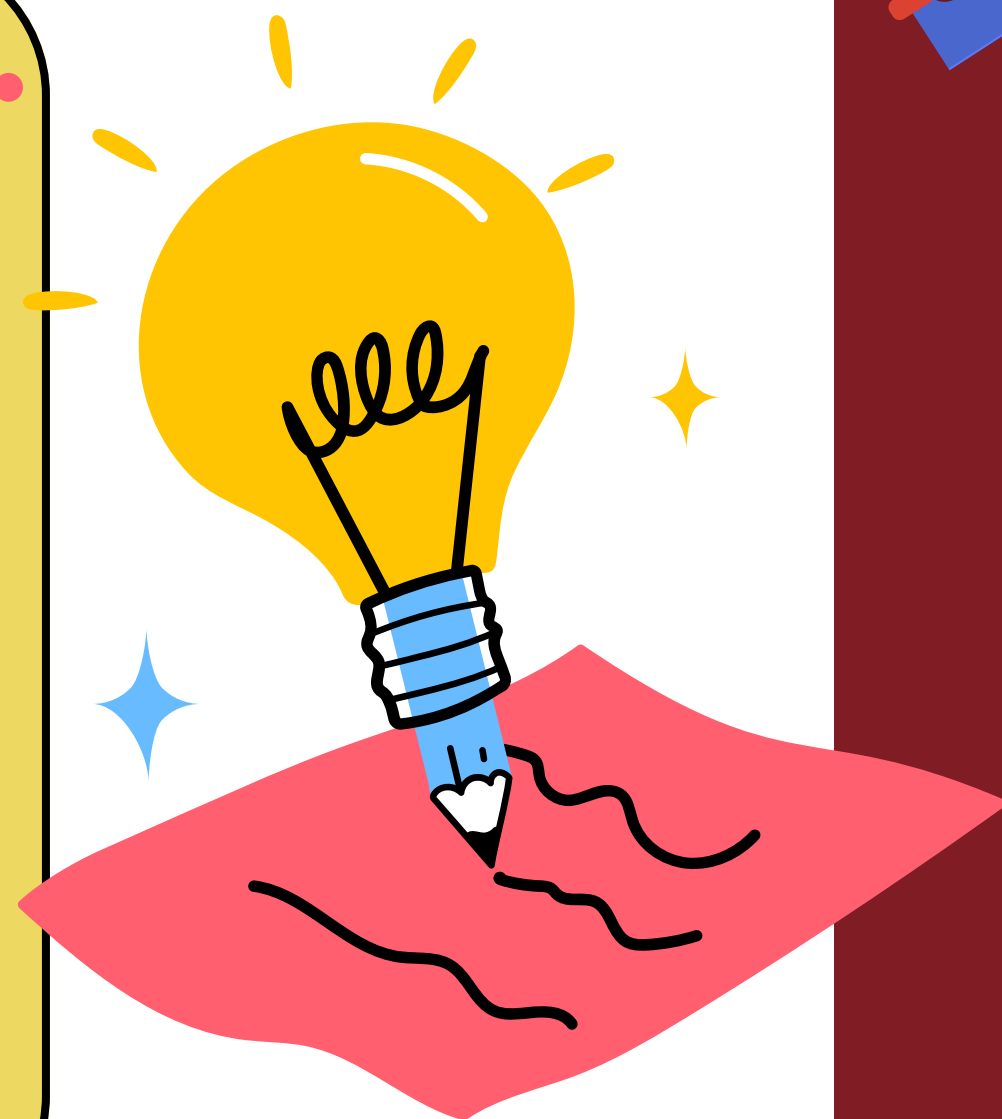


EXPECTATIONS IN WRITING

All children

- Have access to an engaging learning journey that is driven by a rich stimulus
- Know the intended purpose, audience, form and outcome for the learning journey
- Understand the intended learning for each sessions and how it fits into the learning journey
- Can access the learning through differentiated and skilfully planned learning tasks
- Have opportunities to practice their oracy skills within every lesson
- Are checked in on regularly through assessment for learning opportunities
- Are supported via adults, classroom resources and prompts
- Are supported, moved on and challenged through the use of flexible grouping and skilfully planned task design.
- See high quality modelling from the teacher so they understand the expectations



Some children

- Work with an adult for specific intervention
- Use verbal and written scaffolds to support their writing
- Use resources to help them construct sentences
- Have pre-teaching of new vocabulary
- Have visual prompts to support their understanding of new concepts
- Have clear steps for success to help them understand expectations
- Have access to differentiated learning tasks that have been adapted to match the academic year group they are working within
- Are still exposed to opportunities to regularly write
- Participate in purposeful oracy activities before writing



Specific children

- Have a learning journey that has been adapted to ensure children are working within their academic ability
- Have an adapted outcome that allows them to be successful and is Intune to their personal interests
- Have access to tailored resources that are in line with their own targets
- Are supported by the adults in the classroom, including the teacher
- Have clear models and guides to work from
- Learning is broken down into chunks to ensure there is no cognitive overload and allowing them time to reset.
- Learning intentions are repeated and revisited to ensure consolidation

