

Holy Family Catholic Primary School  
Writing Framework 2020 - 2021  
IMPLEMENTATION - (How do we teach it?)

	Year 3	Year 4
<b>Pedagogical Approach and Strategies</b> <i>How do we teach it?</i>	<p>*We use the writing objectives from the National Curriculum (Y3 programme of study).</p> <p>*The objectives are focused on four areas, spelling, handwriting, composition (structure and purpose) and vocabulary grammar and punctuation.</p> <p>*We use English mastery planning and resources to support our teaching.</p> <p>*Handwriting sessions follow the school hand writing policy.</p> <p>*During formal spelling sessions we follow the Head Start Programme. Spelling structures, rules and patterns are explored in the daily phonics sessions, as well as looking at the year 3 and 4 spelling criteria set out in the National Curriculum.</p>	<p>*We use the writing objectives from the National Curriculum (Y4 programme of study).</p> <p>*The objectives are focused on four areas, spelling, handwriting, composition (structure and purpose) and vocabulary grammar and punctuation.</p> <p>*We use planning and resources to support our teaching that are based on class texts.</p> <p>*Handwriting sessions follow the school hand writing policy.</p> <p>*During formal spelling sessions we follow the Head Start Programme. Spelling structures, rules and patterns are explored, as well as looking at the year 3 and 4 spelling criteria set out in the National Curriculum.</p>
<b>Texts used to support / Engagement including term / week</b>	<p>*We use an age appropriate text as the focus for each term. (Autumn - The BFG, Spring - The Iron Man, Summer - The Queen's Nose). The work on these books is based around composition (structure and purpose) and vocabulary grammar and punctuation.</p>	<p>*We use an age appropriate text as the focus for each term. (Autumn - How to Train Your Dragon, Spring - Kaspar Prince of Cats, Summer - Charlotte's Web). The work on these books is based around composition (structure and purpose) and vocabulary grammar and punctuation.</p>
<b>Timetable</b>	<p>*Daily English lessons.</p> <p>*Daily phonics lessons.</p> <p>*Daily handwriting sessions.</p>	<p>*Daily English lessons.</p> <p>*Daily whole class reading lessons.</p> <p>*Twice weekly handwriting sessions.</p>
<b>Display</b>	<p>*We have a large area of wall space that we can use as a working wall. Interesting and adventurous words and phrases (linked to the work we are doing in class) are displayed as well as definitions, examples of work and key vocabulary.</p> <p>*Tier 2 vocabulary (often identified through reciprocal and shared reading) is displayed on cards in the classroom each week. The cards are then put into a basket to share with the children at different intervals during the day bringing those words and meanings back to working memory.</p> <p>*Graphemes from phases 2-5 are displayed in the classroom as well as the tricky words for each of those phases.</p>	<p>*We have a large area of wall space that we use as a working wall. Key vocabulary (linked to the work we are doing in class) are displayed as well as model texts and children's vocabulary choices.</p> <p>*Tier 3 vocabulary (often identified through reciprocal and shared reading) is displayed on cards in the classroom each week. The cards are then put into a basket to share with the children at different intervals during the day bringing those words and meanings back to working memory.</p>
<b>Opportunities for Speaking</b>	<p>*The sequence of lessons within each unit have ample opportunities for speaking and listening (sometimes it takes place within part of the session and other times speaking and listening is the actual focus/objective of the lessons).</p>	<p>*The sequence of lessons within each unit have opportunities for speaking and listening (sometimes it takes place within part of the session and other times speaking and listening is the actual focus/objective of the lessons).</p>

	<p><i>*Children are encouraged to articulate ideas before writing and record their ideas on plans in preparation for writing.</i></p> <p><i>*Staff model annunciation of vocabulary and texts and create opportunities for children to practice and develop their reading aloud and reciting.</i></p> <p><i>*Children are encouraged to answer questions and express themselves using full sentences and this is modelled for them.</i></p> <p><i>*The use of the SeaSaw app (particularly with the less able writers) enables children to show progress in their development of their thought process and their articulation of ideas.</i></p>	<p><i>*Children are encouraged to articulate ideas before writing and record their ideas on plans in preparation for writing.</i></p> <p><i>*Staff model annunciation of vocabulary and texts and create opportunities for children to practice and develop their reading aloud and reciting.</i></p> <p><i>*Children are encouraged to answer questions and express themselves using full sentences and this is modelled for them.</i></p>
<p><b>Writing across the curriculum</b></p>	<p><i>*Children's record their ideas and understanding of the wider curriculum and apply the skills acquired in their English lessons.</i></p> <p><i>*Tier 3 vocabulary is identified discussed and displayed in the classroom.</i></p>	<p><i>*Children's record their ideas and understanding of the wider curriculum and apply the skills acquired in their English lessons.</i></p> <p><i>*Tier 3 vocabulary is identified discussed and displayed in the classroom.</i></p>
<p><b>Shared Language used</b></p>	<p><i>*See English Appendix 2.</i>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf</a></p>	<p><i>*See English Appendix 2.</i>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf</a></p>
<p><b>Feedback</b></p>	<p><i>*Children are given feedback throughout the lesson and encouraged to further develop their understanding.</i></p> <p><i>*Feedback can be verbal or written.</i></p> <p><i>*Children are encouraged to review and edit their work and supported in doing this.</i></p> <p><i>*We follow the school marking policy.</i></p>	<p><i>*Children are given feedback throughout the lesson and encouraged to further develop their understanding.</i></p> <p><i>*Feedback can be verbal or written.</i></p> <p><i>*Children are encouraged to review and edit their work and supported in doing this.</i></p> <p><i>*We follow the school marking policy.</i></p>
<p><b>Writing Community in and out of school</b></p>	<p><i>*Children are encouraged to write for different purposes.</i></p>	<p><i>*Children are encouraged to write for different purposes. Writing is developed using genres as a vehicle for the children's work.</i></p>