

Strategies for Writing

Presentation	<ul style="list-style-type: none">● Full date and learning intention to be written and underlined for each piece of work● Handwriting to be joined using continuous cursive from Y2 and above● Children in R - Y2 to work in pencil (except for publishing)● Children in Y3 and above have free choice● All children using biro or handwriting pens to use blue ink
Pedagogy	<ul style="list-style-type: none">● Physical resources: use of post-it notes, sentence strips, word cards etc so children can manipulate writing● Shared writing: children verbally construct sentences whilst teacher scribes● Partner writing: children work together on a collaborative piece● Think-pair-share: gather ideas as a class before setting off to work independently● Read work aloud to ensure cohesion and clarity is achieved● Editing checklist: checklists used to support proof-reading and uplevelling of work● Short burst writing session: children do not plan or prepare beforehand, instead it is an instant piece of writing focussing on the learning intention● Extended writing: children spend longer on these pieces, looking at examples and features required. The may build up to the outcome over a period of a few days.● WAGOLLS: use of example text in order for children to understand the end goal● Use of sentence openers, vocabulary mats and writing frames to scaffold support child
Marking	<ul style="list-style-type: none">● Use of marking codes outlined in the marking policy to be used in the margin● Assess against a success criteria following an extended piece of writing