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| **Basic skills** | **Non-chronological report** |
| * Use capital letters and full stops mostly accurately.
* Use question marks correctly when required.
* Use co-ordination (e.g. or / and / but).
* Use some subordination (e.g. when / if / that / because).
* Use present and past tense mostly correctly and consistently.
* Form capital letters and digits correctly.
* Use spacing between words.
 | * Title/heading
* Sub-headings
* Introduction
* Paragraphs
* Factual information (dates/times/numbers)
* Formal language (scientific/historic)
* Pictures with captions
* Proper nouns
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**Pearson Primary School**

**Writing Journey**

**Writing Non-negotiables**

Full date is written and spelt correctly.

Date, title and any sub-titles are underlined in pencil using a ruler.

Learning objective for the lesson is clear and accurate.

Writing is started on a new double page. Left for writing and right for marking/feedback and editing.

Editing should be done in a purple pen.

Handwriting should be joined in KS2.

Teacher identifies a text that will be used as a cold task, modelled text and hot task prior to the unit being delivered. These will ensure features appropriate to genre and year group are included.

**Hot Task**

The hot task must be planned by pupils, and they must be given the time needed to show the skills and knowledge they have acquired over the unit.

Model Text

Model text used to study genre specific language and features, alongside basic grammar, vocabulary and language. The sequence of lessons, over 2 or 3 weeks (genre dependent) will use teacher modelling and shared writing to teach objectives required for the hot task.

GPS starters

These should focus on practising and rehearsing prior knowledge and skills that were highlighted as areas of focus in the cold task.

These should last no longer than 5-10 minutes, including the self-marking of the activity.

To be completed either on whiteboards or in the vocabulary books.

**Editing and Redrafting**

Children should be editing work based on feedback from adults and peers. This involves correction of spellings, punctuation and sentences reading correctly. Evidence of editing and improving on the right-hand page.

At least one genre per half-term needs to be redrafted by pupils. This involves a full edit and re-write of a section, or full, text. These redrafts improve the vocabulary used, sentence structure and organisation.

Marking of cold and hot tasks

Create a grid of writing basics from the KPIs for the year group, as well as subject specific features. Highlight objectives achieved after the cold task in pink, then additional objectives achieved after the hot task in yellow.

**Cold Task**

Teacher to give children an overview of what the genre type is, and expectations of basic skills in writing for year group.

Teacher assesses children for basic skills and genre features to then plan a sequence of lessons that addresses the pupils’ needs.