




## Bilton Grange Writing Provision Map

### Subject: English

	EYFS	Year 1/2	Year 3/4	Year 5/6
<p style="text-align: center;"><b>Planning-</b></p> <p style="text-align: center;"><b>What does planning look like in each key stage?</b></p> 	<p>Detailed MTP produced for each unit/block of work on Bilton Grange Template. MTP are based on a form of text or theme. Short term planning sets the theme for provision and the majority of provision links to a story. This is a detailed, sequential plan that builds to a recorded activity each week. The topic vocabulary is detailed and these are used in each lesson. Resources are shared across both classes to ensure they are the same and that they are used in the same way. A focus activity is planned each week as well as a writing challenge in provision. Differentiation is detailed on the planning as is the opportunities for using kagan groups.</p>	<p>Detailed MTP produced for each unit/block of work on Bilton Grange Template. MTP are based on a form of text and is steps for learning is broken down into the children knowing, practising and applying. Aim of each unit is for the chd to produce their own work showing their skills gained through each LC. Most units use a quality text and might be linked to a topic area. STP produced to cover each LC-These are detailed documents which contain all resources etc needed for the lesson, to provide consistency across the 3 classes. Also, flexible to enable teachers to meet the needs of their individual class. Differentiation for groups included. Each LC may be a number of lessons or just one. Planning includes grammar and punctuation requirements. Planning is differentiated through outcome, support,</p>	<p>Detailed MTP produced for each unit/block of work on Bilton Grange Template. Each unit lasts about a half term. MTP contains each LC broken down into the children knowing, practising, applying, comparing and identifying. Aim of each unit is for the chd to produce their own work showing their skills gained through each LC. Most units use a quality text and might be linked to a topic area. STP produced to cover each LC-These are detailed documents which contain all resources etc needed for the lesson, to provide consistency across the 3 classes. Also, flexible to enable teachers to meet the needs of their individual class. Differentiation for groups included. Each LC may be a number of lessons or just one. Planning includes grammar and punctuation requirements. Planning is differentiated through outcome, support,</p>	<p>Detailed MTP produced for each unit/block of work on Bilton Grange Template. Each unit last a term. The units are based on a key text. Generally, the start of the unit focusses on understanding the text and includes comprehension activities to achieve this. The text is used as a stimulus for the writing to follow. This will include both fiction and non-fiction writing. Grammar objectives are linked in to writing to ensure that children are provided with opportunities to put grammar into context. Work is differentiated to meet individual need. This is done through modelling, scaffolding, adult/peer support and assessment against the writing progression document. A STP focusses on a more detailed sequence of</p>

		scaffolding and use of resources.	scaffolding and use of resources.	learning, providing timescales and ideas for the unit. Weekly team meetings establish progress across the 3 classes and actions are agreed to ensure that there is clear coverage and consistency across the year group.
<p><b>Teaching-</b></p> <p><b>What does a typical lesson and block look like?</b></p> 	<p>Each lesson contains whole class teacher input with some talk partner work. There is an active part where possible. Each week children receive a small group input where they practise their skills and misconceptions can be addressed.</p> <p>Writing is also taught through phonics, pupils participate in quick writes to practise a new grapheme and also apply their knowledge through word writing.</p> <p>There are opportunities for writing throughout all areas of provision, both inside and outside.</p>	<p>Each lesson contains whole class teacher input with some talk partner work and or KAGAN activity. There is typically an independent activity which allows the pupil to practise and apply their new knowledge or consolidate prior knowledge.</p> <p>Writing is typically based around a text read as a class which may contain examples of new skills for the pupils to learn.</p> <p>Writing is also brought through phonics, pupils participate in quick writes to practise a new grapheme and also apply their knowledge through sentence writing.</p>	<p>Each lesson nearly always includes a written outcome. Dialogic talk / paired work planned to allow the chd to form their ideas. Lessons are planned to build the skills so in the first lesson on an LC they might gain knowledge, second lesson practise and third apply, to build knowledge, skills and independence.</p> <p>Examples are modelled for the chd.</p> <p>Ideas are shared by the chd.</p> <p>Time is planned for editing and up levelling work.</p>	<p>Each lesson nearly always includes a written outcome. Dialogic talk / paired work planned to allow the pupils to form their ideas. Knowledge of the features of writing a specific genre are shared with the children early on. Writing is modelled and scaffolded during the writing process. Time is provided for editing and improving writing. The writing journey usually follows this process:</p> <ol style="list-style-type: none"> <li>1. Rough draft.</li> <li>2. EDIT rough draft- improving words, sentences etc.</li> <li>3. Possible re-draft.</li> <li>4. PROOFREAD final draft.</li> <li>5. Write up in neat- all spellings correct.</li> </ol>

<p style="text-align: center;"><b>Assessment-</b></p> <p style="text-align: center;"><b>How are children assessed (formatively/summatively) in each key stage?</b></p> 	<p>Assessment for Learning is used as the pupils engage in class or group discussion. Written work during the unit marked as we go along to check progress from starting points and look for next steps in learning. Children are given instant verbal feedback. At the end of each half term a piece of writing is assessed against the Bilton Grange Writing Grids then the data is put on Scholar Pack.</p>	<p>Assessment for Learning is used as the pupils engage in class or group discussion. Written work during the unit marked as we go along to check progress from starting points and look for next steps in learning. At the end of each half term a piece of writing is assessed against the Bilton Grange Writing Grids then the data is put on Scholar Pack. In addition, the No More Marking piece for each year group feeds into the half termly assessment.</p>	<p>Work during the unit marked as we go along to check progress. Chd assess and peer review their own work and that of others. End piece of work is assessed against the writing grids and data put onto ScholarPack each half term. A copy of the piece of work is included within this file. 'Cold Write' completed for No More Marking assessed against children from other schools and across our classes. Results are recorded on each individual writing grid.</p>	<p>Work during the unit marked as we go along to check progress. Chd assess and peer review their own work and that of others. End piece of work is assessed against the writing grids and data put onto ScholarPack each half term. A copy of the piece of work is included within this file. 'Cold Write' completed for No More Marking assessed against children from other schools and across our classes. Results are recorded on each individual writing grid.</p>
<p style="text-align: center;"><b>Interventions</b></p> <p style="text-align: center;"><b>What is done to support struggling writers?</b></p>	<p>Fine motor handwriting intervention 'Write from the start' happens twice a week for children who need additional support. Word mats and other resources in the classroom are used to support lower attainers. Children receive 1:1 support as needed.</p>	<p>Pupils work is marked during or after the lesson and areas for improvement are identified. Pupils which do not appear to have robust understanding are then given same day or next day intervention. Interventions are timetabled 1x weekly. Pupils are scaffolded during lessons with adult or peer support.</p>	<p>Struggling writers supported in the lessons with adults. Planning differentiated to provide additional support for those that need it e.g. scaffolding. Weekly Interventions for Year 4 struggling writers in small groups, as identified by termly data. These mirror the work being done in lessons so that the focus remains the same.</p>	<p>Struggling writers supported in the lessons with adults. Planning differentiated to provide additional support for those that need it e.g. scaffolding. Weekly interventions for writers with a specific need. These mirror the work being done in lessons so that the focus remains the same.</p>

<p><b>Interventions</b></p> <p><b>What is done to support and develop gifted writers?</b></p>	<p>The pupils are given extra challenge in their work.</p>	<p>The pupils are given extra challenge in their work.</p>	<p>No ceiling on the outcome of the writing. Differentiation in lessons planned.</p>	<p>No ceiling on the outcome of the writing. Differentiation in lessons planned. Opportunities given for 'free writing' in homework challenges.</p>
<p><b>Cross-Curricular</b></p> <p><b>What links are made between subjects?</b></p>	<p>Cross-curricular links are made throughout provision in understanding of the world and expressive arts and design as well as maths construction areas.</p>	<p>Many cross curricular links are made through topics such as history – non-chronological reports, science – fact files. Even in maths, high expectations for writing are encouraged.</p>	<p>Many links made with cross curricular areas e.g history – Stone age boy – time slip story; the Egyptian Cinderella – narrative writing; non chronological reports -Egypt. Links also made with Science.</p>	<p>Cross-curricular links are planned in. See coverage checker for writing.</p>
<p><b>Extra-Curricular</b></p> <p><b>What provision is planned for each key stage?</b></p>	<p>Writing tasks are planned into our homework challenges and the children have the opportunity to write freely in provision.</p>	<p>Within our homework challenges, pupils are given opportunities to free write. Children are often given choices of topic but are not restricted to how much or how little they write.</p>	<p>Within our homework challenges, pupils are given opportunities to free write.</p>	<p>Within our homework challenges, pupils are given opportunities to free write. Lunchtime clubs. G&amp;T writing club.</p>
<p><b>Experiences (Trips/Visitors)</b></p> <p><b>What trips/visitors are planned for each key stage?</b></p>	<p>Regular school trips provide the 'hook' to our English writing as well as visitors into school. Children have the opportunity to take their writing to show to the head teacher. Writing is also celebrated on displays and in assemblies. Parents are invited in for a phonics and maths workshop where writing and</p>	<p>The pupils regularly attend trips beyond the school or receive visitors. Following this, the pupils will often write a recount. Writing is also celebrated on displays and in assemblies. Pupils also practise their letter writing skills by writing letters to 'significant people' such as The Queen.</p>	<p>Big Write at The Royal Hall  Topic trip such as The Oriental Museum in Durham – children used knowledge they had gained in their non-chronological reports.</p>	<p>Big Write at The Royal Hall  Author visits.  G&amp;T event at Coppice School</p>

	letter formation is a big focus.			
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