



What a Writing Lesson looks like at Bromesberrow

- **A Journey of Writing**, with a clear end point and purpose for children. We capture this process in one book to show that we value the whole process to a finished 'published piece'. Our Front Covers support children to know the learning intentions, the grammar they will be covering and the piece they will be producing.
- Speaking and listening, oral rehearsal, discussion and development of ideas and thinking. This will involve a process between adults and children. A process of creating, innovating and improving, playing with language together.
- Composition being firstly oral (as above) and then developed upon through writing and the drafting and editing process. You will see shared and explicitly modelled writing by the adults as part of this process. The writing process will be broken down into small steps to support children to learn new material. For younger learners this process will be more supported and scaffolded, perhaps involving sentence stems, writing frames, pictures and word banks.
- Grammar being explicitly taught and/or being practiced and applied. Grammar is often taught on a Monday but this can vary, based on teacher judgement.
- A strong focus on vocabulary, with teachers explicitly teaching and exposing children to new words and children using these. Children will also be adventurous and bold with their vocabulary use (drawing on their learning from across the curriculum and reading experiences). Older children know that they can 'correct' spelling later as part of the editing process and younger children use phonics as their prime approach to spell ambitious vocabulary. The use of word banks supports children's exposure to new vocabulary and ensures our SEND learners are able to communicate well in writing. Clicker supports SEND learners to be creative and adventurous in their vocabulary.
- High expectations on spelling. We want to see spelling words applied and unknown spellings to be worked hard on as a problem solving process. With younger children this will involve a phonetic approach and with older children the process will still use phonics, with the addition of knowledge of spelling patterns and aids such as dictionaries and iPads. Our SEND learners with a specific dyslexic learning need are supported using Clicker for spelling.
- High expectations for presentation and handwriting. We take pride in our work!
- Adults live marking throughout the session, providing quality feedback and adaptations to learning to ensure **stretch** for our greater depth writers and **pull** for children needing scaffolding to support their writing.
- Live marking and feedback throughout the session allows teachers to assess and identify gaps or misconceptions in writing e.g. full stops or commas being used inaccurately or a language device being used ineffectively e.g. similes in instruction writing.