



ENGLISH

LESSON EXPECTATIONS

2032-24

WRITING & GPS 2023-24

Between 1-2 lines of handwriting at the start of each lesson (spelling words or word list)

4 lessons per week (including relevant GPS activity)

Spelling skills taught each week and assessed using agreed test format

Following new curriculum

Dictation, including spelling word lists and applying GPS skills

Mastery approach – differentiated through support, scaffolds and outcomes

WRITING & GPS 2023-24

Continuing with Bic pens for all lessons* and black biro for marking and editing

'Mini writes' incorporated into writing journeys for opportunities to embed taught skills

GPS activities in context where possible (e.g. extracts or examples from the focus text)

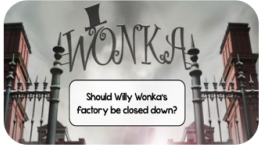
New writing assessment grids and assessment schedule

Greater focus on audience and purpose – included in books as part of journey

English working walls – not just wallpaper

MODELLED PRACTICE

Audience and purpose to receive greater focus – listed on writing checklists in books



Genre: Discussion text (balanced argument)

Audience: adults in the local area around the chocolate factory

Purpose: to inform – to present both sides of a discussion

How will I know if I have done this?
The reader will hear both sides of the argument and then be able to make their own decision at the end

Question and opening statement to introduce the issue	
Paragraphs for arguments for and against	
Third person – she, he, they, him, his, her, hers, its, their	
Subordinating conjunctions – because, when, until, as, if, while	
Impersonal voice: people say... it is said...	
Formal tone & technical vocabulary: debate, discussion, present, agree, believe, evidence	
Fronted adverbials/sentence openers to engage the reader – for this reason, recently, one of the main arguments, some people think that, many people...	
Conclusion – summary and opinion	

Do your instructions include the following features?			
Heading and subheadings		Subordinating conjunctions	
Simple introduction		Prepositions	
Lists for what is needed		Layout (bullet points, numbers, etc.)	
Method – steps in chronological order		Words from the Y3&4 spelling list	
Imperative verbs		Technical vocabulary	
Adverbs of manner and time		Conclusion – talk to the reader	

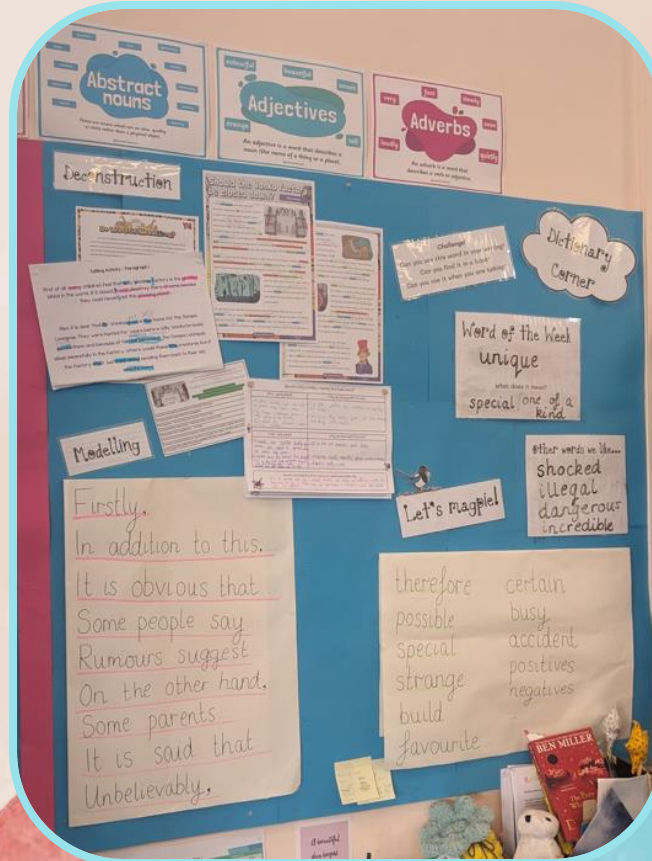
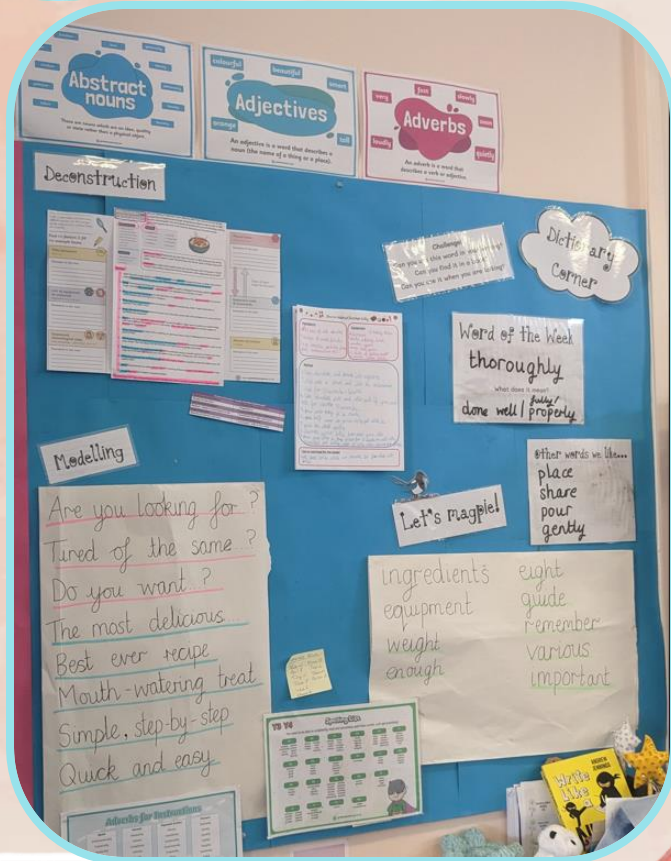
Audience: children aged 7–11

Purpose: to instruct children on how to safely make their own chocolate lollipop

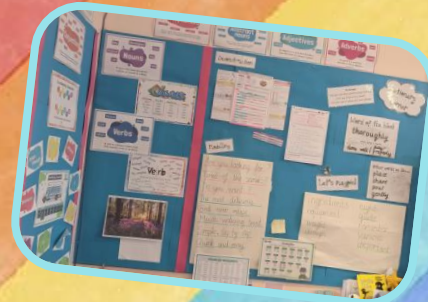
How will I know I have achieved this?

The reader will be able to follow my steps to successfully make a chocolate lolly.

MODELLED PRACTICE



English working walls –
not just wallpaper!



But, can still include
definitions posters!