

Writing Provision Map

| Writing Provision Map | | | | | | | |
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| | <u>EYFS</u> | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u> |
| <p style="text-align: center;"><u>Planning</u></p> <p>How do adults know what to teach? How is planning organised in each key stage?</p> | <p>Read Write Inc planning used for phonics. Children are split into 4 smaller groups based on ability. Literacy planning is based on Talk through Stories and taught daily.</p> | <p>National curriculum objectives used to inform and guide content. MTP used to support sequencing of learning leading to a carefully planned final unit outcome. Teachers divide planning equally to support workload</p> | <p>We use the national curriculum objectives to inform our planning. Use of MTP to sequence lessons within each unit. Planning is split equally each half term.</p> | <p>MTP plan used to plan out the unit of work over a half term. Either standalone SPAG or part of the teaching sequence. Heavier start to reading to get children into the text at the start and to gather vocabulary.</p> | <p>MTP plan used to plan out the unit of work over a half term. Either standalone SPAG or part of the teaching sequence. Heavier start to reading to get children into the text at the start and to gather vocabulary.</p> | <p>MTP plan used to plan out the unit of work over a half term. SPAG is part of the teaching sequence. Follows reading provision. Writing is always linked to a high-quality text.</p> | |
| <p style="text-align: center;"><u>Teaching of Writing</u></p> <p>What does a typical lesson/week/unit involve? What does 'deliberate practice' in each key stage involve?</p> | <p>Writing taught through Read Write Inc planning during phonics. Small writing groups throughout the week based on the topic. Children have access to writing resources and provocations during continuous</p> | <p>Typical unit is 3 weeks long and is divided into 3 weeks of content. Week 1 is collecting content, starts with a hook, and focusses on reading and understanding the text and collecting vocabulary.</p> | <p>A unit is typically 10- 20 lessons and is based on a high-quality text. Heavy focus on reading and exploring the text (read as a reader) to begin with. Read as a writer - Collect vocabulary, explicit grammar</p> | <p>1 x grammar lesson on a Tuesday morning. Linked to what they are doing in their writing mostly). Modelled writing, shared writing and vocabulary gathering to improve knowledge. SPAG starter questions to</p> | <p>1 x grammar lesson on a Tuesday morning. Linked to what they are doing in their writing mostly). Modelled writing, shared writing and vocabulary gathering to improve knowledge. SPAG starter questions to</p> | <p>1 spag per week linked closely to our writing goal. Modelled writing, shared writing and vocabulary gathering to improve knowledge. Gradual build towards an independent writing. Three different text types (eg narrative, recount, non-fiction) per half term. Big writes, an extended piece of independent writing, is assessed</p> | |

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| | <p>provision. Children are supported and challenged on an individual basis due to ability.</p> | <p>Week 2 is Grammar, punctuation and spelling based and is where the key knowledge and tools are taught and practised ready for week 3 which is drafting ready for final outcome, applying and refining skills taught in week 2. Unit ends with a hot task, which is a big write.</p> <p>Writing forms part of every phonics lesson, and is sequenced to begin with sentence dictation, moving on to building a sentence, to writing about a stimulus independently.</p> | <p>and punctuation teaching. Teach identified writing skills intended for writing outcome. Planning and drafting writing outcome.</p> <p>Editing and publishing writing outcome. Publish (in writing assessment books) one writing outcome per half term.</p> | <p>practise the skills and embed grammar learning.</p> <p>Working towards a writing outcome e.g. formal letter, non-chronological report.</p> <p>Writing often leads into a final piece at the end of the unit e.g. Setting description one week, followed by character descriptions which can then be turned into a narrative.</p> | <p>practise the skills and embed grammar learning.</p> <p>Working towards a writing outcome e.g. formal letter, non-chronological report.</p> <p>Writing often leads into a final piece at the end of the unit e.g. Setting description one week, followed by character descriptions which can then be turned into a narrative.</p> | <p>each half term and moderated between the year 5/6 super team.</p> |
| Teaching of spelling | Read Write Inc. Scheme for teaching phonics. | Read write Inc Scheme for teaching of phonetically | Read write Inc Scheme for teaching of phonetically | Spelling patterns based on no-nonsense. | Spelling patterns based on no-nonsense. | Spelling patterns based on no-nonsense. |

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| <p>What does a typical lesson/week involve?</p> | <p>Phonics lesson every day. All children given reading books and flashcards with letter formation rhymes on. Red words taught in RWI - common exception words. Fred fingers to practice sounding out and spelling. During provision, verbal feedback and support given for writing and tailored to each child's ability.</p> | <p>decodable words, common exception and high frequency words.</p> <p>Weekly home spelling provision differentiated by phonics sounds taught in daily sessions.</p> <p>Discreet teaching of NC appendix 1 spelling content as part of English teaching sequence.</p> <p>Specific and individual feedback given during live marking across the curriculum, with opportunities to edit work accordingly.</p> <p>Non-negotiable spellings introduced for each unit</p> | <p>decodable words, common exception and high frequency words.</p> <p>Weekly home spelling provision differentiated by phonics sounds taught in daily sessions.</p> <p>Discreet teaching of NC appendix 1 spelling content as part of English teaching sequence.</p> <p>Specific and individual feedback given during live marking across the curriculum, with opportunities to edit work accordingly.</p> <p>No Nonsense Spelling programme for all children</p> | <p>Alpha to omega</p> <p>Phonic/Spelling group with Miranda 4 x per week.</p> <p>3 timetabled 10-15 minute sessions per week following No-Nonsense (Y3) whole class.</p> <p>Taught lesson at start of the week of introducing weekly spelling pattern which is then practised in morning task that week and followed up on Friday with spellings that go home.</p> <p>LA – Specific sound focus (taught in assembly time).</p> | <p>Alpha to omega</p> <p>Phonic/Spelling group with Miranda 4 x per week.</p> <p>3 timetabled 10-15 minute sessions per week following No-Nonsense (Y3) whole class.</p> <p>Taught lesson at start of the week of introducing weekly spelling pattern which is then practised in morning task that week and followed up on Friday with spellings that go home.</p> <p>LA – Specific sound focus (taught in assembly time).</p> | <p>30-minute lesson per week but this includes.</p> <p>Spelling patterns.</p> <p>Half termly word wall testing</p> <p>Weekly spelling test.</p> <p>Lexia for specific children.</p> |
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| | | (expectation for MA/HA children to be spelling these high frequency subject specific words correctly, and editing independently using the working wall for reference). | assessed as being off the RWI programme. | | | |
| <u>Teaching of Grammar and Punctuation</u> <u>What does a typical lesson/week/unit involve?</u> | Full stops and finger spaces taught through Read Write Inc during phonics. This practice is built in during continuous provision and small group writing sessions. | Taken directly from NC. Taught explicitly as part of both phonics and English units (GPS week). Previously taught GPS recapped during English starters and morning work. | Taught explicitly in phonics and English lessons. Recapped in morning tasks and lesson starters. Common misconceptions are highlighted in lessons and addressed as a class. | Lesson either based on coverage or weaknesses after summative assessment. Teaching of how to use the grammar + practise within the lesson. This is then recapped the subsequent week. | Lesson either based on coverage or weaknesses after summative assessment. Teaching of how to use the grammar + practise within the lesson. This is then recapped the subsequent week. | Follows a long term plan which is carefully linked the text types we will be using over the course of the year. Each year we start with lower key stage 2 content and progress to new content. Year 5 and 6 split after autumn term to ensure year 6 content coverage. |
| Resources What resources are used? | Read write inc planning and resources. Purple books – phonics Yellow books – literacy. | Nelson Handwriting resources. Testbase/prior SATs/NFER papers to support GPS. | Oxford Owl Nelson Handwriting resources. Literacy shed NFER papers | TestBase TES Literacy Shed Plus TWINKL Nelson Handwriting Website | TestBase TES Literacy Shed Plus TWINKL Nelson Handwriting Website | Literacy Shed Plus Rollama new! Nelson handwriting Twinkl Grammarsaurus Testbase |

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| | Writing table, writing resources in each area and outdoor writing opportunities. | RWI lesson planning and sequencing. | RWI lesson planning and sequencing. | Nelson Handwriting Books. | Nelson Handwriting Books. | |
| Assessment How are children assessed (formatively/summatively) in each key stage? | Formative assessment during phonics lessons. Half termly summative assessment using RWI trackers. | Formative assessment during writing lessons. Writing assessed half termly in Big Write final outcome. | Formative assessments during writing lessons. Writing assessed half termly and targets created for the next half term which informs future planning. | Formative assessment during writing lessons. Half termly summative assessment of writing – in big write books but not a cold write. | Formative assessment during writing lessons. Half termly summative assessment of writing – in big write books but not a cold write. | Formative assessment during writing lessons. Half termly summative assessment of writing – in big write books. |
| Interventions | Intervention for children struggling to write names and letter formation. Particular children targetted for practice during provision. | Phonics assessed and taught daily in groups at the child's individual challenge point. Intervention to support reading and writing, as part of Fast Track Tutoring Programme. Resources and strategies to scaffold individual learners used during QFT | Phonics assessed and taught daily in groups at the child's individual challenge point. Intervention to support reading and writing, as part of Fast Track Tutoring Programme. Resources and strategies to scaffold individual learners used | Spelling and Phonics Group with MR – 4 x per week 15 minutes. Alpha to Omega for dyslexic children. Lexia for weaker spellers. | Spelling and Phonics Group with MR – 4 x per week 15 minutes. Alpha to Omega for dyslexic children. Lexia for weaker spellers. | Spelling group with MR – 4 x per week 15 minutes. Alpha to Omega for dyslexic children. Lexia for weaker spellers. Small group writing support with KH coming April '23 Weakest readers have access to the text prior to studying it in school. |

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| | | sessions planned for as required. | during QFT sessions planned for as required. | | | |
| Intervention What is in place to support and develop gifted writers? | Writing challenges during provision. Small group writing based on ability. | QFT –planned questioning, opportunities to extend and edit work independently Opportunities for GDS writers to apply their previously taught skills with independence, accuracy and flair. | Opportunities for writers to extend their writing and include a range of additional SPaG objectives in their writing. Challenge them to include similes and metaphors for example. | QFT Vocabulary suggestions Feedback to develop writing even further. | QFT Vocabulary suggestions Feedback to develop writing even further. | High quality texts Challenge within the writing (including flashbacks, writing from a different perspective, shifting formalities) no ceiling to their creative work. |
| <u>Cross-Curricular</u> What links are made between subjects? | UTW – small writing groups are based on the topic. Writing linked to topics during continuous provision. | Extended writing opportunities across the curriculum – high quality texts used to make cross curricular links. | Extended writing opportunities across the curriculum – high quality texts used to make cross curricular links. | Links with other subjects e.g. Dragon art linked with instructions. | Links with other subjects e.g. Dragon art linked with instructions. | Writing based on other subjects non-fiction scientific writing, recounting the Brownlee triathlon and many more PHGS English enrichment afterschool |
| <u>Extra-Curricula</u> | | | | | | |
| <u>Experiences (Trips/Visitors)</u> What trips/visitors are planned for each key stage? | | Trip to Skipton Castle – writing recount linked to experience. | Cross-curricular. Trip to Nell Bank. Children will then write a recount of their trip. | Herd Farm trip linked to Stoneage. World Book Day Zoom call with | Herd Farm trip linked to Stoneage. World Book Day Zoom call with | Heart dissection Brownlee Triathlon |

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