



**THE ST. MARY'S
PARTNERSHIP**

Writing Curriculum



The Quality of Education Subject Pathway

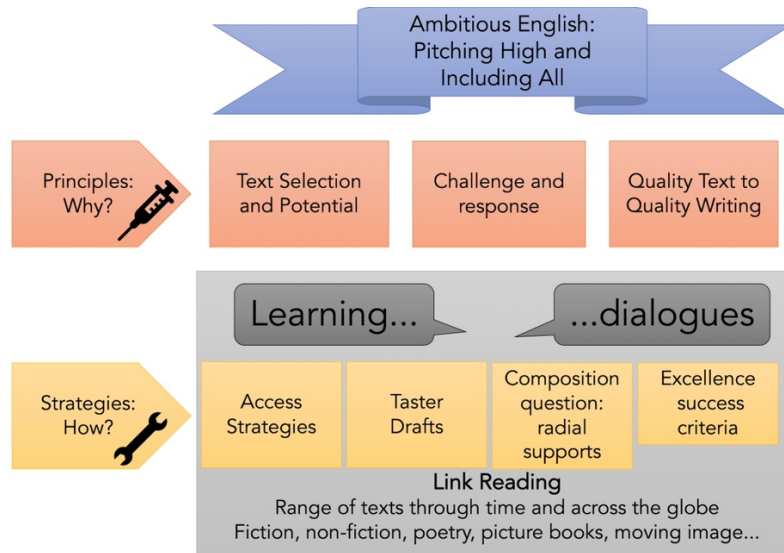




WRITING CURRICULUM

Teaching Writing - Pedagogy and Practice

How do we teach writing across our partnership?



Taken from Bob Cox - Opening Doors to Ambitious Primary English

All writing lessons have stimulus and a hook for the start of each Writing S Plan (Small Steps Planning for Writing) unit since we understand that children can only write confidently when they have a concrete understanding of the concept/idea or sufficient background knowledge. Teachers vary the stimuli they use for writing hooks such as: YouTube, visual images, props and VR Headsets.

We always teach writing and SPAG skills in context. This is important since children need to be provided the chance to connect ideas and schema over time. Grammar and punctuation skills are taught appropriately to the year group and connected to the audience/purpose of writing. Teachers think carefully about how to embed the knowledge and skill being taught.

Our pedagogical model for teaching writing is based on the principle of modelled instruction, using:

- **I DO** (a model created by the teacher for the children to un-pick literary devices, skills and knowledge),
- **WE DO** (a shared model co-produced by the children and the teacher where ideas can be elicited and displayed for all to see - demonstrating understanding of the skill taught).
- **YOU DO** - the independent application/practise of the skill by the child.

How do teachers plan for writing?

We advocate the 'small steps' planning - ensuring that teachers consider the 'journey' of writing rather than simply focusing on skills and knowledge development in isolation.

The small steps approach encompasses three elements:

1. **The context for writing** - with teachers carefully considering the Purpose, Audience and Form. There could be more than one purpose/audience as the component unit develops.
2. **The small steps** - this is the individual steps the teacher will take to immerse and develop the pupils' knowledge and skills as the component unit progresses. This process considers the pupils' abilities, prior knowledge and deficit in understanding.
3. **The child's journey** - the skills and knowledge the child will learn - displayed in their



An exemplar S-Plan for Writing

Y5 SPR I PLANNING WRITING - Context, Audience & Purpose



Purpose:

- Pupils are writing to entertain.

Form:

- A range of narratives – setting description to character letters in role.



- The 'why' are we writing this?
- The 'what' are we writing?
- The 'who' are we writing for?

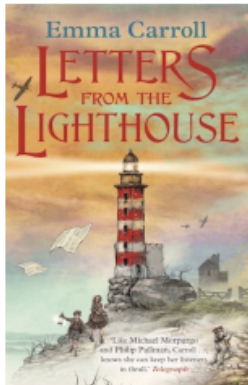


Audience:

- The narrative will be written in the style of the text – evoking a unique sense of time and place (contextually sitting within World War 2).
- The children's individual narrative will be written from the perspective of a character and will therefore relate to children of the same age.



Core Text:



Links to the Wider Curriculum:

History:

- Local Area Study since 1066
- Southampton during WW2
- Research into the impact of WW2 because of Southampton's port.
- This book will support pupils in pre-teaching the themes of WW2 ahead of the study in Year 6.

Geography:

- Links to Local Area – Portswood and Highfield.
- Context of World War 2 and the impact on Southampton

PSHE:

- To understand the impact of war on the lives of others.



- Making tangible links to our planned non-core curriculum.
- Thinking about how the links build the contextual knowledge



Prior Knowledge and links to other writing (What has come before):

- Pupils understand the conventions of a narrative.
- Text Types Previously covered: stories, descriptions and settings.
- Grammatical/Clausal understanding: fronted adverbials, expanded noun phrases and subordinating clauses.



Hook for learning:

- Highfield Wartime History Walk – to understand the destruction of Portswood and Highfield during WW2.
- <https://www.youtube.com/watch?v=0Wiwap0lpD4> Southampton WW2 Video



Chosen texts for comparison:

- Private Peaceful (Michael Morpurgo)
- Goodnight Mr Tom (Michelle Magorian)
- The Piano (Visual Story – Adrian Gibbons)

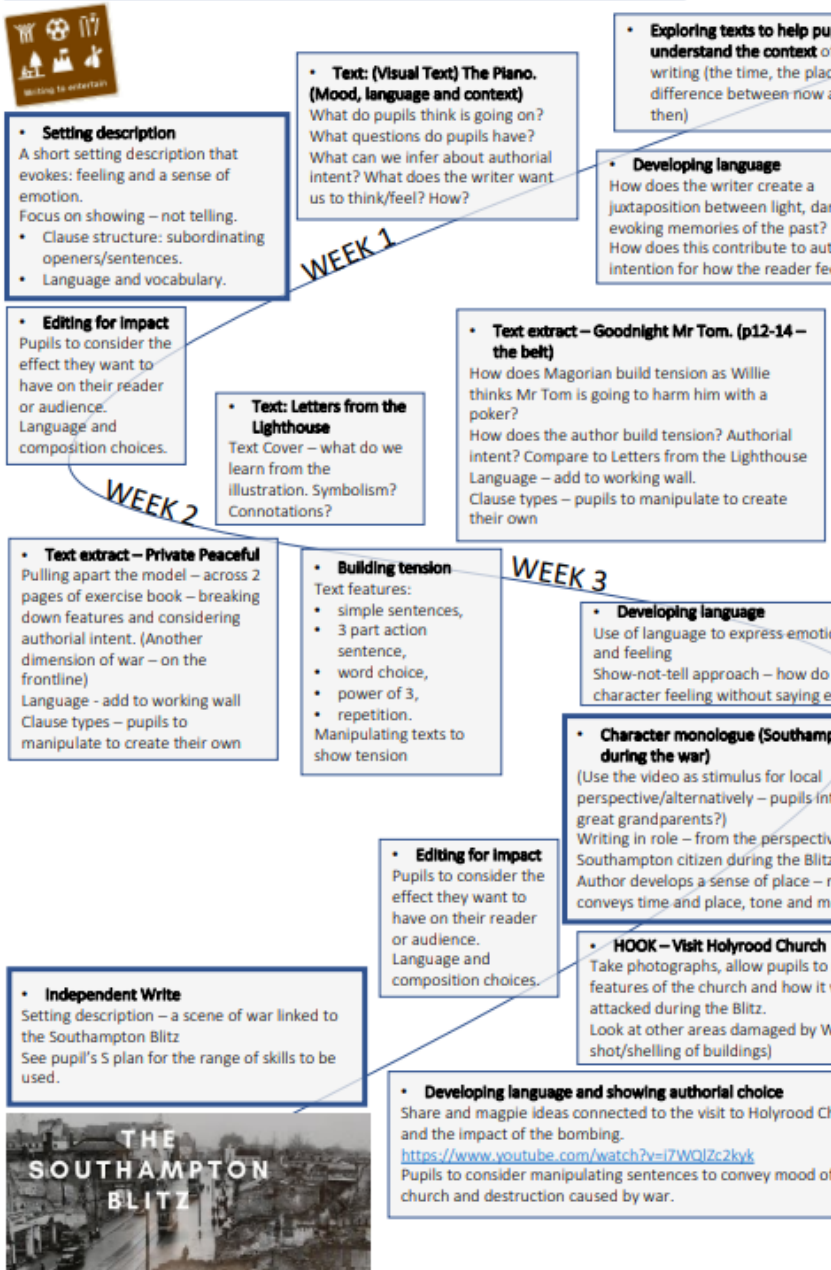
- Further strategies to develop, hook and contextualise pupils' learning.
- Clear links to appropriate texts to look at authorial skills and intent.

The **context sheet** of each Writing S-Plan unit is stuck inside each child's exercise book and clearly shows:

- Audience, purpose and form of the writing
- Links to that year group's wider curriculum
- Links to prior knowledge - what has come before this teaching sequence
- The hook for the writing unit
- Chosen texts for comparison which are used to explore language features and literacy device which children will use in their own writing.

The context sheet is created during PPA to ensure that the component unit can be successful. Teachers will consider the skill progression and think carefully about what children already know and remember.

S-PLAN - Small Steps Planning for Writing Y5 Spr | SET 1



This is the **teacher's copy** of the S Plan (Small Steps Planning for Writing) which they have planned out carefully based on the needs of their children. This clearly shows:

- What the children need to know to be able to write successfully independently at the end of the unit (and over the course of the unit) i.e., what the teacher needs to teach
- The required sequencing of writing lessons over a three-week period which are thought out carefully to maximise children's progress in writing
- Skills to be taught are cross-referenced against previous writing outcomes, the LAT progression document and the 2023-2024 features overview document.
- The final writing outcome

How do we ensure the progression of skills from English to build sequential lessons?

| | Autumn | Spring | Summer |
|-------------------|---|--|--|
| Expected Standard | <ul style="list-style-type: none"> Write sentences by composing a sentence orally before writing it. Discuss what they have written with the teacher or other pupils. | <ul style="list-style-type: none"> [KEY] Write sentences by re-reading what they have written to check that it makes sense. Read aloud their writing clearly enough to be heard by their peers and the teacher. Discuss what they have written with the teacher or other pupils. | <ul style="list-style-type: none"> [KEY] Write sentences by sequencing sentences to form short narratives. Discuss what they have written with the teacher or other pupils. |

On the LAT curricula progression for writing:

- We select the skill exposition to be delivered: transcription, handwriting, composition, SPAG. There will be a mixture of these skills delivered.
- We consider the current term and the objectives that need to be covered. Note key objectives from the NC are in red. Wider are in black. For higher sets/more able you need to consider the GD strands.

Unit Skill Progression: War-themed narratives



Purpose: Write to entertain. **Form:** A narrative - an extended written piece.



Audience: The narrative will be written in the style of the text - evoking a unique sense of time and place (contextually sitting within World War 2).



• **Skill Focus 2**
To choose and use adverbials of time and place to guide the reader.

• **Skill Focus 1**
To accurately use subordinating clauses adding detail and context - used in varied positions

• **Skill Focus 3**
To develop punctuation including parenthesis - dashes to emphasise additional information

• **Skill Focus 4**
To build tension using a range of devices including: simple clauses, 3-part action sentences, and power of three.

Independent Write: to entertain the reader, writing in role with a secure context of the time

- Use of expanded noun-phrases to add precision and detail
- To use a full range of punctuation, including dashes, semi-colons.
- Use of language to accurately express emotion/tension/feeling.
- To edit to improve my writing.

• **Skill Focus 5**
To plan a narrative - coherently building setting and character throughout.

This is the **child's copy** of the S Plan (Small Steps Planning for Writing) which the teacher has planned out carefully based on the needs of their children. This clearly shows:

- Skills foci replace LIs and SCs in writing through the child's version of the writing unit S plan. SPAG is taught in context of the writing.
- Skills foci are written into child-friendly language and shared with children so that they can articulate what they are learning.
- Through this, children are clear on audience and purpose for writing and are able to articulate their learning
- The final writing outcome

- **The steps on the S Plan could feasibly be repeated over a number of days.** This is especially important for skills - such as forming multi-clauses using different co-ordinating/sub-ordinating conjunctions. We want teachers to really unpick the skills so that pupils are confident and comfortable to use them independently.
- **The child's S-Plan foci is broad - but ambitious.** Children are expected to develop these skills, in context, to be successful in applying them to their current writing outcome.
- **Children may interact with the S-Plan** within their book to demonstrate their learning and to self-assess where they think they currently are.

Progression of skills from EYFS to Year 6



Our writing pathway builds the key skills and writing knowledge of children, using the National Curriculum's key expectations, from EYFS to Year 6.

Early Writing

In EYFS we have clear foundations for learning that enables pupils to move toward KS1 (Year 1) study. These high expectations ensure that children transition into Year 1 with the skills and knowledge necessary to be successful writers. Meaningful activities to help develop transcription, handwriting, early composition and oral rehearsal for writing.



We want our youngest children to be enthused by writing, to record their ideas and to have opportunities to develop their skills. In order for this to be successful, we expect teachers to have writing set-up areas that are exciting and encourage all children to want to engage. We also have discretely delivered group sessions for groups of children based on their next steps.

Developing KS1 and KS2 writing

We expect teachers to deliver the writing curriculum sequentially. This means building the key skills and knowledge needed over time to improve pupils' writing outcomes.

As mentioned previously, these are taken from the progression model of the termly LAT curriculum for writing. This means that we have clarity over what should be covered over a term – which can then be moderated each half term.

The Reading and Writing Spine

| Year 1 - Reading and Writing Spine | | |
|---|--|---|
| Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans) | | |
| Year 1 | Autumn 1 | Autumn 2 |
| Picture Books - Writing Stimuli | Max's Ice Age Adventure – Logan Weinman and Jeffery Bennett (c3 weeks – writing moderation in week 4 must link to this text) | Here We Are – Oliver Jeffers (c3 weeks – writing moderation for week 6 must link to this text) |
| |  <p>Themes: Time travel, Ice Age, Saber-toothed cats, global warming.</p> |  <p>Themes: It is our responsibility to care for the Earth and its occupants, friendship, kindness and respect for others, independence and imagination, a sense of belonging and community.</p> |



English Teaching



THE ST. MARY'S PARTNERSHIP

Y1-6 Reading & Writing Genre Spine




AUTUMN TERM - 2023 - 24

We don't just leave the spine and forget about it. Within our partnership, our English teams meet with the Partnership Lead for English each year - where revisions and additions are made in collaboration with schools. Here texts are modified, and outcomes (written and other) can be discussed.

- One picture book for each half term has been carefully chosen for each year group. This is to be used as the stimulus for writing for the first few weeks of that term.
- Writing outcomes have been selected against each book to ensure progression of skills and a balanced coverage of writing forms.

POETRY

- One week of each half-term is dedicated to poetry; writing and performance (the latter to link to oracy)
- Writing outcomes after those driven by the picture book will then link to Reading texts. By this stage, children will be further ahead in their understanding of the whole text to support higher quality independent writes.

| Year 4 | Autumn 1 |
|--|---|
| Picture Books - Writing Stimuli | <p>The Day the Crayons Quit (c3 weeks – writing moderation in week 4 must link to this text)</p>  <p>Themes: walk in someone else's shoes, communicate needs and wishes to be understood and respected, inclusivity, kindness, listening, tolerance</p> |
| | <p>Key Vocabulary</p> <p>overworked, unused, occasional, strike, underappreciated, congratulate, successful, stubby, creativity</p> |
| <p>Writing outcomes from Picture Book Texts</p> | <p>Formal letter of complaint in role as one of the crayons</p> <p>Persuasive letter <u>reply</u> from Duncan to one of his crayons</p> |
| <p>Reading Texts</p> | <p>Ice Age – link to film stimulus</p>  <p>Themes: Perseverance, facing your fears, being a good friend, what it takes to be family, global warming, widespread flooding</p> |
| <p>Key Vocabulary</p> | <p>glacier, glacial, meltdown, global warming, flooding, migrate, theory</p> |
| | <p>Lost Species</p>  <p>Themes: Iron Age, climate change, creatures that once roamed our Earth, extinct species, extinction is not simply a part of ancient history.</p> |
| <p>Key Vocabulary</p> | <p>The Lost Species: climate change, extinct, extinction, species, ancient, ferocious, threat</p> |

Assessing pupil progress in Writing

Year 6 Writing Assessment Grid

| Working towards the expected standard in Y6 | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| The pupil can: | | | | | | | | | |
| write for a range of purposes, <i>knowing key features of a genre</i> | | | | | | | | | |
| use paragraphs to organise ideas | | | | | | | | | |
| in narratives, describe settings and characters <i>using noun phrases expanded in a variety of ways</i> | | | | | | | | | |
| in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) | | | | | | | | | |
| use capital letters, full stops, question marks, commas for lists, <i>apostrophes for singular possession and apostrophes for contraction mostly correctly</i> | | | | | | | | | |
| spell correctly most words from the year 5 / year 6 spelling list, and some words from the year 5 / year 6 spelling list | | | | | | | | | |
| write legibly | | | | | | | | | |
| Working at the expected standard in Y6 | | | | | | | | | |
| The pupil can: | | | | | | | | | |
| write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing), using similar writing as a model (<i>exemplar model and other texts</i>) | | | | | | | | | |
| in narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, e.g. verbs, preposition phrases, fronted adverbials, <i>expanded noun phrases, relative clauses</i> | | | | | | | | | |
| integrate dialogue in narratives to convey character and advance the action, using <i>correctly punctuated speech</i> | | | | | | | | | |
| select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) | | | | | | | | | |
| use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs | | | | | | | | | |
| use verb tenses consistently and correctly throughout their writing | | | | | | | | | |
| use the range of punctuation taught at key stage 2 mostly correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, <i>hyphen, semi colon and colon to introduce lists</i> | | | | | | | | | |
| spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary | | | | | | | | | |
| maintain legibility in joined handwriting when writing at speed | | | | | | | | | |
| Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning | | | | | | | | | |

Assessment Grid

All year groups routinely assess independent writing pieces using the teacher assessment framework.

The assessment grid:

- Provides a teacher judgement for the child's current attainment.
- Enables teachers to use the criterion met/not met as a gap analysis for future teaching.
- Supports pupils to understand their own subject development and areas for improvement.

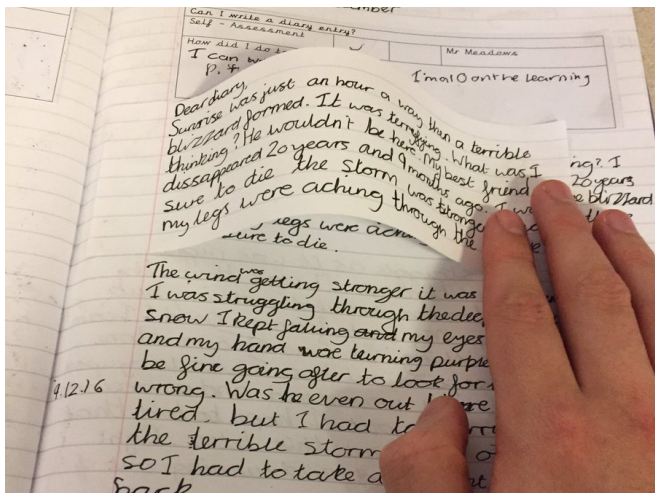
Teacher and Pupil Conferencing in English



Pupil conferencing in Writing enables children to have time to unpick their learning - the skills, knowledge and their recent outcomes and to consider ways for improving their work.

Conferencing is an integral part of our pedagogical model. That feedback between the pupil and teacher should result in pupils redrafting and improving their writing.

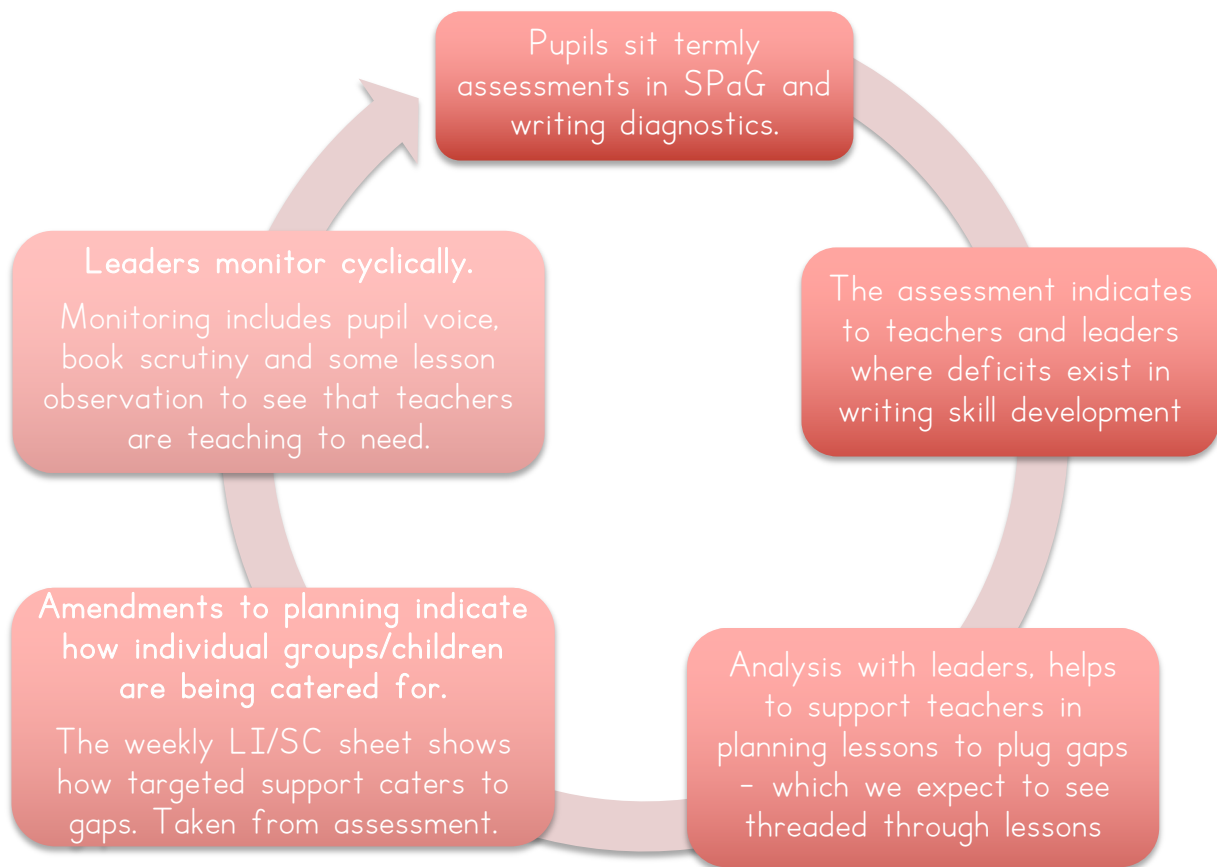
Redrafting, editing and improving



Pupils' ability to self-assess and improve their work is as important as the first draft outcome. Pupils need to be supported in understanding the difference in editing:

- Secretarial editing - for basic syntax, grammatical and spelling errors.
- Developmental editing - to suggest changes to paragraphs to improve fluency, consistency of writing and authorial voice.
- Line editing - to improve clause level work

The cycle of assessment to improve writing for all children



Our disadvantaged pupil progress commitment

Disadvantaged children are categorised as those who are currently FSM (free school meals) or who have been over the past 6 years (ever 6) and attract PP (pupil premium funding).

Our commitment, as a collective of schools, is to prioritise the progress that disadvantaged children make, to ensure that whatever their current life circumstances - their life-chances are secure with the delivery of a robust and carefully constructed curriculum.

Data drives learning

Coaching through PPA (planning and preparation time) enables teachers to soundboard their ideas and to think methodically about the sequence of learning for the children they deliver to. Within PPA, leaders support teachers in considering all types of data sources to impact and improve writing:

- Considering the week before - what did they learn securely? What didn't they?
- The last assessment point - what does the data tell you about individual children/groups of children? What is missing?
- Formative assessment - exit tickets - how are pupils performing lesson to lesson?