



WRITING TRACKER

Writing Culture Evaluation

Writing Planner

(Experiences & Outcomes; Benchmarks)

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Writing Culture Self-Evaluation

This evaluation is designed to encourage collegiate discussion and reflection on current writing practice within the school, and individual classrooms. It is a useful aid to identify action points on a termly basis, and review progress over the session.

WHOLE SCHOOL ISSUES

We regularly take part in local and national writing competitions, challenges, and events, such as National Poetry Day, Radio 2 500 Words, Scottish Book Trust, National Young Writers Awards etc.				
We have an after-school or lunchtime Writing Club, school newspaper or school blog.				
Our library has books that support and encourage writing such as how to write stories, poems and creative writing workbooks.				
At least once a year, all classes write a piece using the same stimulus/context/text type.				
We engage with authors, to inspire writing, through school visits and/or live internet talks.				
Moderation of writing takes place regularly, as a whole-school, cluster, or in stage groups.				
To provide consistency, we have simple whole-school guidelines for teaching common text types.				
We have a simple, whole-school marking code and policy and a school handwriting 'house-style'.				
All staff are involved with writing policies and developing resources. (distributive leadership)				
All children are provided with a 'Writing Journal', which may be as simple as a jotter (lined), to record ideas, make notes, and write freely.				
Children who are dyslexic, or struggle with spelling, receive high quality instruction and intervention through a high quality systematic synthetic phonics programme.				

TEACHING, LEARNING AND CLASSROOM ROUTINE

At least once a term, all children produce an extended, unsupported piece of writing for assessment/moderation purposes. (Ideally with a different Writing Style each term.)				
We celebrate, discuss and share our writing success and progress every week. (Spaghetti Chef of the Week, Masterchef, Star Writers, Rocket Writers, Star Chefs or similar.)				
We discuss, share and work on our next steps and feedback every week. This usually involves direct teaching, feedback and practice as a whole-class. (Supporting groups/individuals as necessary.)				
We have opportunities to write in Scots (and other languages and dialects as appropriate).				
I actively and directly teach spelling, punctuation and grammar, including sentence structure with deliberate practice. I use resources and programmes to support teaching as required.				
Spelling lessons are phonic-based. We do not use sight words or <i>Look, Cover, Write, Check</i> .				
Writing tasks are relevant, authentic & motivating, written for a real audience whenever possible.				
Writing tasks are embedded in curricular subjects/content, linked to reading and usually follow a whole-class reading lesson (Short Read) which illustrates text type/layout features, literary devices, and/or adds to our subject knowledge in another curricular area.				
Children have frequent opportunities to write freely, for pleasure, in their 'Writing Journal' or 'Busy Book'. (ERIC time, Golden Time, early finisher activity.)				
Children have occasional opportunities to choose the subject, purpose and format of their writing for the weekly extended Story Kitchen (Reflective Writing) session.				
Writing lessons follow a specific and consistent planning and writing routine each week.				
Classroom displays support the writing process e.g. Morphology Corner, Planning Plate, VCOP etc.				
I am aware of Cognitive Load Theory and its implications for teaching and learning in writing.				

TEACHER AS WRITER

I model being a writer. I also occasionally write alongside my class during the extended weekly writing session and share my efforts.				
I write and share my opinions on education, research and classroom practice using social media, blogs or forums.				
I write, or contribute to, school policies, resources, newsletters, handbooks etc.				
I write for pleasure in any genre: blog, reviews, letters, poetry, flash (short) fiction etc.				
My handwriting is neat and legible, both in jotters and in board work, whether printing or writing in our joined school-style.				
I have a confident grasp and knowledge of the grammar and punctuation required to teach writing effectively at any stage.				
I am skilled in using various software or apps to display writing effectively; combining layout and graphics as appropriate to the format e.g. word processing, presentation and desktop publishing programmes, social media, blogging platforms etc.				

EFFECTIVE WRITING (& READING) INSTRUCTION CHECKLIST

Our aim is to teach 100% of our children to read and write confidently, fluently and independently.	
All writing elements (Transcription, Self-Regulation & Text Generation) are addressed in our policies and teaching.	
We have a high quality phonics programme in place from P1/YR which also provides opportunities for teaching phonics and spelling (including phonemic awareness), vocabulary, fluency, comprehension and grammar.	
All of our teachers have been trained in phonics, regardless of which age/stage they work with.	
We teach the alphabetic code—the sounds/phonemes in our language and their corresponding letter/letters (spelling alternatives). We use alphabetic code charts or sound charts to support teaching and learning.	
We teach the skills of reading, writing and spelling including the sub-skills of decoding and blending for reading, oral segmenting and encoding for spelling, and handwriting.	
In the early years, we avoid premature grouping and differentiation, and instead focus on ‘keeping up’ rather than ‘catching up’. We provide extra support and ‘little and often’ practice for slower to learn children.	
The only strategy we teach children is phonics ‘all-the-way-through-the-word’ for reading and for spelling.	
We no longer use any of the following: sight words, (letter names), miscue analysis, multi-cueing or guessing.	
Children have opportunities to work independently and at their own pace, using paper-based resources as they practise reading, writing and spelling. (Materials for this should be provided with your phonics programme.)	
Phonics teaching continues up to the end of P7/Y6 for spelling.	
Spelling tasks are appropriate (start with a whole spoken word or picture) and avoid strategies that are wasteful of instruction time/focus on word shape/visual cues e.g. backwards spelling, Play-Doh, glitter bomb spelling etc.	
Spelling lists have a clear pattern or signal. They are not random or chosen from the curriculum. (vocabulary list!)	
We have shared the school’s approach to teaching reading & spelling with parents—and give clear and explicit advice about how they can best support their child, including an emphasis on reading to, and talking with, their children.	
Our classroom practice is fit for purpose. It focuses on the precise and necessary knowledge and skills required for reading and spelling. We are careful not to ‘lose the learning’ in the quest for engagement or active learning. Learning to become a writer is a rewarding and worthwhile journey in itself.	
All of the above takes place within a rich literacy environment that instils an appreciation/love of texts and reading in all its forms—whether for pleasure, leisure or learning.	

ENJOYMENT AND CHOICE

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. (LIT 0-01a, LIT 0-11a, LIT 0-20a)				
Writes for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts.				
Chooses writing activities during play, Golden Time, during ERIC time, or at home.				
Shows an interest in extended weekly writing lessons; participates in shared writing.				

TOOLS FOR WRITING

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. (ENG 0-12a, LIT 0-13a, LIT 0-21a)				
As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. (LIT 0-21b)				
Uses a normal-sized pencil with increasing control and confidence and a proper tripod grip.				
Writes words from left to right with finger spaces.				
Forms lowercase and uppercase letters (that have been taught so far) accurately.				
Handwriting (print) is developing well, is legible, and shows some awareness of sizing and positioning on writing line.				
Uses knowledge of the alphabetic code (letters and sounds) to write and spell.				
Is aware that lowercase and uppercase letters represent the same sound e.g. 'a' and 'A' are both /a/.				
Is able to segment words orally into sounds (phonemes) e.g. dish= /d/ /i/ /sh/ or cow= /k/ /ow/.				
Is able to write/print/select the correct grapheme/letter/letter group to spell sounds.				
Spells most words correctly, using alphabetic code knowledge covered so far.				
Makes a phonically plausible attempt at spelling words containing complex code knowledge.				
Can write in fully-formed sentences.				
Makes an attempt to use a capital letter and a full stop in at least one sentence.				

ORGANISING AND USING INFORMATION

Plans ideas/content/sentences and rehearses orally before writing.				
Gives written texts a simple structure/order.				
Is able to use simple organisational devices e.g. labels, lists, titles and headings.				
Reads own work back to check for sense, meaning and mistakes.				

CREATING TEXTS

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-26a) (from Organising and Using Information above)				
I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. (LIT 0-09b, LIT 0-31a)				
Re-tells (recounts) events, stories, or information from a simple non-fiction text.				
Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts. (<i>Narrative, Expository, Persuasive</i> writing styles)				
Writes to reflect own experiences and feelings using appropriate vocabulary (<i>Descriptive</i> writing)				
Shows awareness of basic story structure: beginning, middle, end.				

ENJOYMENT AND CHOICE

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. (LIT 1-20a, LIT 2-20a)

Creates texts selecting subject, purpose, format and resources for a range of purposes and audiences.

Enjoys 'free choice' writing tasks (as above) and can generate ideas independently.

Enjoys writing and participates in weekly writing lessons enthusiastically.

Chooses writing activities during play, Golden Time, during ERIC time, or at home.

TOOLS FOR WRITING

I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. (LIT 1-21a)

I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. (LIT 1-22a)

Throughout the writing process, I can check that my writing makes sense. (LIT 1-23a)

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. (LIT 1-24a)

Spells most commonly used words and most vocabulary used across the curriculum correctly.

Uses phonics 'all-the-way-through-the-word' (and oral segmenting if required) to identify sounds and match them to correct spellings; may use an Alphabetic Code Chart to support independence.

Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.

Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words. (May be online.)

Writes independently, punctuating most sentences accurately using: capital letters, full stops, question marks and exclamation marks.

Is beginning to use more complex punctuation e.g. commas, apostrophes etc.

Understands and uses all four sentence types: statement, question, exclamation, command.

Uses expanded noun phrases to describe and specify e.g. the blue butterfly.

Uses present and past tenses correctly, including the progressive form e.g. he is running.

Links sentences using common co-ordinating conjunctions e.g. and, or, but.

Links sentences using common sub-ordinating conjunctions e.g. when, if, that, because, so.

Starts sentences in a variety of ways to engage the reader e.g. with a *fronted adverbial** or a *conjunction*.

Is able to make and follow a useful plan of ideas and content before writing.

Reads frequently during writing to check that writing makes sense and meaning is clear.

Has correct pencil grip (tripod or froggy legs). Writing is neat, clear and legible.

Writes fluently in a print style; letters are correctly formed, positioned, and are appropriately sized.

Writes fluently in a joined style; letters are correctly formed, positioned, and are appropriately sized.

Presents writing (typing) in a clear and legible way using images and other features as appropriate.

Notes:

An **adverbial* is a category for words, phrases and clauses that function in the same way as an adverb. It can tell the reader when, how and where the verb is carried out. When used at the start of the sentence they are followed by a comma and are known as a *fronted adverbial* e.g. ***First, Then, Next, Finally, After school, Several days later, In the beginning,*** etc.

ORGANISING AND USING INFORMATION

I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. (LIT 1-25a)

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. (LIT 1-26a)

Throughout the writing process, I can check that my writing makes sense. (LIT 1-23a)

Routinely plans ideas, information and content as required for the text type/format before writing.

Makes notes (under headings) to help plan writing and uses them to create new texts.

Selects, organises and includes relevant information in written texts.

Organises writing in a logical order, using structure, paragraphs, headings, and titles, as appropriate to text type, audience and purpose.

Reads own writing to ensure it makes sense and to make small edits, improvements or corrections.

Responds to feedback from others (peers; teacher) to improve and edit writing.

CREATING TEXTS

I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. (LIT 1-28a, LIT 1-29a)

I can describe and share my experiences and how they made me feel. (ENG 1-30a)

Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. (ENG 1-31a)

Creates a variety of texts, in all **styles**, for different purposes and audiences, across the curriculum.

Can produce ideas and write independently, with confidence, creativity and flair.

Demonstrates an increasingly rich, wide-ranging vocabulary.

Is beginning to engage the reader through use of word choice and other **literary devices** e.g. simile, metaphor, alliteration and onomatopoeia.

In expository writing:

Uses a simple factual style, a formal tone and appropriate vocabulary to inform and explain.

Organises and presents information and ideas in a clear, logical way, as appropriate for the text type.

In persuasive writing:

Can express own point of view; may give simple reasons and/or evidence.

May attempt to use the language of debate. (because, however, consequently, in conclusion etc.)

In descriptive and personal writing:

Writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events.

Creates interesting characters through their feelings, actions, physical description, dialogue etc.

Creates settings with some descriptive detail, including adjectives and adverbs.

Is beginning to use imagery (see, hear, touch, taste, smell) to paint a picture for the reader.

In narrative writing:

Creates own texts, for example, stories, poems and plays, with recognisable features of genre.

Creates plots with clear structures, for example, suitable opening, build-up, problem/dilemma (conflict) resolution, and (satisfactory) ending.

ENJOYMENT AND CHOICE

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. (LIT 1-20a, LIT 2-20a)				
Creates texts regularly, for a range of purposes and audiences, selecting appropriate genre, form, structure and style.				
Enjoys 'free choice' writing tasks (as above) and can generate ideas independently.				
Enjoys writing and participates in weekly writing lessons enthusiastically.				
Chooses writing activities during play, Golden Time, during ERIC time, or at home.				
Maintains a writing notebook, diary, journal, blog, YouTube channel or similar at home.				

TOOLS FOR WRITING

I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. (LIT 2-21a)				
In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. (LIT 2-22a)				
Throughout the writing process, I can check that my writing makes sense and meets its purpose. (LIT 2-23a)				
I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. (LIT 2-24a)				
Spells accurately using knowledge of word structure, phonics, spelling patterns, prefixes, suffixes, root words, morphology and etymology for both familiar and unfamiliar words.				
Uses dictionary, thesaurus, Alphabetic Code Chart or other reference sources (may be online) to help spell unfamiliar words.				
Punctuates accurately using: capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks, apostrophes, brackets, colons, semi-colons, hyphens, ellipsis etc.				
Can use, punctuate and lay out direct speech correctly e.g. The zoo keeper shouted, "Catch it!" or 'It was my favourite snake,' he sniffed. (also new speaker, new line)				
Uses sentences of different lengths and <i>types</i> : statement, question, exclamation, command.				
Starts sentences in a variety of ways to engage the reader e.g. with a <i>fronted adverbial</i> , followed by a comma e.g. Fortunately , the tiger was asleep—or a <i>conjunction</i> . (Openers)				
Uses a wide range of linking devices to build <i>cohesion</i> within texts and across paragraphs e.g.				
<i>Co-ordinating conjunctions</i> e.g. <u>nor, or, so, yet, for, and,</u> and <u>but</u> . (mnemonic: nosy fab)				
<i>Sub-ordinating conjunctions</i> e.g. <u>after, although, as, because, before, even if, even though, if, in order that, once, provided that, rather than, since, so that, than, that, though, unless, until, when, whenever, where, whereas, wherever, whether, while,</u> and <u>why</u> .				
<i>Adverbs</i> (can modify verbs, adjectives & other adverbs) e.g. The lion <u>soon</u> started snoring <u>loudly</u> . That visit was <u>really</u> exciting! We don't get to chase animals <u>very</u> often.				
<i>Adverbials of time</i> e.g. <u>later, in the beginning</u> ; place e.g. <u>nearby</u> , and number e.g. <u>secondly</u>				
<i>Adverbial phrases</i> e.g. <u>on the other hand, in contrast, as a consequence</u>				
<i>Expanded noun phrases</i> e.g. 'the zoo keeper' is expanded to: 'the <u>lazy</u> zoo keeper <u>with curly hair</u> '				
<i>Preposition phrases</i> e.g. The snake went <u>up the stairs</u> . Sam hid <u>behind the cage</u> .				
Handwriting (typing) is fluent, speedy, neat and legible in a joined style. (Or printed style as appropriate to task e.g. labelling a diagram.)				

ORGANISING AND USING INFORMATION

I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. I recognise the need to acknowledge my sources and can do this appropriately.

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (LIT 2-26a)

Independently plans ideas, information & content as required for the text type/format before writing.				
Selects, organises and includes relevant information, from a variety of sources, in written texts.				
Uses notes and/or other sources to develop thinking and create new texts, in own words.				
Acknowledges sources making clear where the information came from. (references; bibliography)				
Organises writing in a logical order, using structure, paragraphs, titles, captions, labels, headings, sub-headings and underlining, as appropriate to text type, audience and purpose.				
Reads own (or others') writing to ensure it makes sense and to edit, improve and correct work.				
Responds proactively to feedback from others (peers; teacher) to improve and edit writing.				

CREATING TEXTS

I am learning to use language and style in a way which engages and/or influences my reader. (ENG 2-27a)

I can convey information, describe events, explain processes or combine ideas in different ways. (LIT 2-28a)

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. (LIT 2-29a)

As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. (ENG 2-30a)

Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays

Creates a variety of texts, in all styles , for different purposes and audiences, across the curriculum.				
Word choice demonstrates use of an appropriate, ambitious, rich, wide-ranging vocabulary.				
Engages the reader through use of word choice and full range of literary devices .				
In expository writing:				
Uses a factual style, a formal tone and appropriate vocabulary to inform and explain.				
Includes an introduction, topic sentences, (paragraphing) and conclusion as appropriate.				
In persuasive writing:				
Presents relevant ideas/arguments with supporting detail or evidence, to convey view point/points.				
Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions, language of debate, and/or emotive language.				
Includes an introduction, topic sentences, (paragraphing) and conclusion as appropriate.				
In descriptive and personal writing:				
Writes about personal experiences, describing feelings, thoughts and events in detail.				
Creates interesting characters through their feelings, actions and physical description.				
Creates settings with attention to descriptive detail and atmosphere, including adjectives & adverbs.				
Uses imagery (see, hear, touch, taste, smell) to paint a picture for the reader.				
In narrative writing:				
Creates short stories (including dialogue), poems and plays, with recognisable features of genre.				
Creates plots with clear structures, for example, suitable opening, conflict, turning point/climax, resolution and/or satisfactory ending.				