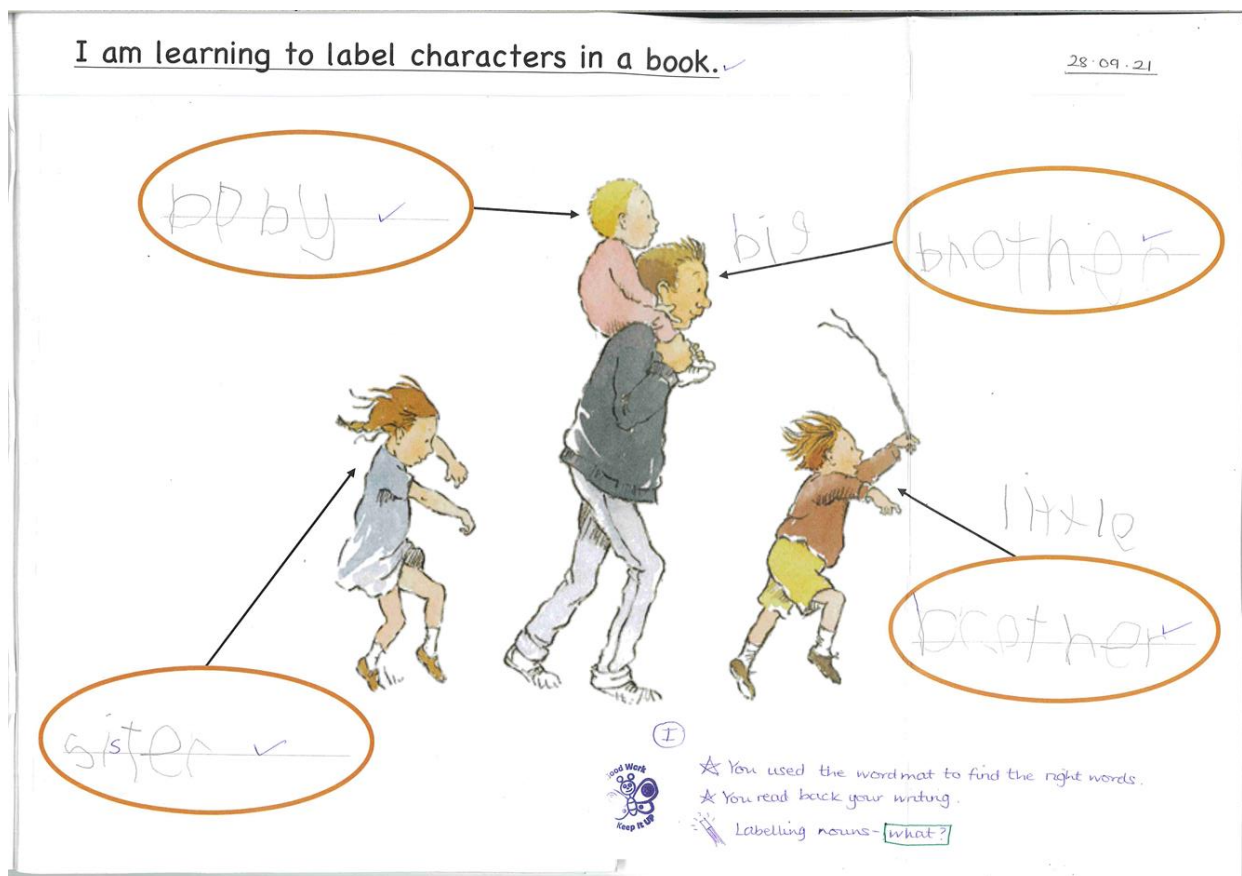


Year one: beginning to build up a sight vocabulary and starting to use shape coding. Pupils start by learning (who) using sign graphics for support.



Year 1 pupil: starting to develop understanding of shape coding who, what doing and what.

I am learning to write a sentence using nouns and verbs, 'who likes what'. Monday 15th November 2021

Implementing the Alphabet

Lester likes cereal.

Little one likes honey.

Laura likes egg.

(WS) You looked at the picture in the book to help you complete the sentences.
 You found the correct signed graphics and wrote the sentences with some support then read them back.
 Move sentence writing.

Year 1: pupils start to apply shape coding in different contexts

Wednesday 6th October 2021 (WS)

I am learning to re-tell 'Going on a Bear Hunt' story using simple 'who' 'doing' what' sentences.

binds fly (own idea) sky.

little sister walk sticks.

little sister carry stick.

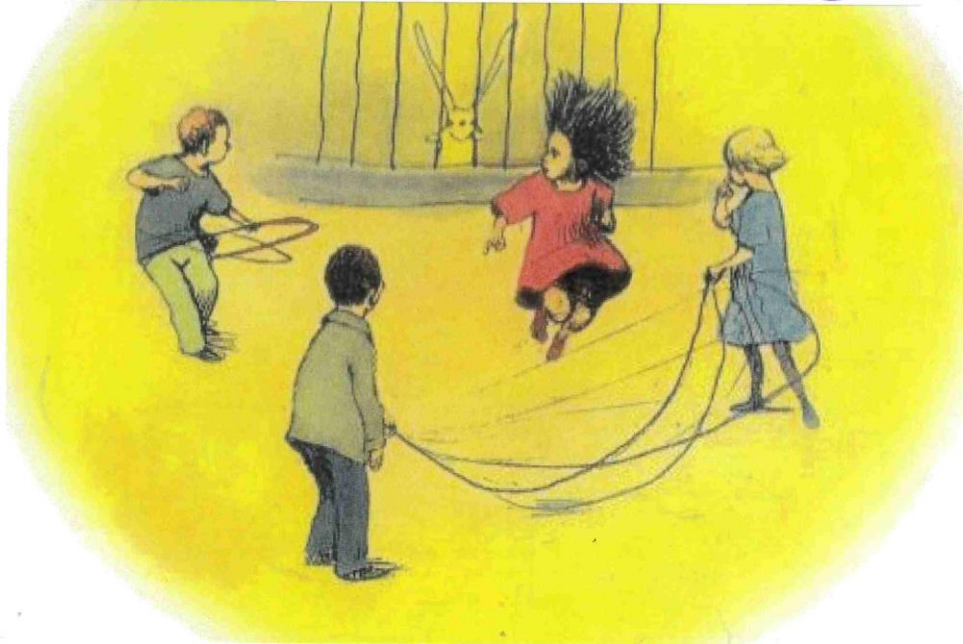
Year 1 pupils beginning to write more independently but still using the shape coding on the board to structure writing.



Friday 12th November 2021

I am learning to describe a scene from a story.

(I)



The bay jumping (ws)
 The Pein boy Amnes stepping
 The Rend children Drswm jumping
 The Beegu Look Rend children
 The Beegu . NaPd . happy

Year 1 pupils learn to write in different genre. Reading high quality books is used as a stimulus for

Lost!

Name of alien:



Haesa

What planet:

Earth



Last seen:

yesterday



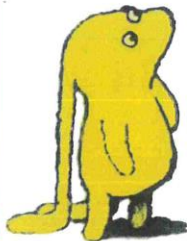
If found, please contact:

Description:



Naughty

Green



Grey




Shocked

Orange


writing.

Year 2 pupils increasing the range of shape-coded words they can use. Expectations regarding writing expectations made explicit. Additional support and scaffolding given for pupils who need it.

I am learning Wednesday 13th October 2021

 to use when to write a diary


Diary of an octopus





Morning: Wake up


Afternoon: ate fish


I am learning Friday 10th December 2021


 to use prepositions



read




tall


C


is


the

The elf 

 is between  the

tree

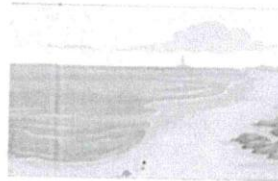
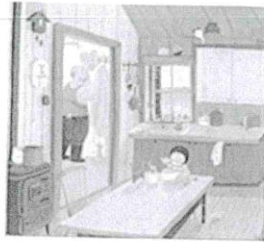
and

Octopus

Year 2: pupils becoming increasingly independent as writers.

I am learning to retell a story in my own words.

1.10.21



Noi lived with his dad with his
six cats by the sea. Noi went to
breakfast. Noi's dad went to fishing
Noi watched the window. Noi went to sleep.
Noi's dad went to home. Dad went to sleep
one night storm and raged

★ You were able to re-tell the story in your
own words.

★ You used capital letters + full stops in the
right place.

Year 2 pupil: Pupils are taught handwriting using the Penpals programme and increasingly begin to use joined up writing. Feedback given by teacher using '2 stars and a wish'.

19.10.21



I am learning to write a letter from the perspective of a character.

Pretend you are the snail, write to the snail flock to tell them where you have been and what you have seen.

Dear Snail flock

I have seen wonderful things. I saw
seals, penguins, fish and icebergs. I saw
monkeys, turtle, parrot and bird. I saw
fiery mountains, dolphin and golden sands.
I felt happy. ~~It~~ amazing I enjoy. from
tiny snail

★ You wrote from the snail's perspective

★ You used commas in lists.

✎ spelling to learn → dolphin.

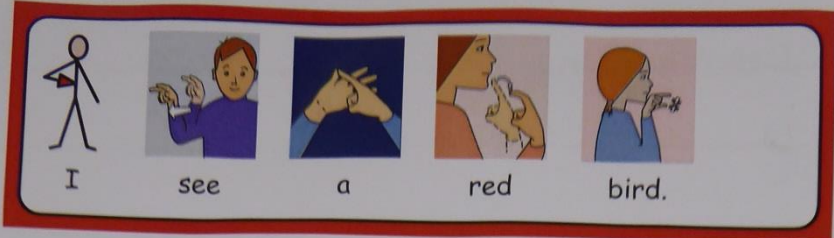
Example of year 3 independent, unassisted writing.


I am learning to retell a story in my own words.



Once upon a time a younger girl called is Cinderella. A two sister is very Cruel, they two sister called is Grimella and Griselda sister. "You are ~~lola~~ very very ~~badly~~ work," said Grimella. "You are horried work clean a subject," said Griselda. Then left minate few, then suddenly, stepmother came in met a Griselda and Grimella. Stepmother are soo excited beacuse she's letter is Ball for Christmas. She tap Grimella and Griselda. Grimella and Griselda is happiest beacuse they will went a Ball Christmas. "But I has Problem beacuse I not have very posh dress," said Griselda. "Aww that is fine beacuse can be test first, that will be fine," said Grimella. They went the outfit room. They gazed perfect dress, she take Green dress that dress like lime green with lemon spots on the dress's Griselda body. Grimella's dress is blue with gold spots.

Example of year 3 pupil needing more support and structure. Annotations S and I indicate supported or independent.





I see a Black

I see a gold fish. ✓ (S)

I see a blue horse. ✓ (S)

I see a purple cat. (I)

I see a white dog. (I)

I see a yellow ack. (I)

I see a green frog. (I)

Year 4 pupil showing teacher comments .

13/11

★ Adjectives used well.

I am learning to write an interesting description using adjectives.

Imagine a lion. Write a description of the lion using adjectives to make it interesting.

★ This is an excellent description including more information about the lion

The most dangerous lion ever has strong sharp teeth which can bite and killed others and also he have^s most warm, furry mane and he have^s long vision sharp eye like there are an ancient in 16 meters far he can see it like an Eagle and his long, swisted tail and his scary, sound eye also he has big, fat paws.

has is present so we use present tense verbs bite and kill.

Can you finish it?

Friday 3rd December
I am learning to write my story using
descriptive language

Once upon a time there was a traveller called
Sinbad the Sailor. One day he found a mysterious
paper come from the mailbox. Once he opened it
he realised he found a map leading to a treasure.
So he hopped on his private boat. And sailed to the
desert.

When Sinbad arrived his eyes were gold as a sun
in the hot dry desert. Sinbad walked through
the desert and he walked far far away from the
boat and when he stops walking he turned around
and realised he left his map in his private
boat.

His throat dry, and Sinbad called for help and
nobody answered Sinbad got nervous and hiked through
the hot dry desert in the distance he saw something
colourful buried it was stripy hot-air balloon. The sun
was shiny and bright and Sinbad was burning red.

The hot-air - balloon took off like a airplane.
Sinbad and his dog were relaxing in the hot-air balloon
like a spa. Sinbad realised that his shadow was gone.
When he looked up he saw a huge bird called a roc.
It was flying towards them. the wingspan is as huge as a
hot-air-balloon. * Called a roc he was terrified.
The roc popped the hot-air balloon Sinbad and his dog
fell into the deep sea.

* the roc's eyes are small dark caves tunnel and
the roc's wings are huge as a school.

Year 4 pupil with delayed language and some needs in addition to deafness— showing the drafting process. Writing based on a wordless book.

I am learning to ~~about~~ my diary ~~parenting~~ / I am
learning to organise my writing into paragraphs.

20.1.22

Dear Diary, I woke up and I went to the work
to the Police Station. Mr Brown called me. He said
lot of Lily pads in the town. I felt shocked
because lot of Lily pads on the ground.

I went to the ~~crime~~ crime scene.
I spoke Mr Brown. He told me
Mr Brown said I saw
frogs flying outside my window.
I was shocked. I was eating a
strawberry jam sandwich and drinking milk.
I went have a look. I saw the frog was
flying in my blanket.

~~I pick~~ I picked up the Lily pad. It
felt slimy ~~to~~ and wet. I felt worried
I want to catch the frog.

I went to my house talk to my friend.

Dear Diary, I woke up and I went to the work
to the Police Station. Mr Brown called me. He said
lot of Lily pads in the town. I felt shocked
because lot of Lily pads on the ground.

I went to the ~~crime~~ crime scene.
I spoke to Mr Brown. He told me
Mr Brown said I saw
frogs flying outside my window.
I was shocked. I was eating a
strawberry jam sandwich and drinking milk.
I went to have a look. I saw the frog was
flying in my blanket.

~~I pick~~ I picked up the Lily pad. It
felt slimy ~~to~~ and wet. I felt worried
I want to catch the frog.

I went to my house ~~talk~~ and talk to my friend.

Year 5 independent work engaging with classic text (in this case The Highwayman to answer comprehension questions and to consider character's opinions

Monday 10th January 2022 10/1/22

I am learning to answer question about the highwayman

1. What time of day did the highwayman arrive at the inn?
At midnight
The highwayman arrived at midnight.
2. What weapons was he carrying?
Highwayman was carrying pistol bullets and paper.
3. How did he let the landlord's daughter know he was there?
The Highwayman whistled to window.
4. What was the landlord's daughter called?
Her name was Bess.
5. Who was listening secretly?
Tim the ostler was listening.
That was his job at the inn.
Tim the ostler work is looking careing horse.
7. How did he betray the lovers?
Tim told the soldier to come.
8. Who were the redcoats?
One soldier or many?
The redcoat were soldier.

OPINION



Bess, the landlord's daughter

I love the highway man
I hope he like me truck
but what he like other
girl I am very very
worried he might be
died from
soldiers.



Tim, the ostler

I am very je green
with jealous why bess don't
love me, she love highwayman
I look handsome he don't
Just why I will
call the soldiers to
caught highway man
and Bess will be
mine forever



King George's soldiers,
the redcoats

I think highway man
Said said & said
must be in prison
because he keeping
stealing money
Bess ~~should~~
must go to prison
also because
he is working
with highway man.

Example of Year 6 writing first draft showing pupil annotations in green as part of the drafting process.

13/4/21

I am learning to write in the role of a character.

Hi, my name is Tai saki. I'm from Pakistan but I ~~just~~ ^{escaped, and fled to} ~~just~~ ^{England}
There was a terrible war going on and rules were really strict. ~~There~~ ^{my}
~~and my family~~ ^{myself and me} were starving. We lived in a small, rusty wooden
shack, there was barely ^{any} space for one person but all 7 of us lived there,
me, my brother, my baby sister, my parents, my ~~great~~ ^{grandparents} ~~parents~~. My ~~great~~ ^{grand}
~~parents~~ were terribly sick and we couldn't afford ~~to~~ ^{any} medication.
We didn't even have a penny. I was 8 when it happened. My ~~other~~ ^{brother}
stole a loaf of bread because we were going to die from ~~hunger~~ ^{starvation}.
My brother got caught and the evil government commanded that he
and his family should be killed instantly.

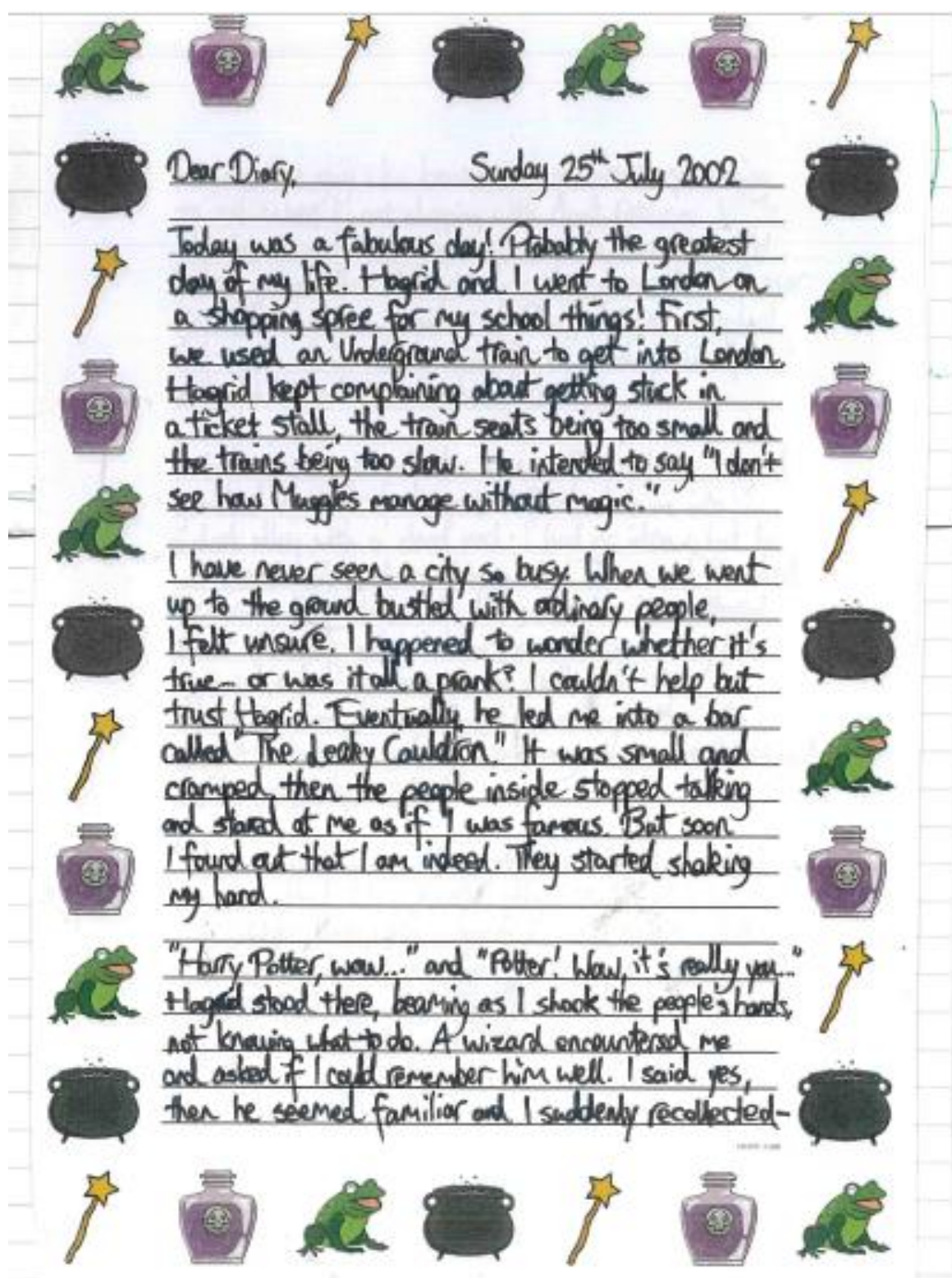
^{The soldiers}

They came to our home and started shooting my family in front
of me, there was blood everywhere and everyone's almost dead but
my mum told me that I should run, I should save ~~myself~~ ^{myself} ~~myself~~
myself before it's too late. So I dashed but a soldier shot
my back, it was really painful but I managed to ignore it until
I ran to the next village. ~~and~~ ^{almost} everything was bombed except
some few houses so I knocked on a house that had its roof
to damaged.

An old lady answered and she could see I was in pain because I
was covered in blood so she offered me some bandage and ~~put~~ ^{put} then
on. Suddenly the doors burst open and there standing was the
same soldiers that I saw before. They tried to grab me but I
~~so~~ escaped again. I knew I wasn't safe in a village so I ran and
ran until I found a cave. I decided that it would be a good idea
to stay there before getting to another country. ~~I~~

I stayed in the cave for a month, I ate maggots and grubs from
the rice. I decided that it was time to flee so I made a wooden
~~boat~~ ^{raft} and sailed for months before arriving ^{England}. I didn't speak English
so I was really confused and I was only ~~at~~ ^{at} the time I arrived but ~~when~~
I got adopted by a nice family and they put me in school so I could learn English.

Example of Year 6 pupil's writing (final draft) age appropriate levels.



Example of Year 6 Deaf pupil with needs in addition to deafness: Independent writing initially (black pen) with teacher annotations in purple, done in discussion with the pupil. Pupil editing in green.

Wednesday 9th June 2021

■ We ^{went} ~~go~~ to Harry Potter
studio Tour.

We ^{were} ~~is~~ excited because we
will ^d go to the Harry Potter
studio Tour. We ^{got} on the
school bus ^{then} we ^{went} go.

~~we~~ we arrived at 10:00.

We ^{went} in the Harry Potter studio
tour. We ^{were} very excited. We
want going the ~~set~~ stage said
we go to ^{the} toilet. The children
~~said~~ said ~~to~~ ok.

~~was~~
We ^{went} want up stairs to the
Lesson ~~tessin~~ she have costumes
show ^{us} Hagrid's trousers
^{were} is big. The lesson is ~~not~~
interesting. 1

~~I~~ my ^{part was} ~~gown~~ with the car flying
because I ^{went} ~~can~~ in the car
fly ^{ing} car.