



What does an English writing lesson look like at Easington Church of England Primary School?

When does English take place?

English is taught daily between 11:00-12:00, however Year 6 complete their English from 11:30-12:30 in order to facilitate Guided Reading.

How does an English writing lesson begin?

First of all, children would be expected to gather on the carpet space in Reception and KS1 if there is space, whereas in KS2 the children would be expected to be sat at their desks. It is paramount that their behaviour for learning is appropriate. Therefore, children should be sat still, facing the front, making eye contact with the teacher.

Once appropriate behaviour for learning is established, the learning objective and the success criteria should be shared. It is important that children repeat this to a talk partner and then the teacher checks for understanding by asking individual children. **When children respond to a question in a lesson it is an expectation that they do so in complete sentences, making eye contact with the teacher.**

At this point, the teacher should recap the text that they have been reading in class. They should quickly recap the **genre, purpose** and **audience** with the children. This can be done by reviewing the title page that was stuck in at the beginning of the English unit. Unless, it is necessary, reviewing the plot of the text is not required.

How does the writing week begin?

English is planned in a two-week block. The first week consists of the Reading and SPAG objectives. The second week consists of the writing objectives.

On a Monday, they should be working on a plan for their writing. When they are planning, they should begin by analysing a text that is similar to the one they will be writing. This should not be an exact replica of what they are going to produce. For example, if the children were going to be writing instructions to make pancakes, they should analyse instructions of how to grow sunflowers. Once they have analysed the features and language of a similar text, they should then begin to plan the outline of what they will be writing. In KS1 this may be done using flow charts, but the focus must be on writing a summary of what they will then write in their work. In KS2, this should take the form of an outline for the writing that they will complete. Similarly, a VCOP bank (vocabulary, conjunctions, openers and punctuation) should be utilised when appropriate to indicate key grammatical features that should appear in their writing. This also provides an opportunity to indicate to children what criteria you will be assessing their writing against. Wherever possible, the children should not be recording on sheets but should be recording on the lines in their book. Although it is necessary to model explicitly how you would like children to complete their work and where you would like them to write, it is important that they are not merely copying ideas down from the board.



How is writing modelled and how do children produce writing?

On Tuesday and Wednesday, the children will then begin writing their piece. During these lessons it is vital to explicitly model the presentation expectations and the features that you are looking for in this piece of writing. It is important to refer back to their plan and model how to take a small idea and turn it into a paragraph. In KS1 this should be modelled prior to the lesson to maximise learning time. In KS2 it is possible to write this with the children contributing to the modelled piece of work. This example should then be discussed with the children. It is possible to either create a good example that the children will then mark with you to indicate the features you are looking for, or to create an example that has common mistakes you have found in their writing that you can then edit with them to indicate how to move learning forward. It is important that children are producing their own work. This may mean that they do not produce a lot of writing, but the writing that they do produce has well-formed letters, is presented neatly and is accurate. During the writing phase, scaffolds should be in place for children that need support. For example: word banks, sentence starters and page skeletons. The key to success when modelling, is to make it explicit, but to ensure that children are producing their own work. When they then begin their writing, this should be done on the lines in their book for the most part, unless some scaffolding is needed such as lines for the address on a letter. **Any errors in posture, pencil grip, or letter formation must be addressed immediately.**

What does editing look like?

On Thursday, children then edit the work that they have produced on Tuesday and Wednesday. It is vital that the work from these days is marked thoroughly to ensure that the children are able to then amend errors in their work. If the children have been given a 'grow' it is important that this is explicit and is an actionable task. The children should then be **publishing** their work, that is to say that by editing and correcting the errors that they have made, they **re-produce a polished piece of work**. Therefore, it is vital to model how to edit a piece of work with the children. In this instance, gather the common errors and produce an example that is rife with them. Then the children should be guided through how to edit and amend these errors explicitly. Once this has been completed, the children should begin to publish their piece of writing.

What does marking and feedback look like?

When marking a piece of writing, it is vital the basic errors are amended. For example, if there is an issue with letter formation, it is crucial that this is addressed as a 'grow'. If the children have been taught a grapheme in phonics and have not used it accurately, then this must be marked and the children must correct this. With the exception of children on the SEND register, children should be completing the objectives from previous years accurately and if they are not, this should be addressed as a matter of urgency. For example, if a Year 1 child has not written on the line, this must be addressed or if a Year 5 child has not used a comma after a fronted adverbial, this must be addressed.