
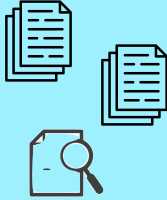






Appendix 1
The writing process

	Purpose	Task examples
<p style="text-align: center;">Engage (Purpose, audience, hook)</p> 	<ul style="list-style-type: none"> Engage children through a launch activity Identify purpose of writing and share outcome Identify authentic audience 	<ul style="list-style-type: none"> Complete launch activity: trip, drama, high quality text, video stimulus etc. Share purpose of outcome with children and the audience they will be writing to Create success criteria using expanded box method, which relates criteria to intended effect on reader Map out the writing journey over the unit so that children are clear how their skills will develop
<p style="text-align: center;">Discover (saturate & deconstruct)</p> 	<ul style="list-style-type: none"> Immerse children in a range of high quality texts that exemplify the purpose of the writing and provide an expert knowledge of the subject Analyse texts by exploring the organisation, text and language features 	<ul style="list-style-type: none"> Through shared reading, provide children with high quality extracts that exemplify the purpose of their writing project Through shared reading and topic, develop background knowledge to encourage expert understanding of the subject Read as writers and explore a range of texts that exemplify the criteria they will be using Research and make notes to develop subject knowledge using encyclopaedias, iPads, and laptops Taught vocabulary lessons Explore content through film and drama Make word banks / develop vocabulary walls Box-up texts to show structure and summarise important information Explore layout and organisation of exemplar texts Compare and contrast extracts to analyse authorial intent and identify similarities/differences Add features to working walls / exemplification of success criteria
<p style="text-align: center;">Dabble (grammar & authorial techniques)</p> 	<ul style="list-style-type: none"> Rehearse ideas through short, focussed activities: experiment, choose, practise and play with the language features 	<ul style="list-style-type: none"> Use 4 sentence activities referred to in The Writing Revolution that develop sentence understanding: scrambled sentences, sentence types, fragments, correcting run-ons Use 5 sentence activities referred to in The Writing Revolution that develops sentence construction: because/but/so, subordinate clauses, appositives, sentence combining, sentence expansion Short, focussed activities that allow children to practise using the features identified in the success criteria Vocabulary sessions Grammar taught in context
<p style="text-align: center;">Compose (plan)</p> 	<ul style="list-style-type: none"> Outline organisation of main ideas Create a boxed plan of paragraphs Plan introductions, conclusions and topic sentences 	<ul style="list-style-type: none"> Create outline of text structure using story mountain (narrative) or writing skeleton (non-fiction) Practise organising ideas within paragraphs Write ideas as notes into a boxed-up plan Write introduction and conclusion using 'The Writing Revolution's' three sentence activity Write topic sentences for paragraphs
<p style="text-align: center;">Compose (draft)</p> 	<ul style="list-style-type: none"> Draft ideas after sufficient modelling and worked examples provided through shared and guided writing 	<ul style="list-style-type: none"> Cold write paragraphs Shared and guided write paragraphs to model key features Model converting main ideas from boxed-up plan into expanded sentences to make paragraphs Children given opportunity to draft their paragraphs Shared and guided write paragraphs to model key features Model converting main ideas from boxed-up plan into expanded sentences to make paragraphs Children given opportunity to draft their paragraphs
<p style="text-align: center;">Evaluate (revise & edit)</p> 	<ul style="list-style-type: none"> Revise to improve the way the writing sounds: expanded sentences, remove information, substitute words and phrases or change the order of information. Edit to improve the way the writing looks: adding capital letters and punctuation and checking their spelling 	<ul style="list-style-type: none"> Use ARMS to focus children on revising their writing – add, remove, move and Substitute Use COPS to focus children on editing their writing – capitalisation, organisation, missing punctuation and spellings Provide opportunity for children to edit and revise e.g. improvement flaps, tracing paper over draft, photocopied draft, coloured pens, highlighters etc. Opportunities to peer assess work Respond to feedback from peers and adults.

Appendix 2 Daily 'Do Now' - Whole School SPaG Starter System Overview

In addition to grammar dabbles embedded within the writing sequence, children take part in a daily '**Do Now**' which takes no more than 15 minutes. Our 'Do Now' to embed SPaG knowledge and skills follows to following progression:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wk 1	Capital letters at the start of sentences	Add capital letters and full stops	Correct capital letters	CL and FS	CL and FS	CL and FS including run on sentences
Wk 2	CL at beginning and FS at end of sentence(not including names or I)	Identify whether each sentence is the is the past or present	A or an	Was or were	Underline the relative pronoun (who, which, where, when, whose, that)	Question, statement, command, exclamation
Wk 3	Capital letters for names	Identify the nouns	Add in correct conjunction (when, before, after, while, so, because)	Did or done	Add in the missing commas to show parenthesis	Standard English (them/ those, good/ well, did/ done, was/ were)
Wk 4	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Wk 5	Combine words to make sentences	Choose . ? ! to end sentences	Forming the past tense	Saw or seen	Underline the relative clause in each sentence	Identify the subject and the object in sentences
Wk 6	Capital letters for days of the week	Identify the adjectives	Change simple past to present perfect	Add in commas after fronted adverbials	Add in the missing brackets to show parenthesis	Write a synonym and an antonym for each word
Wk 7	Joining words with and	Circle two words that need a capital letter	Add in correct preposition (before, after, during, in, at on)	Identify the expanded noun phrase	Add in commas to change meaning	Circle two words that are synonyms of each other
Wk 8	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Wk 9	Question marks for questions	Identify Statement, question, exclamation, command	Add in inverted commas	Add in expanded noun phrase	Add in the missing dashes to show parenthesis	Change sentence from active to passive
Wk 10	Identify nouns	Change from simple present to simple past	Identify the conjunctions	Add in comma to speech punctuation	Circle the modal verb in each sentence	Add a semi-colon in to this sentence
Wk 11	Adding s for plurals	Add the correct word in co-ordination (and, or, but)	Simple past or present perfect?	Add in fronted adverbials	Choose which suffix (ate, ise, ify)	Add a colon in to this sentence
Wk 12	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Wk 13	Adding suffixes where no change is needed (ing)	Change to past progressive	Underline the coordinating conjunctions in each sentence	Replace underlined word with pronoun	Speech punctuation	Change sentence from passive to active
Wk 14	Capital letters for months of the year	Add the correct word in (when, if, that, because)	Underline the subordinating conjunctions in each sentence	Move adverbial to start of sentence	Adjective or adverb? The spring garden looks lovely. The clothes are folded neatly.	Add a dash into this sentence
Wk 15	Adding es for plurals	Identify the verbs	Underline the prepositions in each sentence.	Add in speech punctuation	Complete the sentence with a relative clause.	Is this sentence active or passive?
Wk 16	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wk 17	Adding suffixes where no change is needed (ed)	Change to present progressive	Underline the adverbs (including then, next, soon)	identify determiners	Word class of the underlined word (covering all)	Add colons and semi-colons in to list
Wk 18	Exclamation marks and question marks	Identify Statement, question, exclamation, command	Word class of underline word (noun, verb, adverb, adjective, preposition, conjunction)	Complete each sentence with a possessive pronoun	Choose the correct prefix for these words (dis, de, mis)	Formal or informal?
Wk 19	Combine words to make question	Identify the adverbs	Underline the subordinate clause	apostrophes for singular possession	Identify verb form (past/ present/ perfect/ progressive)	Add in hyphens
Wk 20	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Wk 21	Adding suffixes where no change is needed (er)	What word class is the underlined word? (adjectives, nouns, verbs, adverb)	Underline the main clause	apostrophes for plural possession	Change verbs to past perfect progressive	Changing tenses
Wk 22	Adding s or es for plurals	Add a suffix to the underlined word to change it to an adverb	Is the main or the subordinate clause underlined?	past perfect or present perfect	Change verbs to present perfect progressive	Identify whether underlined word is used as a verb or a noun
Wk 23	Capital letters for I and names	Rearrange words to make a question	Apostrophes for singular possession	word class of underlined words (noun, verb, adverb, adjective, preposition, conjunction, determiner, pronoun)	Underline word classes (covering all)	Identify whether underlined word is used as an adjective or adverb
Wk 24	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Wk 25	CL and FS (including names)	Apostrophes for possession.	Apostrophes for contraction	apostrophes for singular or plural possession	Underline the subordinate clause in each sentence (including relative clauses)	Write sentence using words as a noun and as a verb
Wk 26	Add un to change meaning of verbs	Commas in a list	Add in inverted commas	Correct speech punctuation mistakes	Apostrophes for plural possession	Word class of underlined words (all covered)
Wk 27	Separate words with spaces	Tick to show whether each noun is singular or plural	Change simple past to past perfect	plural or possessive s. Add in apostrophes	Speech punctuation	Identify verb form (all covered)
Wk 28	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Wk 29	CL and FS (including days and months)	Apostrophes for contraction	Word families	Change verbs to past perfect and present perfect	Decide whether the main or subordinate clause is underlined (including relative clauses)	Main or subordinate clause underlined
Wk 30	Joining clauses using and	Add ness or ment to form nouns (kind, enjoy, tired)	Word class of underline word (noun, verb, adverb, adjective, preposition, conjunction)	Word class of underline word (noun, verb, adverb, adjective, preposition, conjunction, determiner, pronoun)	Apostrophes for singular and plural possession	Contractions and expanded form
Wk 31	Add un to change meaning of words	Underline the expanded noun phrase	Prefixes –dis, -mis, -in	add in missing speech punctuation	Identify verb form (inc. perfect progressive forms)	Circle the different word classes
Wk 32	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Wk 33	Capital letters (including names, I, days and months)	Add ful and less to form adjectives	Using –ly to change an adjective to an adverb	verb inflections (mix)	All missing apostrophes	Insert missing punctuation into sentence

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wk 34	FS ? or !	Insert apostrophes (contraction and possession)	Prefixes –in, -il, -im, -ir	Using a and an	Standard English (verb inflections)	Word families
Wk 35	Adding suffixes where no change is needed (ing, ed, er)	Circle one word to show that the sentence is in the past tense	Simple past or past perfect	apostrophes for singular or plural possession	Add in missing punctuation (all covered)	Phrases or clauses?
Wk 36	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks