



Authors Procedural Document

Intent

Written communication is a key life skill in order to have a successful future. Learners at Evergreen learn to write for a **range of purposes and across a range of genres**. They can write in different styles, choosing an appropriate level of formality suited to the intended audience. Evergreen authors have the **technical knowledge and skill** to write with accuracy, have the stamina to produce extended pieces of writing with confidence and take pride in the way that they construct and present their learning **across all areas of the curriculum**. Learners accumulate writing experience and expertise from a progressive, sequenced curriculum, which is carefully designed and enacted to produce excellent authors capable of **expressing themselves eloquently in different situations**.

Implementation

Evergreen authors are exposed to **rich, diverse experiences** as they study all aspects of the curriculum, producing high-quality, interesting and varied pieces of writing as a result.

Learners study **key texts** across three-week units, being immersed in the genre, vocabulary and authorial style of a book in the first week; learning the technical aspects of related grammar and punctuation across the second week; and using the third week to study composition and structure, ready to plan, write, edit and revise their own **end of unit outcome** inspired by the book's author. Either at the start of week one (UKS2) or start of week two (KS1 & LKS2), learners are exposed to a high quality model, or models, and identify the '**steps to success**' of this genre of writing. Lessons are subsequently linked to these 'steps to success', which allows learners to clearly understand how to write a successful piece of genre-specific writing. Learners are supported to make progress by being set **personalised writing targets** which are stuck into the back of learners' writing books. Writing units are supported through linking them to learning as readers to add further knowledge of the author, context, setting and history of the chosen text, expanding learners' **cultural and literary capital** further. Learners receive **personalised, constructive and tailored feedback** from teachers as part of whole-class, small-group and individual experiences.

In addition to units based on a key text, learners also study writing forms from across the curriculum, including learning how to take notes, write detailed reports, create non-chronological texts and design presentations for a range of audiences and purposes. Throughout these units, learners gain the subject-specific knowledge needed to write as **scientists, historians and geographers** while also learning the **key technical skills** necessary to write in these ways.

Writing is supported through a structured, progressive spelling programme, as well as a clear, well-supported policy on handwriting and presentation.

Planning

Long-Term Planning

Every term has two three-week units. One focused on a high-quality text and one focused on a wider curriculum area. This will lead to two main writing outcomes: one fiction and one non-fiction.

At Evergreen Primary Academy (EPA), our author long-term planning will:

- Identify key high-quality texts and outcomes linked to that text. High-quality texts have been selected, updated, and are continuously reviewed by the author and reader subject lead to ensure that they reflect the diverse community our academy serves and to ensure that learners are exposed to a range of different characters and authors in the texts that they are exposed to.
- Identify outcomes linked to wider curriculum areas.
- Ensure coverage and range.
- Allow planning for progression.
- Link with our learning as readers to add further knowledge and deepen understanding based around the text or the curriculum area.

Termly overview:

We are authors termly overview

Term:

	Week 1		Week 2		Week 3	
A – text study <i>What is the text?</i> Outcome: <i>e.g. narrative/diary</i> Incidental writing opportunities: <i>e.g. diary, prediction, recount</i>	1	Learning:	1	Learning:	1	Learning:
	2	Learning:	2	Learning:	2	Learning:
	3	Learning:	3	Learning:	3	Learning:
	4	Learning:	4	Learning:	4	Learning:
	5	Learning:	5	Learning:	5	Learning:
B – immersive unit <i>What is the curriculum area and concept? E.g. Geography: Natural resources</i> Outcome: <i>e.g. non-chronological report/diary</i> Incidental writing opportunities: <i>e.g. diary, prediction, recount</i>	1	Learning:	1	Learning:	1	Learning:
	2	Learning:	2	Learning:	2	Learning:
	3	Learning:	3	Learning:	3	Learning:
	4	Learning:	4	Learning:	4	Learning:
	5	Learning:	5	Learning:	5	Learning:

Short-Term Planning

Each three-week unit is structured in the following way:

- Week 1 – **immersion** into the text/wider-curriculum content and exploring key vocabulary. In UKS2, learners are exposed to a high-quality modelled write (or writes) and the ‘**steps to success**’ of the genre of writing are identified. Throughout this week, short burst writing opportunities are provided for the learners to engage further with the text and demonstrate the use of different language skills they have acquired.
- Week 2 – exploring **technical aspects** of related grammar and punctuation. In LKS2 and KS1, this week begins with learners being exposed to a high-quality modelled write (or writes) and the ‘steps to success’ of the genre of writing being identified. Across the academy, learning throughout this week is then based on the steps to success. Steps to success are driven by the academy’s progressive curriculum and associated **CLF Key Essentials** document. This ensures that skills are covered, built upon and mastered across a year and across a learner’s journey through the academy. During Week 2, short burst writing opportunities are provided for the learners to demonstrate the use of the grammar skills they have gained throughout the week.
- Week 3 – the studying of the **composition** and structure. During this week, learners plan, rehearse, compose and edit and revise their own end of unit outcomes. Before composing, teachers will clearly model the writing of the outcome, referring to the ‘steps to success’ which have been discussed and learned about across the unit. Editing and revising skills are taught discreetly to ensure that learners understand the importance of these two different skills. Learners will use a ‘steps to success’ checklist to self-assess their end of unit outcomes.

Lessons can employ the academy’s ‘I do, We do, You do’ pedagogical approach and are adapted for different learners through the use of sentence stems, word banks, talking tins, graphic organisers, guided groups and one-to-one adult support.

Teachers plan using the academy's termly overview with lesson outcomes driven by the academy's progressive curriculum and associated CLF Key Essentials document. The planning proforma has been designed to support teachers to plan efficiently and effectively whilst being aware of teacher workload and content focus.

The Delivery of 'Quality First Teaching'

At EPA, we strive to deliver 'Quality First Teaching' by:

- Ensuring teachers and learners have a clear understanding of the 'what', 'why' and 'how' of the learning in each author lesson.
- Planning lessons which are well-paced to drive learning forward.
- Modelling writing clearly to learners both in guided groups and whole class. This allows teachers to clearly model the process of writing. This is done either on flipchart paper or on a visualiser.
- Unpicking and discussing new vocabulary across the week and ensuring key vocabulary is displayed on the 'We are Authors' display board.
- Listening and responding to learners in a sensitive and supportive manner.
- Targeted, high-quality questioning.
- Learners are clear on the 'steps to success' of their piece and feel involved in the setting of these.
- Adapt learning to meet the needs of learners.
- Informing learners of their next steps in learning through: individual author targets stuck in the back of their author books and referring to these in lessons, verbal feedback and keep up learning groups.

Genre at EPA

Learners will write one piece of fiction and one piece of non-fiction each term. Non-fiction outcomes across the year are outlined in the table below:

Writing to Inform		Writing to Argue		Writing to Explain	
Reports	Recounts	Persuasion	Discussion	Instruction (how to do something)	Explanation (how something works)
<ul style="list-style-type: none"> • Non-chronological reports • Film reviews • Book reviews • Sports reviews • Weather reports • News reports • News broadcasts • Police reports • Information texts 	<ul style="list-style-type: none"> • Postcards • Thank you letters • Recounts based on real experiences e.g. <i>trips, experience days</i> • Diaries in role • Letters in role • Blogs • Emails • Eyewitness reports • Biographies • Autobiographies 	<ul style="list-style-type: none"> • Invitations • Letters in role • Wanted posters • Posters to advertise • Letters for real purposes • Radio, television, magazine or hoarding adverts • Leaflets • Travel brochures • Written arguments 	<ul style="list-style-type: none"> • Debates (oral) • Written balanced arguments 	<ul style="list-style-type: none"> • Rules • Recipes • Directions • Experiments • Survival guides • Instruction manuals 	<ul style="list-style-type: none"> • Processes or cycles • Explanations linked to work in other subject areas e.g. <i>the circulatory system in science, how mountains are formed in geography.</i>

Teachers use the Integra 'Non-Fiction Progression for Writing' document to support their planning.

Structure of the lesson

Authors lessons are delivered in the following way:

- Editing / revising
- Starter (grammar based on misconceptions)
- Learning – why and how

Could be a range:

- Reading a model and creating steps to success
- Reviewing a planned unit
- Oral story telling and/or ordering

If children are expected to write, there **MUST** be a **modelled write** followed by some **shared writing on whiteboards** before independent writing takes place in their books.

- Review learning at the end

Feedback

Overview

At EPA we:

- Lay the foundations for effective feedback by providing high-quality instruction, including the use of formative assessment strategies.
- Deliver appropriately timed feedback that focuses on moving the learning forward.
- Plan for how pupils will receive and use feedback.
- Use purposeful verbal feedback in a time efficient manner.

Next Steps in Learning Form

Our 'Next Steps in Learning Form' is used in Years 1 to 6 to provide high-quality, appropriately timed next steps that focus on moving learning forward. It is completed by teachers daily. Day-to-day next steps and feedback are subsequently delivered through:

- Responsive Teaching – in the moment verbal feedback given in lesson. Green pens are used by teachers if any written feedback is provided.
- Guided Groups – teachers assess who will be in guided groups throughout the week. A 'G' is placed at the top of a learners learning when in a guided group.
- Individual Learners – when reviewing learners' books, the class teacher identifies misconceptions and errors in books. These misconceptions and errors may be signposted using the agreed EPA feedback code. The misconceptions then will be addressed in either verbal feedback, keep up or guided groups.
- Notes for Future Provision – these can guide planning in future lessons that week, the following week or in the next author unit.

EPA Next Steps Form for Learning as Authors

Date: Term __, Week __, Day: __

Class: _____

A	Y	O2	O1	D	Notes children
Child 1 - YAC	Child 2		Child 3		PH T: W: T: P:
Key: G, G+ and G- (see below)					
	Mon	Tue	Wed	Thu	Fri
Whole Class Next Steps (including grammar, punctuation and spelling misconceptions) Area to be addressed with a review slide at the start of the next lesson or adaptation of the learning for the next lesson					
Individual pupils (to be addressed through verbal feedback, keep-up or guided groups)					

Written Feedback Procedures

These feedback procedures are detailed in the EPA 'Effective Feedback Procedures' document.

Individual Target Cards

Once the fundamentals have been addressed, targets cards can be used to identify next steps. These should be dated and developmentally appropriate. Target cards need to be updated every time a child achieves a target and new targets set when appropriate. Target cards are used in Year 3 upwards.



Evergreen
Primary Academy

My Writing Target

My Target	Date 1	Date 2	Date 3	Target Complete
				😊
				😊
				😊
				😊
				😊

• When you think you have completed your target, write the date by the target.
 • Your teacher will tick this.
 • When you have three ticks, you'll have completed your writing target.



Adaptation Procedures

Adaptation needs to be evident in all learning in tasks, questioning and books. Adaptation support could include:

- Word banks
- Sentence stems
- Graphic organisers
- Adapted texts with wigwags
- Talking tins
- Adapted tasks
- Cloze procedures

Assessment

Overview

Assessment in writing follows the following calendar.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
All: Teacher assessment of writing against 'steps to success' in Writing Key Essentials Document – twice a term.	All: Teacher assessment of writing against 'steps to success' in Writing Key Essentials Document – twice a term.	All: Teacher assessment of writing against 'steps to success' in Writing Key Essentials Document – twice a term.	All: Teacher assessment of writing against 'steps to success' in Writing Key Essentials Document – twice a term.	All: Teacher assessment of writing against 'steps to success' in Writing Key Essentials Document – twice a term.	All: Teacher assessment of writing against 'steps to success' in Writing Key Essentials Document – twice a term.
	Year 3 – 5: GPS PiXL Papers		Year 3 – 5: GPS PiXL Papers		Year 3 – 5: GPS PiXL Papers
Year 6: National 2019 KS2 Paper	Year 6: National 2017 KS2 Paper	Year 6: National 2018 KS2 Paper	Year 6: National 2022 KS2 Paper	Year 6: SATs Week	Year 2 & 6: Assessment against IAF

CLF Writing Key Essentials Document

At EPA writing is assessed using the CLF's 'Writing Key Essentials Document'. This document's aim is to provide a consistent approach towards the assessment of writing across the Federation, updated in line with national changes for 2018 – it is used for planning and assessment. The skills progression column contains a series of statements for each year group, broadly ordered into a progression. It's vital that teachers take ownership of this and teach skills according to the needs of their class, rather than purely following the order presented here. In Year 2 and Year 6, the Interim Assessment Frameworks (IAFs) assess the key skills children need to have secured to be working at the expected standard. These frameworks do not assess every element of the curriculum, although it is expected that children are taught the wider curriculum and can demonstrate a broader range of skills than those assessed. To reflect this approach in other year groups, the statements in bold show the essential skills children in the CLF need to show to be assessed as working at the expected standard. As with years 2 and 6, it is expected that the full curriculum is taught. In all year groups, if teaching is reduced to the essential criteria, meeting the following year's



Handwriting

Information on handwriting at EPA can be found in the academy's 'Handwriting Policy'.

Editing and Revising

- Learners edit and revise in purple pen and make use of the write a line, miss a line presentation strategy.
- Explicit and separate, teaching of the skills of editing and revising happens regularly. This can occur at the start of a lesson following a short burst write or encompass a whole lesson at the end of the end of unit outcome.
- During the first ten minutes of the lesson following a short burst piece of writing, learners are given the opportunity to edit and revise their writing. This can be in the form of self or peer assessment.