



THE CARLTON
JUNIOR ACADEMY

TM

The Teaching of Writing Policy

Statement of intent:

At the Carlton Junior Academy, we intend to create confident writers who develop stamina for writing throughout school. We aim for all of our children to be independent writers, building on a range of skills as they work through each journey of writing and for them to be able to write for a range of purposes and audiences. Throughout this journey, we ensure the children are immersed in a range of genres and have a clear understanding of purpose. Our learners will have a secure understanding of the purpose of a text type, the intended impact of writing skills/tools and the ability to carefully select vocabulary with careful attention to the desired effect on the readers' thoughts and feelings. Our learners are challenged and encouraged to take risks and view mistakes as part of the learning process. Our learners should always set high expectations for themselves where they take pride in all aspects of learning and in everything they produce.

The Carlton Junior Academy:

- 🌱 Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- 🌱 Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- 🌱 Provides a balanced and broad curriculum, which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- 🌱 Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- 🌱 Ensures that all pupils know how to plan, practise, evaluate their work as well as carry out an effective edit and improve process.
- 🌱 Ensures that all pupils understand all elements of English, as per the national curriculum.

Writing Learning Journey and lesson timings

Each unit of writing will consist of learning done over roughly a 3-week learning journey and will be done through 1-hour lessons at the start of the day from Monday to Friday. Learning journeys should not go beyond 3-weeks as a maximum. 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 no need for Learning Journeys to begin on a Monday or to be completed on a Friday. This being said, there is an expectation that each stage of the learning process takes place and is evident through books, learning environment and planning. Learning journeys are based on texts. Within the journeys, other stimulus can be used such as videos, real life events, images or lyrics from a song (anything that might get the children enthused about writing).

Weekly Timetable											
Day	8.50-9am	9am-10.00am	10.00-10.15	10.15-10.30	10.30-10.45	10.45-11.30	11.30-12.30	12.30-1.25	1.25-1.40	1.40-2.25	2.25-3.15
Monday	Arithmetic (Maths)	Maths	TT Rockstar and Fluent in 5	Collective worship	Break	Writing		Lunch	Dear		
Tuesday	Arithmetic (Maths)	Maths	TT Rockstar and Fluent in 5	Collective worship	Break	Writing		Lunch	Dear		
Wednesday	Arithmetic (Maths)	Maths	TT Rockstar and Fluent in 5	Collective worship	Break	Writing		Lunch	Dear		
Thursday	Arithmetic (Maths)	Maths	TT Rockstar and Fluent in 5	Collective worship	Break	Whole Class Reading		Lunch	Dear		
Friday	Arithmetic (Maths)	Maths	TT Rockstar and Fluent in 5	Collective worship	Break	Whole Class Reading		Lunch	Dear		

The writing learning journey process –

Exploring and Analysing

1. Explain the purpose and audience of the piece of writing
2. Introduction of Words of the Learning Journey
3. Dissection of WAGOLL

Gathering Content

Introduction of first skill that is the focus of the learning journey

Gathering Content

Introduction of second skill that is the focus of the learning journey

Consolidating

Consolidation of skills taught in this learning journey (in a different genre/context to that being done in the first and final draft).

Compulsory - Speaking and listening lesson to be done towards the start of the learning journey before children start their planning e.g. oral storytelling, role play, hot seating etc.

Editing

Improving writing – adding in skills and other features that fit the purpose of the text

Redrafting

Proof-reading work and checking for punctuation, tense and that writing makes sense

Planning and Writing

First draft writing including the two skills practiced during the week

Planning and Writing

Planning first draft

Consolidating

Re-writing of WABOLL

Final draft

Big Write/Display Work

Spelling lessons must take place weekly (this may be taught at any point in the week) and must be completed in the back of English books.

WEEKLY SPELLING LESSONS MUST BE DONE AS PART OF THE LEARNING JOURNEY AS DETAILED ABOVE. THIS CAN BE DONE AT ANY POINT IN THE WEEK AS LONG AS CHILDREN HAVE HAD ENOUGH TIME TO LEARN THESE SPELLINGS AT HOME.

- 1 **Speaking and Listening** – Prior to any writing being done for the final piece, children should have at least one speaking and listening session to help with oracy. This could be hot-seating, role play, oral rehearsal of ideas, discussion etc.
- New vocabulary of the learning journey** – Children to be introduced to the words of the learning journey here (6 words per learning journey). These should be explained and discussed with examples given. The use of these words should be modelled so that pupils have a secure understanding of how to use vocabulary appropriately and in context. Children will then compile sentences using these words. In the front of the books, children should copy these words into their vocabulary banks to refer to throughout the year.

My Word Bank



Writing Journey 1	Writing Journey 2	Writing Journey 3	Writing Journey 4	Writing Journey 5	

Introduction to text type through WAGOLL - Looking at features within the genre including which writing tools are best suited and why with focus on purpose – this shows the children the expectation of what they themselves are aiming for by the end of their unit of work. This should include:

1. **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.)
2. **New vocabulary** of the learning journey
3. **Evidence of the skill(s)** that you will be covering (writing tools).

Where possible, the WAGOLL is written by class teacher, this way you can easily show the above expectations and model any skill being taught.

- 2 **Contextualised Grammar**
- Throughout the teaching cycle, provide children with **at least 3** contextualised grammar tasks.
 - Contextualised grammar should consolidate children's understanding of the novel being read – sentences should be related to the chapters children have explored and characters they have encountered to deepen their understanding of the text.
 - These grammar tasks should be linked to in class misconceptions which may consolidate learning from previous year groups e.g. apostrophes, capital letters and full stops.
 - These grammar tasks should also include the 'skills' taught within the sequence e.g. relative clauses or fronted adverbials.
 - Each sheet should be based around one grammatical error.
 - These grammatical errors should be based on Year group specific grammatical features.
 - See examples in Year 6 'Gaslight' English folder.

Contextualised Starter 9

Underline the words that indicate **possibility** in the sentence below:

Nansi knew that Constance would have a consequence for laughing at Sid.

1 mark

Which sentence suggests Nansi is **most likely** to get in trouble with Sid.

Sentence	Tick one
Nansi could be disciplined for being late onto the stage.	
Nansi might be disciplined for being late onto the stage.	
Nansi will be disciplined for being late onto the stage.	
Nansi may be disciplined for being late onto the stage.	

1 mark



Gaslight: SPAG Contextualised Starter 7

Circle the **determiners** in the sentences below:

At the docks, there were many coal miners finishing a nightshift in the mines.

1 mark

Draw a line to the **determiner** which fits into each sentence correctly:

Mabel was _____ spiteful girl.	<input type="radio"/> much <input type="radio"/> her <input type="radio"/> a
Nansi hadn't had _____ sleep and was very tired.	
The drunken woman couldn't keep _____ eyes off Nansi.	

1 mark

Complete the passage with the correct **determiner**:

When Nansi got to the river bank, she saw _____ Mabel was waving. _____ were very kind boys who are willing to help _____ find clues about Mother's disappearance.

2 marks

-3 **First skill of the learning journey** - Here, you will focus on one of the two skills children will be applying in this unit of work. These must be related to the National Curriculum and should be referred to as **'Gathering Content'**. 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 contrasting conjunctions as this will help add detail for the reader in relation to an opposite point. Or, I will be using emotive language to show how the character in the diary is feeling.

This is an opportunity for the children to fully understand the writing tool/s they will be using. These should be grammatical features and other writing tools e.g. Alan Peat's sentence structure.

You will produce a guide to place on your working walls for children to refer to as detailed previously.

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. It is vital that these working walls are always referred to by the teachers and pupils and that these do not become 'background wallpaper'. They should always be valuable as a learning tool and source of continuous provision.

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. E.g. For the video Alma, if you were focussing on the skill of using relative clauses, the children would produce sentences that apply this skill...

- Alma, who was a carefree girl, skipped through the icy streets of the city.
- The workhouse, that was notorious amongst the desolate children of London, was the last place I wanted to go.

Children can then take these sentences and use them in writing later in the learning journey.

4 **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. These skills need to be related to the audience and purpose of the text type and this should be explicitly explained to the children.

5 **Consolidation of skills** - Children to complete activity to consolidate learning around the two skills they have learnt so far. It is important that they aim to include vocabulary for the learning journey in their application. Following the second input of a skill/writing tool, children are expected to produce writing where they are applying the use of both skills learnt during this unit so far. This may be in the form of a character/setting description, a short extract, a different POV etc. but should be related to the stimulus where possible. This should not be in the form of the writing you expect to do as the end piece. This is so that children have the opportunity to apply their learning in a different context (incidental writing).

Modal verbs...
These are verbs that indicate certainty or possibility.
A great writing tool to make the reader think, will this happen, or oh my goodness, this IS going to happen.
• I will hurt myself if I jump - Impression given that the character will be hurt creating a feeling of danger.
• I should be able to make it to dinner - Impression given that the character might make it to dinner but this is not certain.

Apostrophes for possession
These indicate when one noun is possessed/owned by another noun.
Singular - where one noun owns something - suggests only one.
The cat's bowl was empty.
Apostrophe before the S - indicates only one.
Plural - where there is more than one possessing noun - indicates more than one.
The cat's bowls were empty.
Apostrophe after the S.

Relative clause sentences
(who) (which) (that) (whose)
Used to add information for the reader. Gives more information and helps build a clearer image.
• Main clause makes sense by itself.
The Great Depression, which occurred just before WW2, was a time of great economic suffering. Relative clause does not.
Hitler, whose army was formidable, ordered his men to invade Poland.
• DO NOT CONFUSE WHOSE WITH WHO'S (WHO IS)

Cause and effect conjunctions
Used to join two clauses that explain the reason and result of something.
• All the children in 6SA read and wrote a comment (thereby) making Mr Ali very proud.
• Britain declared war on Germany (due to) their aggression in Europe.
• (As a consequence) of The Treaty of Versailles, the German economy was left in ruins.

Opening speech marks
Capital letter
The speech
Punctuation (. ? !)
Cloning speech marks
Who is speaking
How it is said

The more, the more
The more, the more sentences are in 2 parts. The first more should be followed by an emotive word and the second more should be followed by a related action.
The more upset she was, the more her tears flowed.
The more confident she became, the more talkative she seemed to be.

Confused, worried, petrified, I sat alone on the train.

3 ed sentences
3 ed sentences begin with 3 related adjectives (each of which end in ed):
Frightened, terrified, exhausted, the princess ran for home.
adjective, adjective, adjective

O. (I.) sentences - Outside, (Inside) sentences
O. (I.) sentences are made up of 2 related sentences. The first sentence tells the reader the character's outward action.
He smiled and shook the man's hand warmly. (Outside, however, he was more angry than he had ever been.)
The second (placed in brackets) shows the character's inner feelings.

I reached for door handle of my mother's prison (inside I was so excited I felt I would burst.)

6 **Re-writing a WABOLL** – Children here will be given the opportunity to re-write an example of the end piece, which is not to a high standard. The purpose of this is to give the children the chance to *up-level writing, apply the use of the skills* taught and *apply the use of the new vocabulary* for the learning journey without being distracted by the content and context as this will already be within the WABOLL. Your **WABOLL** should show a poor example of use of vocabulary and use of writing tools but otherwise **should not contain mistakes or sentences that do not make sense**. Before children are sent to re-writing the WABOLL, there should be discussion, modelling and scaffolding on how the WABOLL can be improved. It is important that in addition to the skills of that particular learning journey being discussed, *other writing tools appropriate to the learning journey are also talked about and used as a way of improving the WABOLL*. WABOLLS can be created by teachers.

7 **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 which are available on RUnify in the 'Writing' folder in the 'Curriculum Documents' section

I		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:	
•		

Introduce themselves at the start of the interview.	What did you see?	What did you hear?	Anything else you can tell us?
Modal verbs I will use:	Modal verbs I will use:	Modal verbs I will use:	Modal verbs I will use:
Apostrophe for possession sentence I will use:	Apostrophe for possession sentence I will use:	Apostrophe for possession sentence I will use:	Apostrophe for possession sentence I will use:

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

Structure – How I will layout my explanation text			
Title	Global Depression	Hitler and the Nazi Party	
Opening paragraph	Picture with caption	Hitler and the Nazi Party	
Treaty of Versailles		The rise of fascism and dictatorships	
Appeasement	Picture with caption		
Treaty of Versailles -	Global Depression -	Rise of fascism and dictatorships -	OP - General information about WW2.
Relative clause sentence:	Relative clause sentence:	Relative clause sentence:	
Causal conjunction sentence:	Causal conjunction sentence:	Causal conjunction sentence:	

8	<p>First draft preparation with focus on SPAG skills – Before a first draft is complete, the class teacher must lead a shared write with the children so that they will have an idea of where to lead their own writing. During the shared writing session, it is vital that you ‘think out loud’, purposefully referring to the skills/writing tools and spelling rules you are focusing on. This model writing and modelling of the use of skill application is vital for children to know what is expected of them. When children write their first draft, it is important that they are reminded to refer to their plans and refer to the working wall to help them in their writing.</p>
9	<p>Redrafting - Children proof-read their work. This can be independently or in pairs. Children should be encouraged to read their work out loud so they can identify errors. The purpose of this step is to:</p> <ol style="list-style-type: none"> 1. Check punctuation including capital letters and full stops 2. Ensure the piece makes sense 3. Check for grammatical accuracy including consistency of tenses. 4. Using dictionaries/peer marking to amend spelling errors. <p>Children text mark in purple pen to show where they have made amendments.</p>
10	<p>Edit and Improve using– Children will independently and/or collaboratively read back through their own writing. They will then edit 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 5 sentences of sections of writing as a minimum. There are various ways children can edit their writing as outlined below:</p> <div data-bbox="129 655 405 1007"> </div> <p>Editing tabs</p> <p>Cover sections of a flap of lined paper. Children revisit sections of writing to improve various sentences within a section. This style of editing is useful towards the end of a piece of writing when children may have lost momentum and not included all the skills or maintained the correct tense. This shouldn't be glued over the original writing.</p> <div data-bbox="1742 660 2136 1193"> </div> <p>Tracing Paper</p> <p>Place a piece of tracing paper over sections of writing and amend sections of writing. This works well for editing vocabulary to suit the purpose of the text.</p> <p>The annotation and footnote system</p> <p>To create a footnote, children find a sentence they are going to up level and write a number next to it. Then, at the end of the piece or on a new page, children write the number and write the up-levelled sentence below in purple pen. See example below:</p> <p>The boy walked to shop slowly. 1 When he arrived, the bought a chocolate bar and a cake. Then, he walked home to eat them. 2 When he got home, his horrible little brother snatched them out of his hands. His brother scampered upstairs and scoffed all of the treats. The boy began to cry. 3</p> <ol style="list-style-type: none"> 1. With a sorrowful look on his face, the boy trudged to the shop. 2. As he was excited to eat his sweet treats, he hurried home (to guzzle them down). 3. Feeling as though his heart would break, the boy began to cry.

	<p>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.</p> <p>Teachers should mark the children's first drafts after they have completed editing and improving their work. Teachers are expected to mark the editing children have done as well in case these contain any mistakes or errors.</p>
11	<p>Final draft with continuous improvements - Must be completed at the end of each unit and must include all the edits and improvements that have been made during these sessions. This is an opportunity to present work appropriately e.g. on a newspaper template, as a flow chart for explanation texts etc. Once a half term, this should be done in children's Big Write books. It is vital that children understand that this is not just an exercise in writing up the first draft with improvements in our best handwriting. Model to the children how we should continue to improve our work as we write mentally. This is so that self-improving and on-going editing becomes second nature to children. When modelling how to make continuous improvements, it is important to think out loud so children can 'see' your thoughts and understand why you are making these changes.</p> <p>It is important that any corrections and improvements made by either the pupil, peer or teacher is reflected in their final drafts. Children should be encouraged and reminded regularly to check whether they have included all improvements and up levelling.</p>
12	<p>Post consolidation lesson – After assessment of the learning during the learning journey, a follow-up lesson should be done which addresses any skills that have not been fully embedded. This can be a stand-alone lesson or can be linked to the context of the writing done. Think about how children who have secured all skills can be challenged here. For example, if a child has secured their use of relative clauses, can they apply this to different forms of writing? Can they use the relative pronoun 'whose'? Depth Writing challenges at this point would be highly suitable for children who were secure in their understanding.</p>

New Vocabulary for our Journey

For each journey, children will be introduced to new vocabulary. These words should be relevant to the work being produced within the English learning journey. As part of our work on 'closing the word gap', children will expand their vocabulary and knowledge of vocabulary, encourage children to improve their writing and spelling and allows independent learning. There must be a minimum of 6 new words introduced to the children during each learning journey. These words should be introduced within the first three lessons of the learning journey.

This should be displayed in classrooms as follows and should include the definition of the word, 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.

These should be premade and printed either on A4 or A3 so that they are visible by ALL children. See example adjacent. These should include the word, word class, definition, an example of the word used in a sentence and synonyms for that word.

Peculiar – Adjective

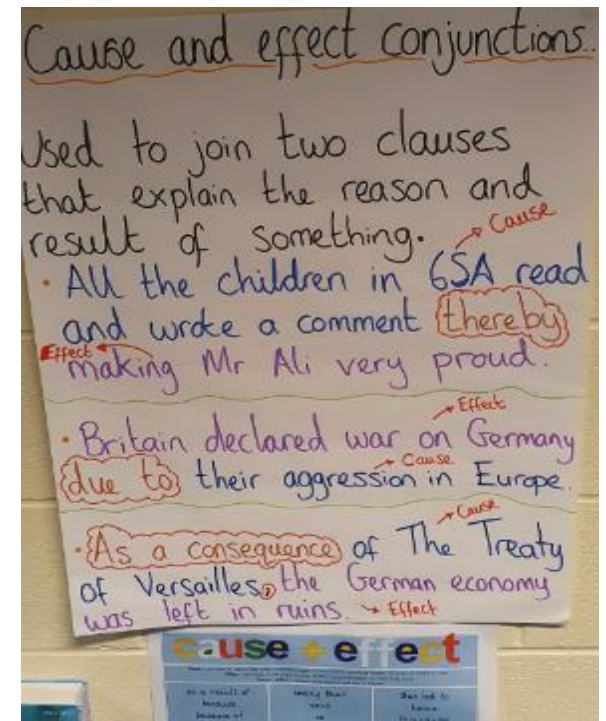
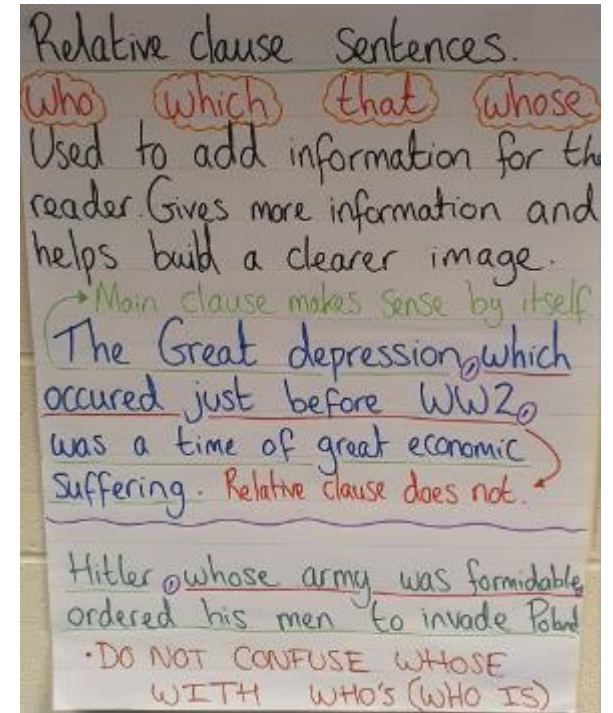
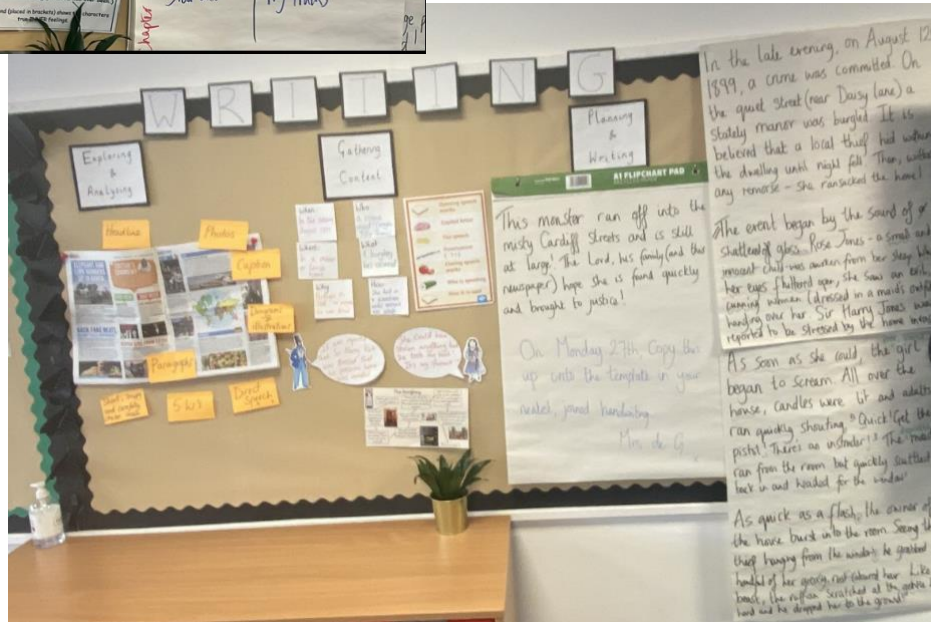
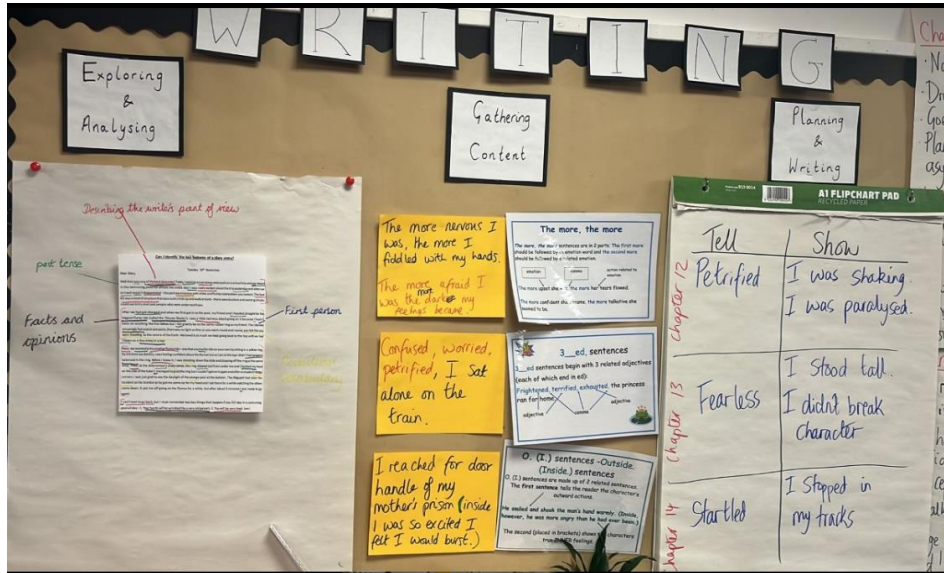
Definition - A word to describe something as strange or unusual.

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

Synonyms – abnormal, odd, strange, weird.

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 model examples. These should be written clearly and placed where all children can see them. During the process, the working walls should be referred to regularly and often as a way of modelling their use. The children should see that you are using these as a form of continuous provision. These should remain on the walls for as long as the children need and should remain after a learning journey so children are reminded and encouraged to use these skills in other writing.



Spellings

Each week, children will be taught a spelling rule/pattern based on the curriculum explicitly as part of Monday's lesson. Children will then be expected to apply this rule in sentences based on the context of their learning. Spelling will go home based on the rule. As well as these, children will be tested on 'blind words' where they will have words to spell following the

rule/pattern but these WILL NOT be on the spelling sheet that go home. There are sets of words for each week for each year group set up which will need to be copied into the template to be sent home with children.

Spelling rule/pattern for the week:	
Words to learn	Words put into a sentence...
Words from the curriculum list	
In addition to these words, there will be additional 'blind' words your child will be tested on based on the rule/pattern	

Rule:
-tious endings
cautious
ambitious
fictitious
infectious
nutritious
aggressive
amateur

Blind words that follow the rule:
superstitious
conscientious
facetious

Teaching spelling.

Dictation

Dictation is one strategy that could be used weekly as part of the national curriculum requirements in the back of English books. These should test the spellings given out for that week and punctuation as well as punctuation rules for your year group. These could be in the form of sentences or a paragraph and the spellings and punctuation being tested should be highlighted in red. Once these have been read out and the children have written these, they are to mark their own work. As much as possible, these sentences/paragraphs should be written using the skills that are being taught in that week's learning journey and should, where possible, link to the context of the writing for that learning journey too. See example adjacent.

1. Alma, who was not at all **cautious**, found the lure of the doll **infectious**.
2. Alma's **ambitious** personality meant she would not give up however **facetious** her actions may have been.
3. The demonic presence was **aggressive** and wanted Alma's **nutritious** soul.
4. The eerie shop wasn't an **amateur** at capturing children.
5. One can only hope this story is **fictitious** but it's true.
6. That morning, Alma was not **conscientious** in her decision making.
7. If she were more **superstitious**, she wouldn't have entered the monster's mouth.

Cross-curricular links

Each term, there should be two writing learning journeys linked to other areas of the curriculum (one per half term). Use the cross-curricular overviews to help you with ideas on how to link writing to History, Geography, Science and RE. Cross-curricular writing should revisit a text type previously explored in English learning journeys. E.g. If children write a diary entry of Nansi from 'Gaslight' in English, they could then write a 'Diary of a marshmallow through the digestive system' in Science. An example of cross-curricular links is outlined below:

Year 6 – English Learning Journeys links with Science, History, Geography and RE.

	Foundation subject	Possible genre	Content coverage
Autumn Term	Geography – WW2	Play script/Narrative – Show pupils the cartoon 'Cooperation is better than conflict' to write a narrative about.	<ul style="list-style-type: none"> Negotiating and geographical vocabulary The use of allies already formed Political vocabulary Knowledge of where countries are Continental knowledge Cultural knowledge Understanding of human and natural geographical features and how these may influence the war
		Letter – write a letter to other countries asking for help and assistance.	
		News Article – on the UK leaving the EU/ on the Commonwealth of Nations/ United Nations, etc.	
	History – WW2	Narrative – Rose Blanche	<ul style="list-style-type: none"> Knowledge on the Holocaust Knowledge on the Blitz Warfare during WW2, locational information, daily life, struggles and rationing
		Recount – Write a missing person's report on Sukie Bradshaw (Letters from the Lighthouse).	
		Flashback – Going back to a battle in WW2.	
Autumn Term	Science – Evolution and Light	Diary entry - of sailor who went with Darwin to Galapagos islands	<ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
		Explanation - How does light travel from the Sun to the Earth?	

Spring Term	Geography – Crime and Punishment	Leaflet – explaining why people should move to Great Barr/Beeches area (looking at low crime rates).	<ul style="list-style-type: none"> Locational knowledge Geographical knowledge Directional vocabulary Landmarks in the local region
		Recount (Police Report) – about finding a lost map that has a clue to a crime.	
		Diary – finding a lost map that reveals a clue to a crime.	
	History – Crime and Punishment	Narrative – write a short story of a young boy or girl caught stealing in the Victorian times: what happens? News article/Recount – exploring Newgate Prison by Elizabeth Fry	<ul style="list-style-type: none"> Punishments in the Victorian age – transportation, workhouses, courts, etc. States of prisons, corruption and correction, cause and effect.
Summer Term	Science – Circulation	Poetry – The Journey of a Red Blood cell	<ul style="list-style-type: none"> Demonstrate the journey using key organs of the body e.g. Lungs, arteries, heart and their functions
	RE - What do Christians teach about mercy?	Information text – What is mercy in Christianity?	<ul style="list-style-type: none"> Forgiveness in Christianity Loving thy neighbour Helping the sick/poor Sacrifice of self for the mercy of others – link to crucifixion of Jesus and sacrifice of Aslan in Lion, Witch and the Wardrobe
	Geography – What is on the Horizon?	OPEN TOPIC COVERING ISSUES THAT ARE CURRENT THIS YEAR LINKED TO GEOGRAPHY/ENVIRONMENT	<ul style="list-style-type: none"> Fingerprinting, how all humans have different fingerprints. UVA lighting to show bodily fluids Chemical reactions to test for substances
	History - What is on the Horizon?	OPEN TOPIC COVERING ISSUES THAT ARE CURRENT THIS YEAR AND EXPLORING HOW THEY ARE LINKED TO HISTORY	
	Science – We are forensic scientists	Crime report – report based on a crime scene	
		First person recount – from POV of crime scene investigator	
Summer Term	RE - How do	Play script – interview of suspects (Speaking and listening – Digital literacy)	<ul style="list-style-type: none"> Explore 5 pillars and what each pillar represents.
		Diary entry – How the 5 pillars	

Writing coverage expectations –

Each term there should be the following coverage:

- There should be at **least five learning journeys across each term** (fifteen across the academic year)
- Learning journeys must be linked to a high quality text which is also your class novel
- One learning journey must be linked to another area of the curriculum each half term (with at least one linked to History or Geography during the year)
- One learning journey is open and can be based on anything you decide. This can be a video, current affair issue, an exciting scenario in school etc.
- Within one of the learning journeys during the year must be an obvious link to anti-racism/BAME representation
- Across the academic year, out of the fifteen learning journeys you are expected to cover, at least six should be fiction (this can include descriptive writing), at least six should be non-fiction and two should be poetry based. As much as possible, the genre coverage must take it in turns
- **BE SMART** with your coverage... linking a history based learning journey with BAME representation means you are covering two in one. Using a quality text that is set in a historical setting covers two in one. Make as many links as you can.

Using high quality texts -

Writing learning journeys linked to texts should be utilise high quality and age appropriate texts. These should include challenging vocabulary and should be exciting and engaging to read. There should be one novel read with the children each term. Please see Long Term plan which outlines books to be covered on RMUnify.

Children will independently and/or collaboratively read through their own writing. Whilst doing this, they will look for errors in punctuation, spelling and grammar and text mark this in red pen. Once they have done 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 5-footnotes **as a minimum** in order to improve their writing (this number may vary depending on year group and time of year).

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.

Thursday 1st September 2020
AT is an information but selecting appropriate writing tools

What Caused WW2?

World War 2 started in 1939 and ended in 1945. Germany was ruled by Hitler who started WW2. The allies were Britain, France and America, the axis were Germany, Italy and Japan. WW2 so started in 1939 and ended in 1945 which means they fought for 6 years. Hitler was the dictator of Germany. ^{He killed many people dead because of it.}

The Treaty of Versailles
The Treaty of Versailles ended WW1. In the treaty, which Germany was forced to sign, said Germany had to ^{pay} 6.6 billion pounds to the US (\$13 billion in today's money). ^{Because of the Treaty of Versailles, the German economy was in ruins and the government was in a state of chaos.} In the treaty it also said Germany were only allowed 100,000 men in their army, no army, no submarines, no airplanes and 6 battleships. Germany lost their colonies to France but were allowed to keep ^{Alsace} ^{and} ^{Lorraine}.

Agreement
When Germany and Italy became aggressive and started invading neighbouring countries, Britain and France wanted to keep the peace so they did nothing to stop them. ^{They said that the other countries in Europe didn't do anything about invading their neighbours.} Germany decided to take over Czechoslovakia in 1939. Germany had taken over Czechoslovakia already, were confident enough to take invade Poland.

Hitler and the Nazi Party
Hitler and his Nazi Party rose to power in Germany in 1933. Hitler became the Führer (leader) of Germany. ^{He was the one who made the nation's pride resulting in Hitler becoming the Führer (leader).} Hitler began to reform Germany. ^{He was the one who made the nation's pride resulting in Hitler becoming the Führer (leader).} Germany had been invaded by Poland in 1939. ^{He was the one who made the nation's pride resulting in Hitler becoming the Führer (leader).}

Global Depression
The time before WW2 was a time of great economic suffering throughout the world. Many people in the world were out of work and struggling to survive. During the Great Depression, which was the time before WW2, people were out of work and struggling to survive. This created unstable governments.

Friday 13th September 2020
AT is a task and improve our writing.

1) Hitler began to turn Germany into a totalitarian state.
2) This created unstable governments which meant it would be easier for Hitler to take over.
3) Hitler, who was the dictator of Germany, wanted the Treaty of Versailles.
4) The world before WW2 was a time of great economic suffering throughout the world, which was called the Great Depression.
5) Germany was already taken over Czechoslovakia, were confident enough to invade Poland, which the allies didn't like.

Excellent work! Keep going, information and clear. Some good use of the writing. Goals we were focusing on:
In your final draft, aim to use apostrophes for possession and more of our words of the learning journey.

[illegible]

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 would be useful to refer to when thinking about the skills coverage for each learning journey.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Use capital letters, full stops, question marks, exclamation marks and commas for lists.• Use conjunctions, adverbs and prepositions, mostly accurately, to inform time, place or cause<ul style="list-style-type: none">○ Use conjunctions (when, so, before, after, while, because).○ Use adverbs (e.g. then, next, soon).○ Use prepositions (e.g. before, after, during, in, because of).• Use nouns and noun phrases, modified by adjectives and other nouns to add detail, experimenting with adjectives to create impact.• Correctly use verbs in 1st, 2nd and 3rd person.• Use perfect form of verbs to mark relationships of time and cause.• Use punctuation mostly accurately, including some use of inverted commas to indicate direct speech.• Group ideas into basic paragraphs.• Write under headings and sub-headings.• Write with increasing legibility.	<ul style="list-style-type: none">• Vary sentence structure, using different openers. Use sentences of different forms including some sentence structures with more than one clause• Use past and present tense correctly and consistently• Use some cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition).• Use adjectival phrases (e.g. biting cold wind).• Use appropriate choice of noun or pronoun.• Use fronted adverbials and use a comma after each one (e.g. Later that day, I heard bad news.).• Use apostrophe for singular and plural possession.• Use commas to mark clauses.• Use inverted commas and other punctuation to punctuate direct	<ul style="list-style-type: none">• Use apostrophes for contraction/possessive apostrophe with plural and singular nouns mostly correctly.• Use inverted commas and other speech punctuation to indicate direct speech.• Use commas to clarify meaning or avoid ambiguity.• Add phrases to make sentences more precise and detailed.• Use range of sentence openers – judging the impact or effect needed.• Use pronouns to avoid repetition.• Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).• Use the following to indicate parenthesis:<ul style="list-style-type: none">○ Brackets○ Dashes○ Commas• Link clauses in sentences using a range of subordinating and coordinating conjunctions.• Use relative clauses beginning with who, which and that to add detail and description• Use verb phrases to create subtle differences (e.g. she began to run).• Consistently organize into paragraphs.	<ul style="list-style-type: none">• Use subordinate clauses to write complex sentences.• Use passive voice where appropriate.• Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).• Use a sentence structure and layout matched to requirements of text type.• Use semi-colon, colon or dash to mark the boundary between independent clauses.• Use colon to introduce a list and semi colon within a list.• Use correct punctuation of bullet points.• Use hyphens to avoid ambiguity.• Use full range of punctuation matched to requirements of text type.• Use wide range of devices to build cohesion within and

Handwriting

The LetterJoin handwriting programme is implemented in order to give pupils the ability to write using cursive handwriting. This should be used for all worksheets. Cursive handwriting teaches pupils to join letters in words as a series of continuous flowing movements or patterns. Words can be written without taking the pencil off the page. Continuous style provides a directional left, right movement. This flowing, rhythmical movement aids speed and fluency particularly when practised from Year 3 level with the final product being neat and fast. This cursive style also lessens the chance of reversing letters by eliminating the need to lift the pencil between letters. The spaces between words become distinct and distinction between upper and lower case is clearer. Pupils with specific learning disabilities find continuous cursive useful because the pencil grips on the page throughout every word, thus simplifying the movement. Children with motor problems learn a series of easy, rhythmical movements, which help to improve fine motor co-ordination.

Teaching and Learning

At the end of each term at Carlton Junior Academy, it is the expectation that there are a minimum of six to eight final draft pieces of writing in the children's Big Write books. There should be a range of text types, including fiction, non-fiction and poetry.

	<u>Non statutory text type/ genre guidance for Key Stage Two</u>				
Fiction	<ul style="list-style-type: none">• Write stories set in places pupils have been.• Write stories that contain mythical, legendary or historical characters or events.• Write stories of adventure.• Write stories of mystery and suspense.• Write letters.• Write plays.• Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.	Non-fiction	<ul style="list-style-type: none">• Write instructions.• Write recounts.• Write persuasively.• Write explanations.• Write non-chronological reports.• Write biographies.• Write in a journalistic style.• Write arguments.• Write formally.	Poetry	<ul style="list-style-type: none">• Learn by heart and perform a significant poem.• Write haiku.• Write cinquain. Write poems that convey an image (simile, word play, rhyme and metaphor).

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. There is an emphasis on using real models for writing, e.g. newspaper reports, advertisements, websites. 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.

Planning format

At Carlton Junior Academy, 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 a suggested planning format example and is designed to be minimal so that the planning of a 2-week learning journey should take no longer than half an hour. This leaves more time to focus on finding and formulating exciting and effective resources and for teacher to think about differentiation

Key Text: <i>Gaslight</i> by Eloise Williams		Text Types: Newspapers		
		Grammar: Conjunctions, Relative Clause, Subordinate Clause, Inverted Commas, Dashes, Question Mark, Questions, Commands and Statements.		
Key Text:		Resources IWB, Worksheets		Assessment: Have children used the S.C. to improve their writing? Have children AFL marked their work? Do children know the key features of the text type? Have children understood the text?
Lesson from 11:30-12:30	Objectives and Success Criteria	Whole Class Focus		Activities
Plenary				
Week 1				
Grammar: Contextualised Grammar at the start of each session				
1	Can I make plausible predictions? Do I know what conjunctions are?	Activity 1: Look at the front cover of 'Gaslight' and ask children to make predictions about what the story will be about. Children must base their predictions on evidence from the different front covers or the title. Use guided reading sentence stems: <ul style="list-style-type: none">• Observe – I can see.... a girl, the moon, buildings• Infer – Themight I think the girl might be lost, I think this might be a magical book because the cover has sparkles• Wonder – I wonder.... Who the girl is? Where is the story set?• Predict – I think this story will be about.... Read the 'Prologue' of the story (pages 1 & 2) Activity 2: Remind children what conjunctions are. Complete the contextualised grammar 1: conjunctions <i>Key vocab of this chapter to add to the working wall:</i> <i>traumatic, dimples, workhouse, asylum,</i>		Activity 1: Stick in the copy of the front covers and answer comment on their observations. LA sheet is more scaffolded (work with additional adult of CT if possible) MA/HA – make their own observation around the picture and then answer the questions Ensure children write in full sentences Modelled example included Activity 2: Complete the contextualised grammar task Children share their ideas with the class and discuss why they have made these predictions Children consider what they think will happen next. By the end of week: Read Prologue, Chapter 1 & Chapter 2
2	Can I infer a character's motives?	Complete contextualised grammar task 2: clauses Recap prologue 1 – what do we know about this missing Mother? Activity 1: - Collect information about mother – what she looks like, when she was last seen. - As a class, consider how to create a short paragraph describing mother to include on a 'missing person' poster. What information needs to be included? How can people reach you? What needs to be included in the drawing?		Activity 1: Children create a 'Missing Person' poster for mum LA – Have a scaffolded sheet done for them MA/HA – present for themselves on a paper Share good examples on display By the end of week: Read Prologue, Chapter 1 & Chapter 2
3	Can I summarise part of a story?	Recap what we know about the story so far Activity 1 - Explain the children that, as we read, we will be keeping chapter summaries in the back of our books to help keep track of the story. - As we read Chapter 1, make notes on a whiteboard as to what is happening. - Class discussion about what has happened Activity 2: - Repeat for chapter 2 up to page 13 Complete the contextualised grammar 3: clauses <i>Key vocab of this chapter to add to the working wall:</i> <i>flitching, charisma, nymph, gallows, hazy, pranging, convulse,</i>		Activity 1: Children create a short summary at the back of their exercise books of Chapter 1. Summaries can include pictures By the end of week: Read Prologue, Chapter 1 & Chapter 2
4	What are the features of a newspaper?	Activity 1 - Explore a newspaper report - How many features of a newspaper can we remember? - As a class, use 'First News' newspapers and felt tips to play 'Newspaper Bingo' Teacher says a feature of a newspaper, In pairs, children circle in the newspaper when they spot it. First team to find 6 features wins. - On the board, show children the newspaper they will be exploring independently - On the board, model how children need to present their work and how label the key features of a newspaper. Explain that next week, we will be writing a newspaper about Nansi's burglary of a house Activity 2: Finish reading chapter 2		Activity 1: Children stick sheet in the middle of a double page spread. Label the key features of a newspaper and tick them off the feature list. By the end of week: Read Prologue, Chapter 1 & Chapter 2

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. Following the objectives as they are set out in the national curriculum, we will make our assessments using the following assessment frameworks.

Year 3

Working towards the expected standard (WTS)

The pupil can write for different purposes:

- use models of writing, arising from discussions of writing with a similar structure, to demonstrate features of a given form
- use models of writing to make some vocabulary and grammar choices
- use oral composition, during the drafting process, to make appropriate vocabulary and grammar choices
- use the present and past tenses accurately and consistently including the progressive form
- use some diagonal and horizontal strokes needed to join letters
- spelling most words correctly (year 1 and 2) -see list
- accurately demarcate all sentences in their writing with capital letters and full stops, and use question marks and exclamation marks correctly when required

Working at expected standard (EXS)

The pupil can write for an increasing range of audiences and purposes:

- use paragraphs to group related ideas and information mostly accurately
- punctuation is used, mostly accurately, including some use of inverted commas to indicate direct speech.
- use some features of the given form, as appropriate to audience, which are mostly accurate
- use conjunctions, adverbs and prepositions, mostly accurately, to inform time, place or cause
- use nouns and noun phrases, modified by adjectives and other nouns to add detail
- use the present perfect form of verbs in contrast to the simple past tense
- use simple organisational devices, including headings and sub-headings to aid presentation
- use a range of conjunctions including, when, if, because, although to write sentences containing more than one clause
- use 'a' or 'an' before a word starting with a vowel or consonant
- spell some words correctly (year 3 and 4 list) including further
 - accurate spelling of some prefixes and suffixes,
 - accurate spelling of common homophones
 - accurate spelling of some words that are often misspelt.

Working at greater depth within the expected standard (GDS)

The pupil can write for a wide range of audience and purposes:

- increase the consistency, legibility and quality of their handwriting
- write for a range of purposes and audiences across the curriculum in a variety of genres.
- spell Year 1 to Year 3 words accurately and apply rules and patterns proficiently
- evaluate the effectiveness of own and others' writing making improvements to grammar and vocabulary

Year 4

Working towards the expected standard (WTS)

The pupil can write for different purposes:

- use the full range of punctuation taught at key stage 1 mostly correctly
- use expanded noun phrases to describe and specify characters and plots
- use some paragraph/sections to organise ideas
- use sentences of different forms including some sentence structures with more than one clause
- use past and present tense correctly and consistently
- use some cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition)
- use co-ordination (e.g. or/and/but) and subordination (e.g. when /if /that /because)
- using direct speech with some punctuation
- spelling most contracted forms correctly
- adding suffixes to spell most words correctly e.g. -ment, -less, -ness, -ful, -ly
- spelling most words correctly (year 1 and 2)
- spelling some words correctly (year 3 and 4)
- use diagonal and horizontal strokes needed to join letters in most of their writing

Working at expected standard (EXS)

The pupil can write for an increasing range of audiences and purposes:

- use paragraphs to organise ideas mostly correctly and consistently
- create/describe settings, characters and plots
- use an increasing range of cohesive devices within and across sentences and paragraphs including co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition)
- use different verb forms (progressive/present/present perfect/past tense)
- use some varied sentence structures with more than one clause including a wider range of conjunctions (co-ordinating and subordinating conjunctions)
- use fronted adverbials
- use commas for clarity after fronted adverbials
- use inverted commas in direct speech
- use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction/possessive apostrophe with plural nouns mostly correctly
- spell most year 1 to year 4 words accurately and apply rules and patterns proficiently including further prefixes, suffixes and homophones- see list
- produce legible joined handwriting

Working at greater depth within the expected standard (GDS)

The pupil can write for a wide range of audience and purposes:

- increase the consistency and quality of their handwriting
- select vocabulary (nouns and pronouns) appropriately for clarity and cohesion and to avoid repetition

Year 5

Working towards the expected standard (WTS)

The pupil can write for different purposes:

- use features of selected form, as appropriate to audience, purpose and context, drawn from discussion of models of similar writing
- use ideas from own reading
- write from memory simple sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.
- spelling most words correctly (year 3 and 4) including further prefixes, suffixes and common homophones- see list
- use accurate spelling of words, that are often misspelt, including most words from the Years 3/4 word list and some from the Years 5/6 word list
- use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction/possessive apostrophe with plural nouns mostly correctly
- write descriptions
- use pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition
- edit and improve own work making changes to grammar and vocabulary
- spell year 1 to year 4 words correctly and apply rules and patterns proficiently
- use accurate spelling of most suffixes, as listed in *English programmes of study key Stage 1 and 2*

Working at expected standard (EXS)

The pupil can write for an increasing range of audiences and purposes:

- use settings, characters and plot are to create narrative
- use paragraphs to organise information and ideas around a theme
- use adverbials of time place and number to link ideas across paragraphs
- use appropriate tense choice and other devices to build cohesion within and across paragraphs.
- Writing is proof-read for spelling and punctuation errors, including some use of a dictionary to check spelling.
- Use fronted adverbials to vary sentence structure
- use a progressively varied and rich vocabulary and a range of sentence structures
- handwriting is usually legible and fluent, it is not always maintained when writing at efficient speed.
- spelling of some words that are often misspelt are spelt mostly accurately
- use accurate spelling most of suffixes, as listed in *English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1 for Years 5/6*
- use accurate spelling of some common homophones and other words which are often confused
- nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description
- relative clauses beginning with who, which and that to add detail and description
- use the standard form for verb inflections in written Standard English.
- a range of punctuation is used, mostly accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation to indicate direct speech.
- spell year 1 to year 5 words correctly and apply rules and patterns proficiently

Working at greater depth within the expected standard (GDS)

The pupil can write for a wide range of audience and purposes:

- use appropriate choice of letter shape, and whether or not to join letters; it is maintained when writing at efficient speed.
- skills are applied across the curriculum for a range of genres

Year 6

Working towards the expected standard (WTS)

The pupil can write for a range of purposes:

- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list
- write legibly

Working at expected standard (EXS)

The pupil can write for an increasing range of audiences and purposes:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

Working at greater depth within the expected standard (GDS)

The pupil can write for a wide range of audience and purposes:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.