body of the text (annotations). Anything beyond this where children are changing or adding a whole sentence or a paragraph, this should be included as a footnote.

Ensure that pupils understand that during this process they should think about all aspects of writing they can improve, not just skills within that learning journey. This is so that children focus on what can be improved holistically. This process should be regularly modelled.



Year 4- Literacy Coverage

Equal spread coverage of

Genres of writing should be covered with an equal spread. There must be evidence of the four styles of writing to entertain, inform, writing to persuade and discuss. There should be an emphasis to entertain. This is done so that children have the opportunity to apply skills equally to a range of writing as able develop structural and vocabulary well being technical,

Autumn 1 Sand v Stone	Autumn 2 Sand v Stone	Spring 1 <del>Bem-Vindo</del> Brazil	Spring 2 <del>Bem-Vindo</del> Brazil	Summer 1 Strange and Dangerous Creatures	Summer 2 Strange and Dangerous Creatures
<p><b>Genre:</b> Warning story (3 weeks)</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Use adjectival phrases</li> <li>Use inverted commas and other speech punctuation to punctuate speech</li> </ul> <p><b>WAGOLL:</b> Adventure in Egypt</p>	<p><b>Genre:</b> Dilemma story (3 weeks)</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Use a variety of sentence openers</li> <li>Use co-ordinating conjunctions</li> </ul> <p><b>WAGOLL:</b> The Scottish Expedition</p>	<p><b>Genre:</b> Stories from other cultures (3 weeks)</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Use commas to mark clauses</li> <li>Use past and present tense correctly</li> </ul> <p><b>WAGOLL:</b> <del>Fraidy</del> Boy</p>	<p><b>Genre:</b> Mystery Story (3 weeks)</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Use prepositions</li> <li>Use onomatopoeia and personification</li> </ul> <p><b>WAGOLL:</b> Find Me</p>	<p><b>Genre:</b> Story set in a fantasy world (3 weeks)</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Use subordinating conjunctions</li> <li>Use adjectival phrases</li> </ul> <p><b>WAGOLL:</b> Lily meets the <del>HUGAG</del></p>	<p><b>Genre:</b> Significant British Author: J.K Rowling (3 weeks)</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Use inverted commas and other speech punctuation to punctuate speech</li> <li>Vary sentence structure</li> </ul> <p><b>WAGOLL:</b> Harry Potter character description of a created beast</p>
<p><b>Genre:</b> Report text (2 weeks)</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Use paragraphs to organise ideas around a theme</li> <li>Select nouns and pronouns (for clarity and to avoid repetition)</li> </ul> <p><b>WAGOLL:</b> Stone Age non-chronological report</p>	<p><b>Genre:</b> Instructions (2 weeks)</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Use fronted adverbials (comma)</li> <li>Use subordinating conjunctions</li> </ul> <p><b>WAGOLL:</b> How to escape a pyramid? <b>Outcome:</b></p>	<p><b>Genre:</b> Recount text- Newspaper (2 weeks)</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Use fronted adverbials (comma)</li> <li>Use paragraphs to organise ideas around a theme</li> </ul> <p><b>WAGOLL:</b> Carnival Fiasco</p>	<p><b>Genre:</b> Persuasion text - Travel Brochure (2 weeks)</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Use adjectival phrases</li> <li>Select nouns and pronouns (for clarity and to avoid repetition)</li> </ul> <p><b>WAGOLL:</b> Brazil travel guide <b>Outcome:</b> To create a</p>	<p><b>Genre:</b> Discussion text (2 weeks)</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Use connecting adverbs to link paragraphs</li> <li>Use the present tense consistently</li> </ul> <p><b>WAGOLL:</b> Should zoos be banned? <b>Outcome:</b> To create their own balanced argument</p>	<p><b>Genre:</b> Explanation text (2 weeks)</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Use commas to mark clauses</li> <li>Use subordinating conjunctions</li> </ul> <p><b>WAGOLL:</b> How a food chain works (Grammar/sarus text) <b>Outcome:</b> To create their own explanation text for</p>

of genres

writing covered spread. evidence styles of writing to writing to to writing to should be on writing This is children

apply to a range well being technical,

understanding. Genre overviews suggest two key tools/ skills to be taught. The third skill identified to be taught should reflect next steps identified for the class. Teachers have the flexibility to change the order of these skills depending on where they feel they fit best the needs and development of their children. There is the expectation that there should be two opportunities per year for children to harness their oracy skills and either perform or present to an audience. Additionally, children should study a significant British children's author as set out in the school's progression of authors.

### **Non-negotiables**

For each year group, there is a set of non-negotiables that all pupils must have mastered by the end of the year. This involves them using these tools independently and develop the ability to apply these in other areas of the curriculum. It is important that pupils understand the purpose of these tools and how they impact the reader and

develop the text type. These will form learning objectives for literacy lessons where the focus is upon writing and editing. Some lessons during the immersion/ imitation phase may require reading objectives. Please see Duchy Academy Trust Reading Curriculum for objectives.

## Duchy Academy Trust Writing Curriculum



	Year 1	Year 2	Year 3
Handwriting	<ul style="list-style-type: none"> <li>Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Leave spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> <li>Use diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>
Spelling <small>See NC Appendix 1 for examples</small>	<ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught</li> <li>Spell common exception words</li> <li>Spell the days of the week</li> <li>Spell compound words</li> <li>Use the spelling rule for adding -s or -es for plural</li> <li>Use the prefix un-</li> <li>Use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> </ul>	<ul style="list-style-type: none"> <li>Spell common exception words</li> <li>Spell common homophones</li> <li>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>Use the suffixes -ing, -ed, -er and -est where the root word changes</li> <li>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes (un-, dis-, mis-, bi-, re-) and understand how to add them</li> <li>Use further suffixes (-ly, -al) and understand how to add them</li> <li>Spell further homophones</li> <li>Add suffixes beginning with vowel letters to words of more than one syllable</li> <li>Spell word where the /i/ sound spelt y elsewhere than at the end of words</li> <li>Spell the /u/ sound spelt ou</li> <li>Spell words ending with sure/ture</li> <li>Spell words ending in th/g/ sound spelt gue and the /k/ sound spelt 'que'</li> <li>Spell words with a /k/ spelt 'ch'</li> <li>Spell words with silent letters</li> <li>Spell some year 3/4 common exception words</li> </ul>
Composition	<ul style="list-style-type: none"> <li>Use notes to cue techniques</li> <li>Say of a sentence aloud before writing it</li> <li>Sequence sentences to form a short narrative</li> <li>Re-read what I have written to check it makes sense</li> <li>Read my writing aloud (clear enough to be heard by my teacher and peers)</li> </ul>	<ul style="list-style-type: none"> <li>Use notes to cue techniques</li> <li>Plan what I am going to write about</li> <li>Proof-reading to check for errors in spelling, grammar and punctuation</li> <li>Read aloud what I have written with appropriate intonation to make my meaning clear</li> <li>Write for a range of purposes</li> <li>Use key language and structural features of a text</li> </ul>	<ul style="list-style-type: none"> <li>Use notes to cue techniques</li> <li>Discuss and record ideas considering structure, vocabulary and grammar.</li> <li>Group ideas into basic paragraphs.</li> <li>Write under headings and sub-headings</li> <li>Propose changes to grammar and vocabulary</li> <li>Proof-read for spelling and punctuation errors</li> <li>Read my writing aloud using appropriate intonation and controlling the tone and volume</li> <li>Select structure, vocabulary and grammar for purpose</li> </ul>



Shared understanding of what these tools/ skills look like for each year group are documented in the 'Expanded Skills' documents. These are shared with all staff and parents at the beginning of each academic year.

**Apostrophes for possession (')** are used to show that something belongs to someone or something  
**Hannah's mother** went to town in **Justin's car**.

Apostrophes for contraction are used to show where a letter or letters are missed out (omitted) from words.  
**cannot** → **can't**  
**he would** → **he'd**

- A **full stop** comes at the end of a sentence that is complete and finished. **The boy ran across the busy road.**
- A **question mark** comes at the end of a sentence which is asking a question. **What time is lunch today?**
- An **exclamation** is something you say or shout which shows that you are very happy, angry or surprised. **Oh dear!**

When there are more than two items in a list, they should be separated using commas. The last item is usually preceded with 'and', 'or' or 'but'.  
**I have not seen any foxes, badgers or deer in these woods this year.**

A **statement** is a sentence that tells someone something and ends with a full stop. **The cat ran away down the street.**

A **question** is a sentence which asks someone something and ends with question mark. **Where you put my colouring pens?**

An **exclamation** is a sentence that forcefully conveys strong emotion or feeling. **What a beautifully sunny day!**

A **command** is a sentence which orders someone to do something and often ends with an exclamation mark. **Fetch me my cat.**

- Year 2**
- Use capital letters, full stops, question marks and exclamation marks to punctuate sentences
  - Use apostrophes for contraction
  - Use apostrophes for possession (singular)
  - Use commas for a list
  - Write sentences with different forms: statement, question, exclamation, command
  - Use expanded noun phrases to describe and specify
  - Use adverbs
  - Use the present and past tenses correctly and consistently (including the progressive form)
  - Use subordinating conjunction (using when, if, that, or because)
  - Use co-ordinating conjunctions (using or, and, or but)
  - Use repeating patterns to create simple sentences and simple rhyme
  - Identify and create phrases using alliteration

An expansion of the **noun** (which noun names a person, animal, place, thing or idea) with **adjectives** for description.  
 the **evil beast** ... a **small**

**Adverbs** are words that tell you how, when or where the action happened  
 The cat moved **stealthily**.

Past Tense Already happened	Present Tense Today or now
I <b>was</b> dancing <b>yesterday</b> in P.E. Last week, I <b>jumped</b> over the bar.	I <b>am</b> going swimming <b>today</b> at school. I like <b>to play</b> catch.

A **subordinating conjunction** is a type of connective. A subordinating conjunction introduces a subordinate clause (a part of the sentence that is dependent upon another part)  
 I'll feed the dog [main clause] **when he barks** [subordinate clause].

'**and**', '**but**' and '**or**' are coordinating conjunctions. They are used to join two main clauses together.

- **AND** Use and to add and link similar ideas  
**I sang a song and Mabel listened.**
- **BUT** Use but when you want to make an opposite sentence to the first.  
**I like onions but Ben thinks they are disgusting.**
- **SO** Used to indicate a consequences or result  
**It rained so I put up my umbrella.**

Words that **rhyme** have the **same sound**.  
 'Cheese' and 'peas' both have the same sound.

**Alliteration** is when words **start with the same sound**  
 Fred phones Felix on Fridays.

## Writing Assessments

As part of our assessment and internal moderation, we will judge writing with a holistic view looking at a range of writing across the curriculum. We will make our assessments using the following assessment frameworks.

		Year 3						
AF	Success Criteria	IA	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Spelling*	I can spell more difficult homophone and near homophones							
	I can spell words with common prefixes (un-, dis-mis-, bi-, re-)							
	I can spell words with common suffixes (-ed, -ness, -ful, -ly, -al)							
	I can spell words with silent letters							
	I can spell some year 3/4 common exception words							
Vocabulary, Grammar and Punctuation	I can use all basic punctuation correctly (full stops, capital letters, question and exclamation marks)							
	I can use commas in a list							
	I can use inverted commas to show the beginning and end of speech							
	I can use apostrophes for contraction							
	I can use apostrophes for possession (singular)							
	I can use imaginative vocabulary to amuse, entertain or create tension							
	I can use adverbs (to express manner, place, time, frequency, degree, level of certainty)							
	I can use prepositions (describing location, place or time - before a noun: inside, before, after, during, under)							
	I can use the appropriate choice of nouns and pronouns (e.g. it, he, she, they)							
	I can start my sentences in different ways							
	I can use expanded noun phrases							
	I can use all co-ordinating conjunctions (for, and, nor, but, or, yet, so)							
	I can write complex sentences using subordinating conjunctions (e.g. because, when, if, although, after)							
I can use <u>g</u> or <u>an</u> correctly								
H	I can use joined cursive handwriting consistently (deciding which letters are best left unjoined)							
Composition	I can use the past and present tense correctly							
	I can use paragraphs to show a change in time or event							
	I can correctly use verbs in the 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person							
	I can select some features of a given genre							
	I can proof read for spelling and punctuation errors							
	I can edit by proposing changes to grammar and vocabulary							

\* See NC Appendix 1 for examples

## Teaching and Learning

At the end of each term at, it is the expectation that there are a minimum of four final draft pieces of writing in the children's Literacy Assessment books. There should be a range of text types, including fiction, non-fiction and poetry as set out in the genre coverage document.

Teachers clearly establish the purposes and audiences for writing at the start of the process of each 'learning journey' or unit of work. They make teaching objectives explicit to pupils so they know why they are studying a particular text or text type, the kind of writing activities they will need to undertake and the nature of proposed outcome, which is real and purposeful. The learning journey should be made clear to the children, who are fully involved in the process and clear about the outcome they are working towards. In Key Stage Two, pupils experience writing in different forms for a variety of audiences. They write for different purposes and are taught to plan, draft, proof read, improve and present their writing on paper and on screen, and to discuss and evaluate their own writing and that of others. The links between reading and writing in fiction and non-fiction continue to be made explicit. Pupils use their knowledge of texts they have studied to construct their own writing and have greater control over organisation, language features, vocabulary and spelling.

Shared writing is integral to the literacy learning journey at all schools within the Duchy Academy Trust. Teachers use shared writing on a regular basis to help children to understand how to write a particular kind of text and to provide them with a model piece of writing to emulate. It involves the teacher producing a piece of writing with input from the children.

We believe children need to see us as writers (and as readers) and modelling 'writing behaviours'. In a shared write, the teacher elicits ideas from the children and together they all compose a collaborative passage. Essential elements include writing live in the lesson. Although as teachers we definitely want to pre-prepare our piece of writing before the lesson, we also need to feign spontaneity as we write. The children need to see us write live. They need to see our handwriting, the way that we join and what we do if we make mistakes. Teachers must model using the learning objective and success criteria but also go beyond. It is not enough for children just to practise a skill in sentences down a page; children must weave skills together in a coherent piece of writing. We also need to go beyond the objective, reviewing related skills always challenging the children to raise their game. Teachers will also model spelling and new vocabulary to ensure that children have a chance to see any new vocabulary (whether from a word bank or from word lists) at work in the piece of writing. Teachers should make explicit the word classification and make sure that any interesting spelling rules are referred to as well.

Teachers will think aloud and make deliberate mistakes. We all make mistakes and it's important to demonstrate to children how we deal with these and move forward. This is as true in life as it is in writing. When writing in front of the class, teachers have to talk about the choices that they are making. Why are we using one word more than another? What effect will this have on the reader? Could we add in an adjective here? Model editing as you write by deliberately making spelling mistakes, leaving out grammar or editing word choice.

Read the piece over as a whole. Once this part of the writing has been finished, read it over in front of the class and check for cohesion. Are the verb tenses consistent? Is there too much unwanted repetition and can we use pronouns and noun phrases to support this? Do adverbials support cohesion and paragraph changes? Underline or write in a different colour any specific skills you want them to notice.

## Evidence

Daily literacy books (margins needed) – Common exception word/ key vocabulary sheet to be stuck at the front. Daily learning journey including planning, first draft and editing to be recorded in this book.

Assessed literacy book (margins needed) – Assessment ladder to be stuck at the front. Final drafts in the front of the book and pre/post spelling tests and weekly spelling tests at the back (pages quartered). This book should move through the school with the child.

Guided reading book – Daily guided reading evidence

## Planning format

Across the schools within the Duchy Academy Trust, we are committed to ensuring that what we do is effective and efficient; therefore, the expectations of planning will always be minimum in order to give teachers more time to resource. The following is the planning format to be used so that teacher can plan out a whole two/ three-week unit so the audience and purpose are clear and learning journey coherent and progressive. However, it is also designed to be minimal so that the planning to leave more time to focus on finding and formulating exciting and effective resources and for teacher to think about differentiation.



**Literacy Planning Year**

**Genre:**

**W/b:**

WAGOLL:

Key vocabulary for the unit:

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
SPAG: Spelling	SPAG: Spelling	SPAG: Spelling	SPAG: Grammar L.O:	SPAG: Grammar L.O:
L.O: Activity: Key questions:	L.O: Activity: Key questions:	L.O: Activity: Key questions:	L.O: Activity: Key questions:	L.O: Activity: Key questions:

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
SPAG: Spelling	SPAG: Spelling	SPAG: Spelling	SPAG: Grammar L.O:	SPAG: Grammar L.O:
L.O: Activity: Key questions:	L.O: Activity: Key questions:	L.O: Activity: Key questions:	L.O: Activity: Key questions:	L.O: Activity: Key questions:

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
SPAG: Spelling	SPAG: Spelling	SPAG: Spelling	SPAG: Grammar L.O:	SPAG: Grammar L.O:
L.O: Activity: Key questions:	L.O: Activity: Key questions:	L.O: Activity: Key questions:	L.O: Activity: Key questions:	L.O: Activity: Key questions:

