

Every Lesson Counts

Writing Matters

Make sure you have a clear emphasis on shared writing each week and explain to the children what the focus of the lesson/s will be.

In Shared Text Sessions:

- actively teach writing skills by modelling:
 - the decisions writers take before they write, as they are writing and when they revise their work;
 - how writers organise and connect their ideas.
- when reading texts with children:
 - provide short 'time out' sessions for them to compose their own sentences or phrases in the author's style;
 - look out for typical text structures and language features which the writer has used: encourage children to be 'text detectives'.

In Word and Sentence Level Work:

- try to achieve a balance of work on:
 - sentence construction and connection;
 - spelling rules and conventions;
 - vocabulary choice.
- model how to apply sentence and word level work to improve examples of children's writing.

In Independent/Guided Time:

- plan a sequence of independent sessions so that children can develop a piece of writing over a few days;
- encourage children to pay more attention to the ending and thus the direction of their writing;
- in guided writing, concentrate on those skills which children in the group are finding most challenging;
- when children write in other areas of the curriculum, remind them to use what they've learnt about writing.

In the Plenary:

- help children to reflect on what they've learnt about writing through their own and other people's work.

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Improving your Writing

Before you start writing, think about:

- who you are writing for (audience);
- what you are trying to achieve (purpose);
- what is the best organisation (form);
- what kind of text you are writing and some good examples you have read.

If it's a story:

- work out an ending at an early stage to help guide your writing;
- imagine what your characters are feeling, thinking and saying and use this in your writing.

If it's non-fiction:

- work out your main ideas first then decide which order to put them in and how to link them together;
- use these to organise your writing into paragraphs.

While you are writing:

- try out sentences in your head as you write them: do they make sense?
- if you're not sure about a spelling, sound it out, think about the rules you know, have a go and check to see if it looks right.

When you have finished writing:

- pause, then read it back to yourself as if you are the reader;
- see if there are ways to make it clearer, more interesting and better organised (layout, words, phrases and punctuation);
- use a friend to give you some honest (but helpful) feedback.

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The Daily Mathematics Lesson

In the Starter:

- make it fun – grab their attention;
- do something different every day;
- sharpen mental skills and develop new ones;
- ask open questions as well as closed ones.

In the Main Activity:

- tell children what they will learn;
- highlight new vocabulary;
- don't have group work every day – sometimes teach the whole class, then have paired or individual work;
- with groups, sit and teach one of them;
- give a deadline for finishing work.

In the Plenary:

- remember to leave time for it!
- ask what was fun, boring, easy, difficult, new, like something they did before ...
- draw out what they have learned or got better at;
- stress key ideas and vocabulary, and what to remember;
- give a game to play out-of-class;
- tell the children they are brilliant mathematicians!

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10 Steps to Success in Mathematics

6

- make sure you know your tables and other number facts

10

- read the question carefully

3

- think of ways to tackle it

9

- draw a diagram if you think it will help

1

- estimate what the answer will be

2

- do as much working as you can in your head and jot that part down

6

- work out on paper what you can't do in your head

4

- if you are allowed to use a calculator, use it whenever it is sensible

10

- set all your working out neatly

5

- check that the answer makes sense