



# How we teach WRITING at Lozells School

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## Our vision:

*To teach and nurture the children of our community is a privilege.  
Our families and children are ambitious for themselves and supportive of one another in a way that simply defines 'community'.*

*Our vision is for all our children to know that they are valued, can make a difference and can achieve great things through hard work and perseverance.*

## Our ethos is:

*Everyone is entitled to be the best they can be.  
We will enable children to learn, challenge them to think hard and guide their growth as young people.*

*They are their own future, their family's future, our future.  
Our children have differences, character and voices and we encourage this!*

# 1. SUBJECT VISION STATEMENT

We aim to develop and deliver a curriculum that encourages independent thinking and autonomy in the classroom. It is paramount to us that our children learn how to express their own thoughts and ideas through speech and writing in a clear and confident manner. Our children strive to learn more and put their knowledge into practice and they are provided with a wealth of opportunities to do so within our broad and varied curriculum.

Our writing curriculum is carefully sequenced and planned to enable children to become familiar and fluent in creating writing for different purposes. We aim for children to be able to confidently and precisely incorporate the use of a variety of different grammatical structures as specified in the National Curriculum programme of study; teaching children the effect of these upon their reader or within a piece. Ambitious vocabulary teaching forms a fundamental part of our curriculum and our children are taught to make precise vocabulary choices.

We also understand that enthusiastic and wide readers are advantaged in being able to draw on effective models for their writing. Our modelled texts and novel links are therefore varied and ambitious. Right from our EYFS curriculum, we aim to nurture within our children - a love for the exploration of the written word; a curiosity about what authors have written and the belief that they are all capable writers. In providing this rich, carefully sequenced, evidence-led, purposeful curriculum, it is our aim that our children will leave Lozells Primary School as skilled and competent writers who are able to draft their writing skills for a range of purposes and audiences.

## 2. BUILDING ON THE SCHOOL CURRICULUM DRIVERS

### Healthy Advocates

Our children understand what it means to be a healthy, fit and happy both physically and mentally and will value this; taking positive action for themselves and supporting their peers with this.

### Respectful Citizens

Our children have respect for themselves and the voice, thoughts, feelings and beliefs of others; respecting the diversity our wonderful world has. Our children will gain an understanding of their emotions and have skills to resolve disagreements. Our children will be responsible citizens and know how to speak up against prejudice or injustice.

### Confident Communicators

Our children communicate their thoughts, ideas and opinions in a clear and confident manner through speech, writing and the safe use of online platforms. Our children are bold enough to say what is fair, make mistakes and unravel new learning through discussion with their peers. Our children understand how to listen and facilitate a respectful space for others to communicate also.

### Aspirational Learners

Our children have self-belief and high expectations of themselves; setting goals and working hard to achieve them both in school and at home. Our children know that mistakes = learning and understand that learning should be challenging. Our children are passionate about life-long learning and understand that great achievement starts with aiming high and believing we will.

### Knowledgeable Scholars

Our children have gained and understood a range of important foundational knowledge across all subjects which they will be able to build future learning upon. Our children strive to learn more, know more and put their knowledge into practice. Our children are curious about sources of knowledge and understand bias, perspective and influence. Our children have explored how knowledge has changed the world and how great inventions have come from a place of expertise.

### Successful Achievers

Our children understand the learning process, reflect on their own learning and are self-motivated to learn more and work to remember more. Our children work hard to be the best that they can be, have bold ambitions and overcome challenges through perseverance and determination. Our children take pride in their personal accomplishments and celebrate the achievements of their peers, providing motivation and

With mental health and well-being at the core of our practice, it is imperative to use that our children feel heard and supported through the English Curriculum. We prioritise thinking talk and encourage children to also share their concerns and worries about the subject in this time. There are opportunities within our English curriculum where children can deepen their understanding and explore further importance aspects of being healthy in the writing they read and create.

In order for Writing to be successful, it needs to be purposeful and to meet the needs of the intended target audience. We encourage real and relevant writing with our children and tailor the Cusp Writing curriculum so that it is suitable for our children and their lived experiences. This might involve altering or adapting the model text along with the stimuli that we share with the children

Vocabulary is truly at the heart of CUSP and we are aware that it is also the foundational knowledge for reading, speech and writing. Through our curriculum as well as through spoken conversations, we aim to close the word gap so that all our children are word rich. We work to provide regular opportunities for children to use language and say their sentences verbally so that this deeper language development can feed into our children's writing.

Our CUSP literature spine is filled with a wide range of stimulating and challenging texts. Many of the texts exhibit prose that which our children are being exposed to for the first time and therefore the expectations are high. The children are not expected to master reading these texts fluently and with automaticity in the very first instance but the idea is that with time and practice, our children will develop a love for these texts and an exposure to the type of vocabulary that will enrich and complement their own spoken and written language. This 'curriculum readiness' is the basis on which children will begin to be exposed to a wider

CUPS links to and draws on all areas of the curriculum as sources of inspiration and stimuli to creating engaging pieces of writing. Children are able to build on their learning through following this sequenced and engaging curriculum. The vast literature spine seeks to enhance both their expressive and receptive vocabulary thus developing a strong command of grammar within our children.

Two key aspects of the CUSP curriculum are 'revisiting' and 'applying'. Our children are aware of the 'process' approach that we adopt when it comes to Writing and they are constantly exposed to the thinking process and journey to completing a published piece of writing. Our children are encouraged to consistently revisit prior learning to strengthen their working memory and to build on topics that they have already had exposure to until such topics become embedded within the long-term memory.

### 3. MEETING THE AIMS OF THE NATIONAL CURRICULUM

*'But English is so much more than the gateway to success in other curriculum subjects. through studying literature, pupils' eyes are opened to the human experience; they explore meaning and ambiguity as well as the beauty and power of language.'* OFSTED English Research Review series

#### The programmes of study for Writing at key stages 1 and 2 consist of two dimensions:

- ♣ transcription (spelling and handwriting)
- ♣ composition (articulating ideas and structuring them in speech and writing).

We are aware that pupils need secure transcription skills to be able to plan, compose and review effectively which is why transcription is a key focus in Early Years and Key Stage 1

#### National Curriculum - Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### How we teach Spelling at Lozells school:

Children in Key Stage 1 receive daily phonics instruction. They learn the alphabetic code for spelling and learn to segment words into their individual phonemes in order to identify what they are. Children also learn to spell Common Exception Words in Key Stage 1. It is with this direct instruction that these words become accessible for our children.

In the latter part of Key Stage 1 as well as in Key Stage 2, our children follow the CUSP Spelling Scheme. This scheme involves 16 blocks with each block covering a different spelling related concept.

Blocks are divided into two weeks and within each of the weeks there are 3 spelling sessions in total. These are to be taught for a minimum of 15 minutes each.

Within each week, there are 2 isolated spelling sessions to be taught and one spelling session that should be taught within the Writing session so that there is a direct link.

- There are also 2 home learning sessions: category word study
- Reasoning and correction exercise

Cusp Spelling centres on the word etymology as well as applying, reasoning, revisiting and then correcting as it is thought that this spelling instruction is most effective in helping to embed words into the children's long term memory.

Children complete termly diagnostics and this data is then entered onto an Excel spreadsheet so that the children's progress can be tracked.

Dictation forms a large part of the CUSP spelling scheme and further reinforces the idea that children learn best by orally rehearsing their sentences before writing them.

### How we teach Handwriting at Lozells school:

The National Curriculum specifies that children should be taught to correctly form letters of the correct size and orientation.

Our children in Early Years and Key Stage 1 learn handwriting through the Kinetic Letters programme. This programme focuses on four strands of learning to write:

- Making bodies stronger – motor and spatial preparation

- Learning the letters – dynamic movements for letter shapes
- Holding the pencil – optimal pencil hold for speed and legibility
- Flow and fluency – developing speed and stamina and joining letters

Kinetic letters sessions take place daily in 2-minute sessions and aims to build automaticity in writing so that letter placement is automatic and a child's working memory is free to focus on other aspects of learning.

Handwriting is taught using the program Write Well. Pupils are given the opportunity to practise this daily in focused sessions with the view to implement this across the curriculum.

### Composition

In Early Years and Year 1, the focus is on developing composition through oral activities and developing transcription through sentences dictated by the teacher. Pupils are taught to write using a variety of sentence types whereby they are taught to be able to recognise the sentences, construct their own similar sentences and through this create meaning. This direct instruction and modelling takes place daily in hourly sessions across the week. Children complete short writing tasks within each session and are given regular feedback so that they can later seek to apply what they have learnt over the course of the unit, into their independent writing.

At the beginning of each session, pupils complete grammar tasks which form part of their revisit. They may have already had exposure to the concept in a previous year group and at this point they are now building on those skills. Teachers focus on the application of the grammatical skills within the context of the writing so that children become aware of the connection between language and its effects.



## Writing

Our Cusp Writing curriculum draws on taught content from History, Geography and Science and from the in-depth study of core texts from the literature spine. Expert subject knowledge is carefully woven into each Writing module which gives teachers the opportunity to teach and rehearse key knowledge and skills before applying this learning to meaningful extended outcomes. The careful architecture of this curriculum ensures that pupils build on prior learning and maximise purposeful curriculum connections to become writers for life. Within the CUSP curriculum, punctuation and grammar is taught both directly and discreetly with pupils receiving a daily SPAG lesson.

Following the CUSP curriculum for Writing, children learn to write for a range of different purposes and audiences. Across these phases, they will produce many different forms of writing including but not limited to:

- Stories
- Poems
- Arguments
- Reports
- Speeches
- Formal and informal letters
- Diary entries

The 'process approach' to Writing is followed whereby pupils learn to plan, draft, revise, edit and publish their writing. This helps to develop pupils' writing proficiency. Alongside this approach, for each taught unit, teachers also do the following to help to teach writing:

- equip pupils with knowledge about the context of the piece of writing they are expected to produce
- provide opportunities for pupils to write daily,
- provide opportunities for pupils to complete 'shared' writes
- encourage pupils to self and peer-assess writing at all stages
- equip pupils with knowledge of foundational writing skills such as sentence construction and control of grammar to enable them to write fluently



## 4. INTENDED PROGRESSION THROUGH THE CURRICULUM – VOCABULARY, GRAMMAR AND PUNCTUATION

Programme of study:	Grammatical terms and word classes	Punctuation	Tenses	Word level	Sentence level	Text level	Standard English
Year 1	<p><b>letter:</b> a symbol of the alphabet, a character which represents a sound in speech formation of a <u>lower case</u> letter</p> <p><b>noun:</b> general names for people, animals, places, things or ideas</p> <p><b>proper noun:</b> specific names for people, places or things and always start with a capital letter</p> <p><b>pronoun:</b> a word that takes the place of a noun, often to avoid repetition</p> <p><b>singular:</b> just one person or thing</p> <p><b>plural:</b> more than one person or thing</p> <p><b>prefix:</b> a letter or group of letters that is added to the beginning of a root word (to change the meaning)</p> <p><b>suffix:</b> a letter or group of letters that is added to the end of a root word (to change the meaning)</p> <p><b>adjective:</b> describes the noun or pronoun</p> <p><b>sentence:</b> a complete thought containing a subject and a predicate (noun and a verb)</p> <p><b>punctuation:</b> the marks used in writing to clarify meaning</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p><b>Aa capital letter:</b> the upper case</p> <p>• <b>Full stops</b> are used at the end of a sentence.</p> <p><b>? Question marks</b> show someone has asked a question.</p> <p><b>! Exclamation marks*</b> show when something is surprising or said with force or to mark the end of an exclamation sentence.</p> <p>Capital letters for names and for the <b>personal pronoun I</b></p>		<p>Regular <b>plural noun suffixes</b> –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes that can be added to verbs where no change is needed</b> in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the <b>prefix un-</b> changes the meaning of verbs and adjectives</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <b>and</b></p>	<p>Sequencing sentences to form short narratives</p>	<p><b>From Spoken English Curriculum:</b> speak audibly and fluently with an increasing command of Standard English</p>

N.B. This is an extract from our VGP progression document.

## WRITING SKILLS PROGRESSION

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Handwriting composition					
	<p>Children know how to:</p> <ul style="list-style-type: none"> <li>Sit correctly at a table holding a pencil comfortably and correctly</li> <li>Continue to develop tripod grip of pencil/pen</li> <li>Write some lower case and capital letters of the alphabet in the correct direction, starting and finishing in the right place</li> <li>Form digits 0-9</li> </ul>	<p>Children know how to:</p> <ul style="list-style-type: none"> <li>Sit correctly at a table holding a pencil comfortably and correctly</li> <li>Master the tripod grip of a pen/pencil</li> <li>Form lower case letters of the correct size relative to one another</li> <li>Use spacing between words that reflects the size of the letters</li> <li>Write capital letters and digits of the correct size and orientation to one another and to lower case letters</li> <li>Begin to use the diagonal and horizontal</li> </ul>	<p>Children know how to:</p> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes needed to join letters</li> <li>Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>	<p>In addition to KS1 and Year 3 knowledge, children know how to:</p> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined</li> <li>Continue to increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaces sufficiently so that the ascenders and descenders of</li> </ul>	<p>In addition to KS1 and lower KS2 knowledge, children know how to:</p> <ul style="list-style-type: none"> <li>Confidently use diagonal and horizontal strokes when writing independently to increase fluency</li> <li>Begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version</li> </ul>	<p>In addition to KS1, lower KS2 and Year 5 knowledge, children know how to:</p> <ul style="list-style-type: none"> <li>Choose a standard of handwriting which is appropriate for a particular task e.g. quick notes or a final handwritten, presented version</li> <li>Choose the writing implement which is best suited for a task</li> </ul>

**N.B. This is an extract from our writing skills progression document.**

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Planning, drafting and editing						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Children know how to:</p> <ul style="list-style-type: none"> <li>• Compose a sentence orally before writing</li> <li>• Say a sentence out loud before writing it – oral rehearsal</li> <li>• Sequence sentences to form short narratives</li> <li>• Discussing what they have written with the teacher or other pupils</li> <li>• Reading aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<p>Children know how to:</p> <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real or fictional)</li> <li>• Plan what they are going to write about, including writing down ideas and /or key words and new vocabulary e.g. mind maps</li> <li>• <b>Proof-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently and check for errors in</b></li> </ul>	<p>In addition to KS1 knowledge, children know how to plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Begin to group related material planning their use of paragraphs</li> <li>• In narratives, create settings, characters and plot</li> <li>• In non-narrative material, using</li> </ul>	<p>In addition to KS1 and Year 3 knowledge, children know how to plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Recognise and use conventions for formal and informal writing</li> <li>• Adopt and sustain the appropriate perspective</li> <li>• Organise paragraphs around a theme</li> </ul>	<p>In addition to KS1 and lower KS2 knowledge, children know how to plan their writing by:</p> <ul style="list-style-type: none"> <li>• <b>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</b></li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can</li> </ul>	<p>In addition to KS1, lower KS2 and Year 5 knowledge, children know how to plan their writing by:</p> <ul style="list-style-type: none"> <li>• <b>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</b></li> <li>• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>

## 5. IMPLEMENTATION OF ENGLISH WRITING THROUGH CUSP – EVIDENCE-BASED PRACTICE

A carefully sequenced plan of genres, ensures teachers are aware of where children have experienced each writing type previously and whether they will experience it again or a genre that builds on it. Year 1 are taught how to write informal letters in Year 1 Unit 5 and then Formal letters in Year 2 and Year 5. Each unit has defined specific 'ingredients for success' where the key writing skills the children will be taught are identified.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	
Year 1	Setting descriptions 2 x 2 weeks ↓	Stories with familiar settings 2 x 3 weeks	Instructional writing 2 x 2 weeks ↓	Recount from personal experience 2 x 2 weeks ↓	Informal letters 2 x 2 weeks	Shape poems and calligrams 2 x 1 weeks	Poetry – pattern and rhyme 2 x 1 week	Poetry on a theme (nature) 2 x 1 week ↓	28 weeks
Year 2	Character descriptions 2 x 2 weeks ↓	Simple retelling of a narrative 2 x 3 weeks	Stories from other cultures 2 x 3 weeks ↓	Recount from personal experience 2 x 2 weeks ↓	Non-chronological report 2 x 3 weeks ↓	Formal invitations 2 x 2 weeks	Poems developing vocabulary 2 x 1 week ↓	Poetry on a theme (humorous) 2 x 1 week ↓	34 weeks
Year 3	First person narrative descriptions 2 x 2 weeks ↓	Third person narrative (animal stories) 2 x 3 weeks ↓	Dialogue through narrative (historical stories) 2 x 3 weeks ↓	Formal letters to complain 2 x 2 weeks ↓	Non-chronological report 2 x 3 weeks ↓	Advanced instructional writing 2 x 2 weeks	Performance poetry to include poems from other cultures 2 x 1 week	Poetry on a theme (emotions) 2 x 1 week ↓	34 weeks
Year 4	First person diary entries (imaginative) 2 x 2 weeks ↓	Third person adventure stories 2 x 3 weeks ↓	Stories from other cultures 2 x 3 weeks ↓	News reports 2 x 2 weeks ↓	Persuasive writing (adverts) 2 x 2 weeks ↓	Explanatory text 2 x 2 weeks ↓	Narrative poetry 2 x 2 weeks	Poems which explore form 2 x 1 week ↓	34 weeks
Year 5	Third person stories set in another culture 2 x 3 weeks ↓	Shakespeare (playscripts and a simple retelling) 2 x 2 weeks ↓	Dialogue in narrative (first person myths and legends) 2 x 3 weeks ↓	Balanced argument (2 x 2 weeks) ↓	Biography 2 x 3 weeks ↓	Formal letters of application 2 x 2 weeks	Poems that use word play (2 x 1 week)	Poems which explore form 2 x 1 week	34 weeks
Year 6	First person stories with a moral 2 x 2 weeks	Extended third person narrative (adventure stories) 2 x 3 weeks	News reports 2 x 2 weeks	Explanatory texts 2 x 2 weeks	Autobiography 2 x 2 weeks	Discursive writing and speeches 2 x 2 weeks	Shakespeare (sonnets) 2 x 1 weeks	Poems that create images and explore vocabulary (War poetry) 2 x 1 week	30 weeks

## Year 1 Writing Unit:

### Informal letters (Block A)

- This is a two-week unit.
- The unit is set in the context of the CUSP History unit 'Lives of significant individuals'.
- The structure of the unit is as follows:

Week 1	Week 2
Explicit teaching of the grammatical structures and text conventions required	Execution of extended task

At the end of this unit, pupils will ...	
Know:	Be able to:
The features and layout of an informal letter	Use a question mark accurately
How to organise ideas in a letter	Use the personal pronoun I accurately

Progression of knowledge and skills –

genre: letter writing

### Year 2 Writing Unit: Formal invitations (Block A)

- This is a two-week unit.
- The structure of the unit is as follows:

Week 1	Week 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding and execution of extended task

At the end of this unit, pupils will ...	
Know:	Be able to:
The difference between a formal and an informal tone	Use statements and commands in my writing
The key information needed for an invitation	Organise information so that it is easy to understand

### Year 5 Writing Unit: Formal letters of application (Block A)

- This is a two-week unit.
- The structure of the unit is as follows:

Week 1	Week 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task and focused editing teaching

At the end of this unit, pupils will ...	
Know:	Be able to:
The subjunctive is used to formally make a request or suggest a possibility	Use and sustain a formal tone
How language can be adapted to persuade	Structure a formal letter in clear paragraphs

## Curriculum Sequencing example Year 1:

Within each year the Writing curriculum is split into Blocks A (Green text) and Blocks B (Orange text). In Block B units, each previously taught genre is revisited – this enables children to recall and embed prior learn, revisit and consolidate any less secure skills and importantly develop fluency in their writing. When teaching Block B units, teachers can assume a greater degree of prior knowledge. The context of the writing can be linked to the text the children are reading within their whole-class reading lessons, however it does not always. Sometimes the context children are given is linked to the wider curriculum subjects. This provides children opportunities to revisit and use Scientific knowledge for example. The wider curriculum knowledge will have been taught through the key subject so the focus in English writing lessons remains on the writing skills and knowledge. 'Flexible content blocks' provide teachers with flexible time as they respond to the needs of their children throughout the unit and identify misconceptions that need addressing.

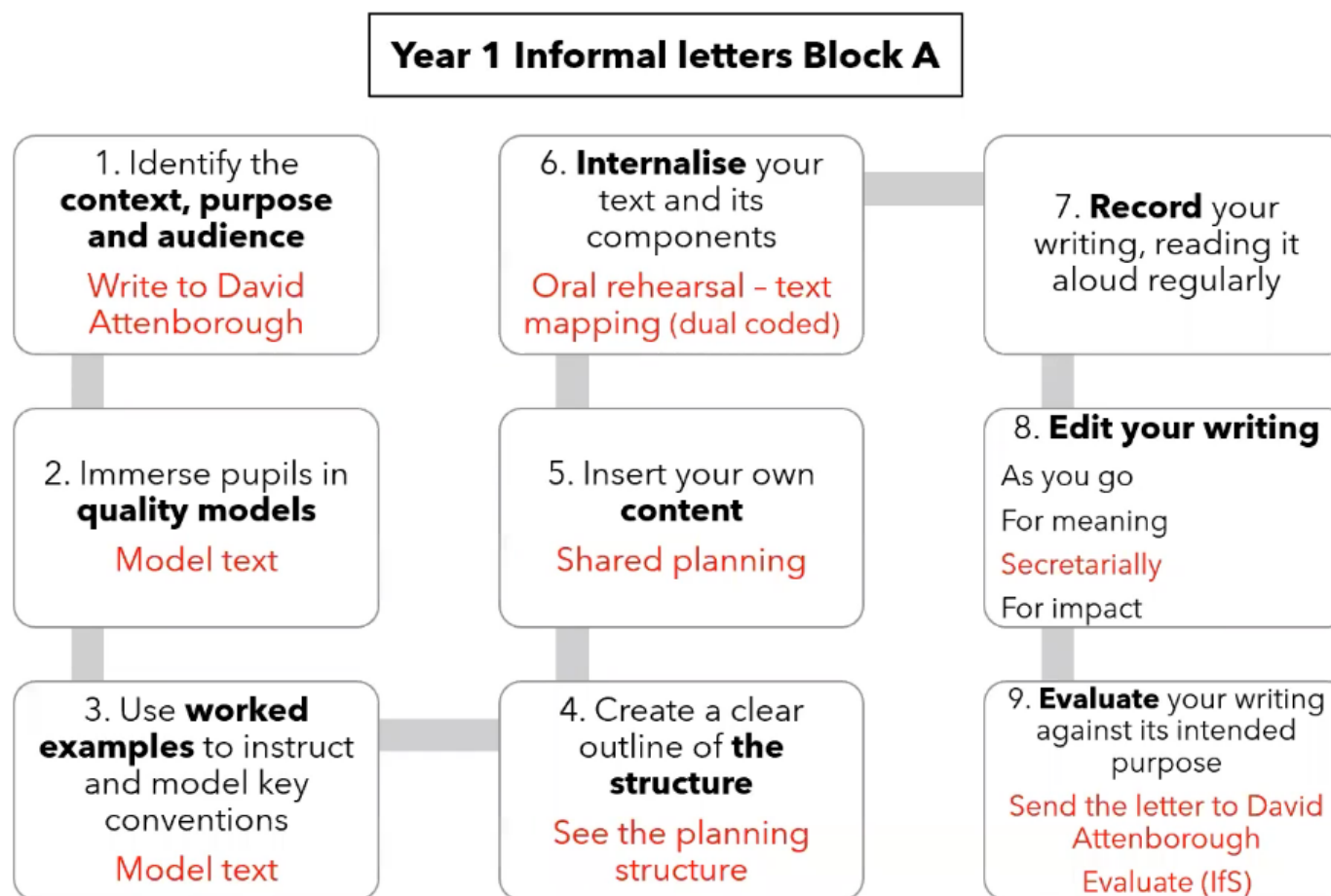
## Year 1: Sequenced overview (increased frequency sequence)

Autumn term														
CUSP Reading: Beegu, Where the Wild Things Are							CUSP Reading: The Storm Whale, The Owl and the Pussy Cat, The Boy who Cried Wolf							
5/9	12/9	19/9	26/9	3/10	10/10	17/10	Half term	31/10	7/11	14/11	21/11	28/11	5/12	12/12
Flexible block (3 weeks) Suggested use of CUSP Sentence composition suite			Poetry (pattern and rhyme) 1 week	Setting descriptions 2 weeks		Flexible block		Stories with familiar settings 3 weeks			Instructional writing 2 weeks		Shape poems and calligrams 1 week	Flexible block
Spring term														
CUSP Reading: The Tale of Peter Rabbit, Look Up!							CUSP Reading: Here We Are, Chocolate Cake							
4/1	9/1	16/1	23/1	30/1	6/2	Half term	20/2	27/2	6/3	13/3	20/3	27/3	Easter break	
Flexible block	Shape poems and calligrams 1 week	Recount from personal experience 2 weeks		Informal letters 2 weeks			Poetry on a theme (nature) 1 week	Stories with familiar settings 3 weeks			Recount from personal experience 2 weeks			
Summer term														
CUSP Reading: There's a Rang-Tan in My Bedroom, and tango makes three							CUSP Reading: The Lion Inside, The Hare and the Tortoise, The Proudest Blue							
17/4	24/4	1/5	8/5	15/5	22/5	Half term	5/6	12/6	19/6	26/6	3/7	10/7	17/7	Summer break
Poetry (pattern and rhyme) 1 week	Informal letters 2 weeks		Setting descriptions 2 weeks		Flexible block		Flexible block Phonics focus		Poetry on a theme (nature) 1 week	Instructional writing 2 weeks		Flexible block		



## Example planning for a unit of writing – Year 1.

These phases may be spread over one or more lessons as the teacher feels necessary.





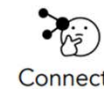
# 6. ENSURING THAT CHILDREN KNOW MORE, REMEMBER MORE AND CAN DO MORE IN ENGLISH

The components of effective lessons are incorporated into the teaching sequence teachers are knowledgeable about key educational research on learning and memory including the following: Sweller's Cognitive load theory, Rosenshine's principles of effective instruction and Ebbinghaus' Forgetting curve. When planning and sequencing units of Writing, teachers ensure they support all children to connect new learning to prior knowledge and ensure children are able to make sense of new learning through carefully designed tasks.

Knowledge and understanding of the skills in English Writing is developed through use of the knowledge notes which provide children with the recipe for success. Each key learning intention is broken down into palatable chunks for children to understand. In line with current research on learning and memory, knowledge notes are dual coded with simple icons. In order to support children to emulate and use these grammatical structures with their own writing, there is an important focus on clear, precise explanations and the use of examples through paired, shared and modelled teacher writing.

Children refer back to the knowledge notes to scaffold and support their own independent writing.

Within each lesson, children evaluate their progress against clear 'Steps for Success' which identify which key skill within the knowledge note is being focused on. These ensure children are clear on their learning priorities and their success in demonstrating these.



Connect



Explain



Example



Attempt



Apply



Challenge

Year 1: What are the features of informal letters?

**Pronouns** A word that takes the place of a noun. Use the pronoun 'I' when referring to yourself, e.g. *I can't wait to hear back from you.*

**Plan** Plan a letter, saying who you are writing to and why.

**Compose orally and write** To say and rehearse a sentence before recording it.

**Re-read for sense** Re-read your sentences to check they make sense.

**Letter format** Write in the form of a letter, e.g.

Dear \_\_\_\_\_ 12<sup>th</sup> March 2020

From \_\_\_\_\_

Year 3: What are the features of dialogue through narrative?

**Develop a simple narrative** E.g. The 6-step story plan

**Accurately punctuate dialogue in a narrative** " "

- Spoken words inside the inverted commas
- Comma, full stop, question mark, or exclamation mark at the end of a piece of speech, inside the closing inverted comma or commas
- E.g. "What's going on here?" demanded Atticus...
- New speaker, new line
- If direct speech comes after the information about who is speaking, you should use a comma, placed before the first inverted comma, to introduce the piece of speech, e.g. Atticus summoned Annan and demanded wine, saying, "Here's to our new emperor."

**Develop the characters through dialogue** E.g. "At least Nero is easier to spell," soothed Julia.

**Include historical references in narrative form** E.g. "This miserable country is so cold and a few furs would make it much more cosy."







**Select vocabulary precisely** To avoid over using common words and to make sure the description is clear, e.g. *summoned* instead of *called*.

**Third person perspective** Written from an outside perspective using the pronouns he, she, they, it, their etc

**Past tense** Used for events that have happened in a time before now

Writing criteria I can use...	Peer or self-assessment		My teacher thinks	
First person				
Rhetorical questions				
Precise adjectives				
Marking code	Capital letters (CL)	Check full stops (●)	Check this sentence (CH)	Check spelling (Sp)
How did I complete my work?	Independent work (I)	Supported work (S)	Group work (Gp)	Verbal feedback (VF)

# 7. DEVELOPING ENGLISH SPEAKING, READING AND WRITING SKILLS

 Connect	 Explain	 Example	 Attempt	 Apply	 Challenge
<p>Make Connections with previous learning through questions, quizzes, two things, give one and get one routines.</p> <p>Position and frame substantive concepts in context of this learning using Big Ideas map.</p> <p>For example, the concept of LIGHT connects to the SCIENCE domain of PHYSICS and the importance of understanding that LIGHT is made of waves that help us communicate.</p>	<p>Focus the learning question to help pupils attend.</p> <p>Introduce essential vocabulary in the context of the lesson.</p> <p>Use vocabulary modules and scripts to introduce new words.</p> <p>Be efficient with words and clear with explanations.</p> <p>RECEPTIVE LANGUAGE DEVELOPMENT</p>	<p>Make worked examples really explicit.</p> <p>Use diagrams, images, videos, artefacts to help articulate the content.</p> <p>Reduce number of slides on interactive boards.</p> <p>Use My Turn boards to capture the core content by writing on flip chart paper and hanging it up.</p>	<p>USE WHAT YOU KNOW</p> <p>Pupils practically have a go at selecting and organising the content you have taught them.</p> <p>DELIBERATE PRACTICE</p> <p>Develop receptive and expressive language. This enables pupils to rehearse and make sense of the learning.</p> <p>FEEDBACK – a great opportunity to Diagnose, Intervene and Evaluate (Hattie) the learning taking place.</p>	<p>SHOW WHAT YOU KNOW</p> <p>Use teacher books to model page layout using double page spreads.</p> <p>Use CUSP Thinking</p> <p>Hard routines to help pupils explain and connect their learning.</p> <p>Use and apply vocabulary all the time. Make it unmissable and irresistible.</p> <p>Increase productivity through CUSP</p> <p>Hexagon pathways to explain content.</p>	<p>DEEPEN WHAT YOU KNOW</p> <p>Quizzes to increase the retrieval practice effect.</p> <p>Self-questions to develop richer knowledge of the content.</p> <p>Two things</p> <p>Blank hexagon pathways</p> <p>Open word paths</p> <p>Partial word paths</p> <p>Closed word paths</p>

As our English curriculum planning follows this lesson sequencing model. There is an important focus on effective modelling and for children to rehearse both orally and in writing the grammatical structures and vocabulary they are learning. Model texts are read repeatedly by children using a variety of reading strategies to allow children to internalise the grammatical structures, syntax and vocabulary within these.

Enabling children to become Confident Communicators and effective orators is a fundamental priority within the English writing curriculum. We understand that children need to hear ambitious use of language and confidently use ambitious language so that they can appropriately utilise this language when making choices within their writing.

## Early Years and KS1

1. Having high expectations of oracy in our classroom and across the school

**Lozells School**  
Classroom Discussion Guidelines

- We use our body to listen to the Speaker
- We try to use our confident voices when we speak to others
- We show kindness when people say things
- We agree with, build upon or challenge what people say
- We listen to all of our friends, parents and teachers

At Lozells, we value every voice!

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**Lozells School**  
Classroom Discussion Guidelines

- We can show that we are listening to the Speaker
- We try to speak with clear and confident voices
- We respect other people's ideas and opinions
- We build, challenge, summarise, clarify and probe each other's ideas
- We are prepared to change our mind or our own thinking
- We invite everyone to join in with our discussions
- We try to reach a shared agreement

At Lozells, we value every voice!

KS2

1. Having high expectations of oracy in our classrooms and across the school

## 8. EQUALITY OF ACCESS AND EFFECTIVE SUPPORT FOR CHILDREN WITH SEND

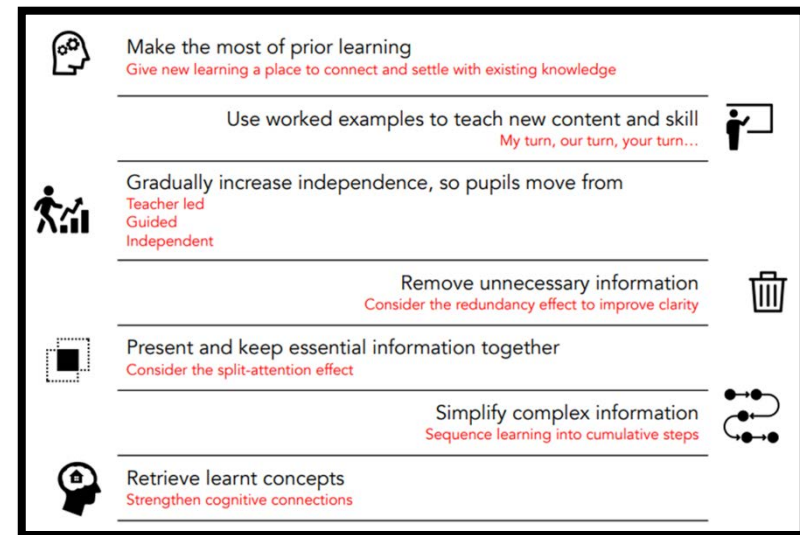
To ensure equality of access and effective support for our children with SEND, teachers provide pupils with effective scaffolding in lessons. This can mean that tasks are broken down into smaller chunks so as not to overload the working memory for example for children with reduced processing capacity. Pupils with SEND benefit from lots of worked examples and direct instruction of what is expected and how to complete the task. For these children, rather than: 'my turn, our turn, your turn', the teaching sequence may be: my turn, my turn, my turn, our turn.

**In Writing, some of the methods used include but are not limited to:**

Keep the whole-class learning objective - Reduce the Steps for Success criteria  
Link the SfS to the continuum targets

### Effective scaffolding strategies -

- Dual coding of key knowledge / Providing specific word banks
- Providing sentence starters and paragraph scaffolds/Cloze procedure
- Shared planning for writing / Allowing the children to work collaboratively
- Use visual stimuli
- Use a Task Board· Pre- tutor topic words/specific texts -
- (send a copy home and ask parent to discuss the meanings of the words/text)



**Effective lesson design and sequencing builds on these priorities identified by current educational research.**

## 8. ANALYSING THE IMPACT OF OUR ENGLISH CURRICULUM TO INCLUDE ASSESSMENT

Assessment in English Writing is in line with the aims of our whole school assessment priorities: to be purposeful, inclusive, formative, diagnostic and helpful for our children so they understand what they need to do next to improve their understanding and work.

Assessment in Writing is on-going and teaching is responsive to the needs of children. School has a structured assessment plan to ensure close monitoring of pupil achievement.

### Assessment of children's achievement in writing includes:

On-going formative teacher assessment through the teaching of lessons.  <b>Live marking and effective questioning enable immediate feedback to address misconceptions, clarify learning or provide further modelling.</b>	Effective use of Steps for Success – criteria to facilitate teacher and child assessment lesson by lesson.  <b>Identification of children requiring further scaffolding, modelling or an opportunity to consolidate in subsequent lessons or as targeted intervention to 'keep up'.</b>	Diagnostic evaluation - Extended write feedback grids – teacher and child writing conference.  <b>Identification of next steps to support adaption of planning for subsequent units.</b>	Teacher Assessment Frameworks (TAFs) – assessment against year group targets and KPIs.  <b>Enables evaluation of success across a range of pieces. Supports creation of Teacher assessment judgements. Facilitates moderation and pupil progress conversations.</b>	Teacher Judgement evaluations – teachers assess children's overall achievement against school descriptors.  <b>Identification of children at risk of falling behind with their year group expectations. Facilitates pupil progress conversations alongside review of pupil writing over time.</b>
Daily within lessons		End of a unit	Termly	Termly

\*KPIs - Teachers evaluate pupil achievement in writing across a range of pieces using our personalised TAF (Teacher Assessment Framework) which contains key performance indicators (KPIs) that we have decided are our priority targets to focus on as a school. These KPI targets include aspect of grammar that our children tend to have misconceptions in or require careful teaching and modelling of.

## Independent Write Feedback grids

The 'Ingredients for success' are progressive success criteria, detailing the key steps for success within each taught writing unit. This document is shared with the children to allow them to take ownership of their learning. (NB - When children are completing independent pieces for assessment, specific examples are removed.) When children have completed their extended writing, they review their pieces against the Ingredients for Success. This supports children's metacognition and as a result they are more aware of what to include in their writing to be successful.

Ingredients for Success: Y3 Dialogue through narrative (Block B)			
Ingredient	Example	My work shows ...	My teacher thinks ...
Use and sustain the third person	<i>Pronouns: he, she, it, they Names of characters</i>		
Use and sustain the past tense	<i>Past simple tense</i>		
Create a clear and simple story plot	<i>6-step story plan</i>		
Deliberately select vocabulary that helps build appropriate atmosphere	<i>marched, demanded</i>		
Use a range of descriptive devices to describe characters and settings	<i>adjectives, expanded noun phrases adverbs</i>		
Demonstrate secure use of the following punctuation: • Capital letters and full stops • Inverted commas for direct speech • Commas in lists and after fronted adverbials	<i>"What's going on here?" demanded Atticus ...</i>		
Flexible content			

## Subject Leader monitoring – Pupil Book study

Pupil book studies are conducted within Writing in order to analyse the impact of our English curriculum. This involves conducting a pupil voice and allowing a select group of children to share and celebrate their work in these subjects and recall key moments that they have enjoyed with lessons. These studies take place with the understanding that it is far more beneficial to speak to the children with their books and to allow them to celebrate their work and demonstrate their knowledge of the subject rather than to look at the books as an isolated activity.

### The focus for Pupil Book Study involves these key aspects:

- asking the children a set of key questions linked to their prior learning in the subject to determine how well they have remembered what they have been taught and to assess which aspects of their learning they can recall
- asking children to showcase the work that they are most proud of. This is to determine which aspects of the curriculum are most effective and enjoyable for the children and create the most memorable moments
- analysing what is helping and what is hindering learning and progress within the curriculum
- evaluating at the teaching sequence, the tasks set and the use of positive and constructive feedback and how well the children understand this

# 9. TEACHER CPD AND SUBJECT DEVELOPMENT PRIORITIES

Key priorities for this year are:

**1.1 To continue to improve the standards of pupil achievement in Writing.**

Targets	IMPACT
<ul style="list-style-type: none"> <li>• Priority will be given to teacher CPD in the effective teaching of writing over the next two academic years to include:               <ol style="list-style-type: none"> <li>1. Effective use of Success Criteria</li> <li>2. Effective teacher modelling of writing to include purpose and audience</li> <li>4. Supporting children in effective planning for writing</li> <li>5. Supporting children to construct sentences orally and rehearse their writing</li> <li>6. Effective teaching in developing children's skills in editing and improving their writing</li> <li>7. Effective teaching of more able writers</li> </ol> </li> <li>• School will work to further embed and develop CUSP English writing at Lozells school.</li> <li>• School will work to develop our school assessment of English writing including how we involve the children in this.</li> <li>• School will introduce and effectively implement CUSP spelling in school.</li> <li>• English lead will work closely with SEND lead to ensure inclusive approaches to writing are developed further.</li> <li>• English lead will provide team teaching and CPD opportunities to teachers across school.</li> </ul>	<ul style="list-style-type: none"> <li>• Higher proportions of pupils achieve age-related expectations in writing from internal data and end of key stage assessments.</li> <li>• Gaps between the achievement of groups of pupils including those pupils eligible for pupil premium funding, pupils with identified SEND, pupils with EAL, boys and girls reduce.</li> <li>• Higher proportions of SEND pupils make 3 bands progress on the continuum from internal data.</li> <li>• Consistent approach to the teaching and assessment of writing.</li> <li>• Teacher judgements are secure and accurate.</li> <li>• Pupils' spelling skills improve – evidenced in spelling assessment data formative and summative and importantly through moderation of their writing.</li> <li>• Handwriting is consistently taught in school and handwriting is of a high standard in books</li> </ul>