

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

	Year 5	Year 6
<b>Pedagogical Approach and Strategies</b> <b>How do we teach it?</b>	<ul style="list-style-type: none"> <li>English is taught daily. Interactive English PowerPoints – Talk task and have a go opportunities. Spotting errors in writing – Vocabulary choices (synonyms to homophones), punctuation and grammar.</li> <li>Model text – annotate and feature hunt tasks. Every two weeks at the start of each new unit.</li> <li>Text based units, which encourage cross-curricular learning.</li> <li>Vocabulary is enhanced through the ‘Bedrock Vocabulary’ scheme.</li> <li>Spelling: Headstart spelling scheme followed</li> <li>Handwriting: Achieving Excellence in Handwriting Scheme followed throughout lessons.</li> </ul>	<ul style="list-style-type: none"> <li>English is taught daily. Children will start researching their writing through reading (identifying grammatical structures that will be needed and gaining inspiration for writing). Drama, discussion and P4C are used prior to writing to ensure engagement with writing. Grammar and writing from the Year 6 curriculum objectives are used for outcomes.</li> <li>Text based units, which encourage cross-curricular learning.</li> <li>Vocabulary is enhanced through the ‘Bedrock Vocabulary’ scheme.</li> <li>Spelling: Headstart spelling scheme followed.</li> <li>Handwriting: Achieving Excellence In Handwriting Scheme followed throughout lessons.</li> </ul>
<b>Texts used to support / Engagement including term / week</b>	<ul style="list-style-type: none"> <li>Autumn – Street Child &amp; Far from home (Second street child book). Community: The Victorians.</li> <li>Spring – Holes &amp; There’s a boy in the girls’ bathroom. Journeys: Space Race.</li> <li>Summer – The Firework Maker’s daughter and class choice. Festivals: Japan.</li> </ul> <p>A range of reciprocal reading texts are chosen to help support children’s English development.</p>	<ul style="list-style-type: none"> <li>Autumn – War Horse. Extracts from Anne Frank’s Diary</li> <li>Spring – The Spiderwick Chronicles. Greek Myths</li> <li>Summer – The Secret Garden. A Midsummer Night’s Dream</li> </ul> <p>Reciprocal reading texts are aligned to the curriculum and are used to support research for writing. R.E. scripture is analysed weekly</p>
<b>Timetable</b>	<ul style="list-style-type: none"> <li>English taught daily.</li> <li>Catch-up Literacy EAL interventions Monday / Tuesday AM.</li> <li>Edit and improve opportunities 8:15-8:20. 12:45-1:00 – Tuesday, Wednesday and Friday.</li> <li>Handwriting Tuesday PM, Friday AM.</li> <li>Headstart spelling activities – Friday AM.</li> </ul>	<ul style="list-style-type: none"> <li>English taught daily.</li> <li>Spellings 3 x 15 minutes per week</li> <li>Handwriting 4 x 15 minutes per week</li> <li>Writing 4 x 1 hour per week</li> <li>Cross – curricular writing (where appropriate from history, science, R.E.) at least 1 hour per week.</li> </ul>

<b>Display</b>	<ul style="list-style-type: none"> <li>• Annotated model text displayed on interactive literacy board.</li> <li>• Literacy board reflects current curriculum topic and class text.</li> <li>• Pupil work - handwriting and extended writing on display.</li> <li>• Interactive board provides children with examples of features and vocabulary for their writing.</li> <li>• Portable whiteboard for clarifying and storing key / wow vocabulary for the current unit of work.</li> <li>• 'Spelling of the week!' display mirrors the 'Headstart' scheme.</li> <li>• EAL translations around the classroom.</li> <li>• Key words for all topics are on display.</li> <li>• Sentence starters on display.</li> </ul>	<ul style="list-style-type: none"> <li>• A word of the week is displayed on the whiteboard.</li> <li>• Tiered vocabulary words are displayed.</li> <li>• Key words for all topics are on display.</li> <li>• Interactive board provides children with examples of features and vocabulary for their writing.</li> <li>• Writing is displayed alongside artwork</li> </ul>
<b>Opportunities for Speaking</b>	<ul style="list-style-type: none"> <li>• Talk task opportunities through English lessons.</li> <li>• Draft, edit and improve - independent and then discussing with partners. Feedback findings as a class.</li> <li>• Presenting final pieces of writing.</li> <li>• Hot seating/Drama activities.</li> <li>• Clarifying and exploring unfamiliar vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• P4C lessons are often used to introduce writing across the curriculum.</li> <li>• Drama (for example when learning about Ancient Greece) is used prior to writing.</li> <li>• Questioning and debate is used across the curriculum.</li> </ul>
<b>Writing across the curriculum</b>	<ul style="list-style-type: none"> <li>• Writing opportunities throughout R.E., History and Science.</li> <li>• Outside writing competitions - Governor's Story writing competition as part of World Book Week etc.</li> <li>• Children encouraged to write for a real purpose - enterprise week, stem week etc.</li> <li>• Journaling - Outdoor education and for Faith in Action reward.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing opportunities throughout R.E., History and Science.</li> <li>• Outside writing competitions - Governor's Story writing competition as part of World Book Week etc.</li> <li>• Children encouraged to write for a real purpose - enterprise week, stem week etc.</li> </ul>
<b>Shared Language used</b>	<ul style="list-style-type: none"> <li>• Topic specific vocabulary in history, geography, R.E. and science is discussed, displayed and used.</li> <li>• Grammatical terminology is used daily in at least English lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic specific vocabulary in history, geography, R.E. and science is discussed, displayed and used.</li> <li>• Grammatical terminology is used daily in at least English lessons.</li> </ul>

<b>Feedback</b>	<ul style="list-style-type: none"> <li>• <i>The school's marking policy is used for all subjects.</i></li> <li>• <i>Children use peer marking against taught criteria.</i></li> <li>• <i>Oral feedback is given during every lesson.</i></li> <li>• <i>Children given opportunities to respond to marking in green pen.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The school's marking policy is used for all subjects.</i></li> <li>• <i>Children use peer marking against taught criteria.</i></li> <li>• <i>Oral feedback is given during every lesson.</i></li> <li>• <i>Children given opportunities to respond to marking in green pen.</i></li> </ul>
<b>Writing Community in and out of school</b>	<ul style="list-style-type: none"> <li>• <i>Children take pride in producing pieces of work for display.</i></li> <li>• <i>Real-life contexts are used to promote relevance of writing (for example an article for the newsletter or letters to teachers).</i></li> <li>• <i>Homework activities to mirror and extend classroom learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Children take pride in producing pieces of work for display.</i></li> <li>• <i>Real-life contexts are used to promote relevance of writing (for example an article for the newsletter or letters to teachers).</i></li> <li>• <i>Homework activities to mirror and extend classroom learning.</i></li> </ul>