



Non-negotiables

Classroom Environment	<ul style="list-style-type: none">English resources displayed <i>and</i> on tabletops in classroom include:				
	<table><tr><th>Writing Resources: Pupils' Desks</th><th>Writing Resources: Teacher Display</th></tr><tr><td><ul style="list-style-type: none">Small Speed Sound ChartCommon Exception Words / Word ListSentence Accuracy Checkers</td><td><ul style="list-style-type: none">Handwriting upper and lower-case letters (letter join)Speed Sound ChartSentence Accuracy Checker (enlarged)Common Exception Words (EYFS - Y2)Common Exception Words & Y3/4 Word List Words (Y3/4)Y3/4 & Y5/6 Word List Words (Y5&6)Year group statutory key terminology for writing is displayed. These are referred to regularly by teachers and understood by childrenWriting Agreement & Writing Presentation Agreement referred to (enlarged)</td></tr></table>	Writing Resources: Pupils' Desks	Writing Resources: Teacher Display	<ul style="list-style-type: none">Small Speed Sound ChartCommon Exception Words / Word ListSentence Accuracy Checkers	<ul style="list-style-type: none">Handwriting upper and lower-case letters (letter join)Speed Sound ChartSentence Accuracy Checker (enlarged)Common Exception Words (EYFS - Y2)Common Exception Words & Y3/4 Word List Words (Y3/4)Y3/4 & Y5/6 Word List Words (Y5&6)Year group statutory key terminology for writing is displayed. These are referred to regularly by teachers and understood by childrenWriting Agreement & Writing Presentation Agreement referred to (enlarged)
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<ul style="list-style-type: none">Resources are well organised, clearly labelled and accessibleAll Teachers' writing around the classroom reflects year group expectations					
<table><tr><th>Working Wall</th></tr><tr><td><p>Working Wall demonstrates clear footprint of teaching:</p><ul style="list-style-type: none">Symbols for the teaching sequence: EYFS & Year One – Jump In, Look, Say and Plan, Say and Write Year Two – Year Six - Immerse, Analyse, Plan and WriteAnnotated Example Text (Enlarged)Modelled / Shared Writing that is edited by teacherEnlarged Writer's Knowledge on/near annotated Example TextVocabulary WorkEnlarged Teacher's PlanDaily Sentence AccuracyLanguage features that relate to the type of writing taking place<p>NB all teacher's writing is captured and displayed (as indicated by the pink Working Wall box on Lessons plans)</p></td></tr></table>	Working Wall	<p>Working Wall demonstrates clear footprint of teaching:</p> <ul style="list-style-type: none">Symbols for the teaching sequence: EYFS & Year One – Jump In, Look, Say and Plan, Say and Write Year Two – Year Six - Immerse, Analyse, Plan and WriteAnnotated Example Text (Enlarged)Modelled / Shared Writing that is edited by teacherEnlarged Writer's Knowledge on/near annotated Example TextVocabulary WorkEnlarged Teacher's PlanDaily Sentence AccuracyLanguage features that relate to the type of writing taking place <p>NB all teacher's writing is captured and displayed (as indicated by the pink Working Wall box on Lessons plans)</p>			
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Pupil Written Work	<ul style="list-style-type: none">Children write with a sharp pencil or pen using a correct pencil grip and postureChildren place a neat, ruled line through mistakesEdits from proof-reading, additions and corrections (shown by purple pen) are completed by the childrenRubbers are not used to erase evidence of the learning processWriting is legible and in-line with the year group standard and handwriting policy				
Feedback	<ul style="list-style-type: none">The feedback policy is adhered toSpelling corrections will reflect the children's growing subject skill and knowledge from their spelling programme (3-5 errors identified)*Spelling corrections are in line with growing Word List knowledge <i>and</i> previous learning not yet masteredLetter formations are corrected'Writer's Knowledge' across the school (Wise Owl is EYFS and Y1) is also used to provide feedback on the composition of writing*Teachers' knowledge of SEND children will inform the errors identified (3- 5 errors identified)				
Teacher's Role	<ul style="list-style-type: none">Demonstrate Daily Sentence Accuracy work accurately marking sentences in green (punctuation) and orange (grammar)Use Shared / Modelled writing for all Incidental WritesUse Shared / Modelled writing and the teacher's plan to demonstrate all elements of the main writing outcomesUse of 'writerly talk' is a prominent feature of all shared and modelled writingDemonstrate the editing processSentence Checkers are used for Daily Sentence Accuracy, Shared / Modelled Writing and Incidental Writes				



Writing Agreement

At Stockton Wood Primary School:

- I will have high ambitions for myself as a writer
- I will use resources around the room and on the table to help me write well
- I will always use our sentence checkers for Sentence Accuracy and paragraph work
- I will circle punctuation in green and underline grammar in orange for my sentence accuracy work
- I will use the Working Wall in all lessons to support my learning
- I will write with a sharp pencil or pen and sit correctly
- I will always have letters that sit on the line, with ascenders going up and descenders coming below
- I will always form my letters correctly starting and ending in the correct place
- I will always use spaces between my words
- I will always use full stops and capital letters
- I will rewrite spellings that my teacher has identified
- I will use Writer's Knowledge to help me with my writing
- I will reread my writing to make sure it makes sense
- I will use a ruler to draw a line through my mistakes
- I will edit my writing with a purple pen