

GLENCORSE PRIMARY SCHOOL

'A small school building big dreams'

WRITING PROCEDURES

At beginning of writing block: -

- Throughout the session all aspects of writing should be covered, with a different focus every block.
- At the beginning of a block of writing, the children should complete a piece of writing related to the focus for that block - Functional/Personal/Imaginative.
- P3-7 will be given Success Criteria (based on Midlothian writing rubrics).
- From assessment of this work, the teacher should concentrate L. I. on criteria not included/met by children in piece of writing.
- There should be one free piece of writing each term.

Writing should be taught over a 3 day period every week.

Day 1 (P3-7)

Lesson - Knowledge about Language

- Lesson will relate to criteria to be included in writing.
- Discuss Learning Intentions, display and discuss 'big picture'.
- With children, agree Success Criteria (e.g. from teacher modelling) and display.

Plan

- Short date should be written.
- Children should plan their writing - the type of plan (or whether any plan is required) may vary depending on type of writing or stage of child.

Day 2

Children write story

- Learning Intention and Success Criteria should be at the top of the page.
- Teacher and children should refer to L.I. and S.C. during writing and assessment.

Assessment

- Assessment can either be done on day 2 as the children are writing or on day 3. If done on day 2, 'Closing the gap' strategies must still be used (as described in day 3 below).

Day 3

Assessment P3-7

- Child should self assess their own work using S.C. - using **yellow** and **blue** pencils to highlight success and areas for improvement. Children should make any improvements required to meet S.C.
- Children should then pass their work to a partner for peer assessment. Work should be read and assessed using the S.C. Children should ✓ success criteria achieved and give 1 suggestion for improvement.
- Once corrections have been made, the teacher should assess the work - if possible, while the child is present.
- The teacher should use 'Closing the Gap' approach.
- **Highlight yellow** - Good Work/success criteria achieved.
- **Highlight Blue** - Needs improving with suggestions ie reminder, scaffold, example prompts.
- Children use assessment time to make improvement. Children should rewrite sentence they have improved.

P1-2

- Teacher will highlight success using **yellow**.
- Teacher will highlight sentence to be improved using **blue**.
- Closing the Gap assessment to start in P2 orally.

At end of writing block, all jotters will be assessed using Midlothian Rubrics. Moderation will then be carried out 3 times during the school session. Evidence of progression will be kept in class Writing Moderation folder. To ensure breadth, challenge and application, children should be given the opportunity to transfer writing skills to other curricular areas. At least 1 piece of writing to be moderated should come from another curricular area.

Spelling

- **P3-7** - Teacher will put blue dot above words to be corrected. Teacher will note mistakes, at back of jotters, when assessing - only words teacher would expect child to know.
- P4-7 - Maximum 5 spelling mistakes.
- P3 - Maximum 3 spelling mistakes.
- Children will write 3 times and correct in piece of writing

- **P2** - Immediate feedback on spelling - child will write word 3 times at back of their jotter.

