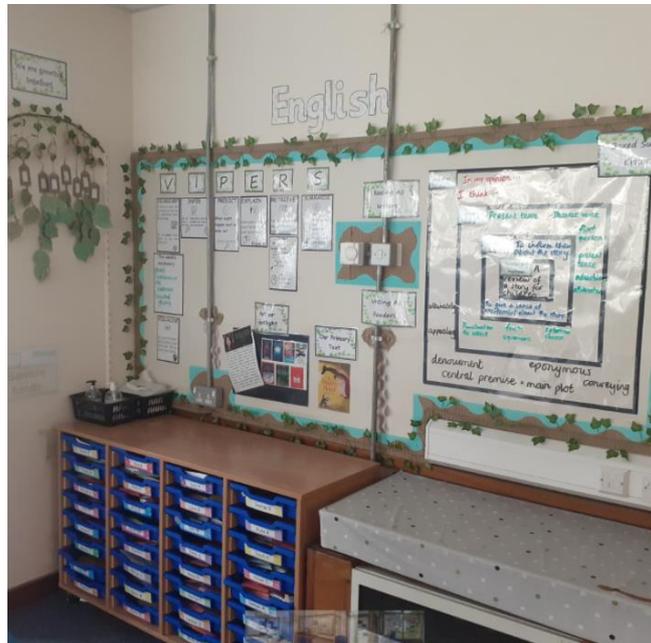## THE LEARNING ENVIRONMENT FOR WRITING

Boxed-up success criteria – duplicate the paper version that is created during the planning phase.

Working walls –'washing lines' are used to display additional vocabulary, phrases, learning from skills sessions, etc. It should in effect provide a 'time line' of learning for that writing unit.

CEW mats relevant to the year group and all previous year groups should be in the pupils' table boxes - children should regularly be guided to refer to it.

Homophones and regularly misspelled words to be clearly displayed around the classroom (and referred to).

Handwriting – displayed on a window and small versions in table boxes.

Everyday Writing Toolkit – exemplified on a classroom display as well as taking a section of each writing unit's 'Writer's Toolkit'. This is what we expect from our children regardless of what they're writing or where they're writing it (e.g. writing in maths books should use correct spellings, punctuation, capitals, etc).

Right-on Writing – display writing from *any* book which exemplifies a range of excellent writing from pupils.

Primary and Secondary Texts – displayed clearly and available for children to use if they wish to 'magpie' vocabulary or ideas for their writing. Wide range sourced from the Education Library Service and purchase organisations.

Dictionaries / Thesauri – they should be easily available for children to refer to (QR codes for online dictionaries can be stuck inside exercise books and on the English display).