



Work Hard – Be Kind

'Intent, Implementation & Impact'

Writers – Lower School; Lower-Middle School 2022-2023

1. Intent:

1.1 The intent of our curriculum is to realise this vision for our children as writers:

I am a writer. I can communicate my ideas for a purpose: to entertain, inform, explain or persuade. My writing skills enable me to transcend subject disciplines, and so I am able to write as storyteller, a poet, a geographer, a scientist, a designer, a historian and a mathematician. I have been empowered: I understand the technical disciplines of grammar, punctuation, sentence construction and text structure; I know the intent and affect these aspects of writing have on an intended audience. I can use accurate vocabulary. I create and craft ideas for audiences beyond my classroom.

1.2 The progression of the curriculum is detailed within the Key Essentials document.

2. Implementation

2.1 This document serves to guide the teaching team on the implementation of the curriculum across the Primary Years.

3. Planning

3.1 Teachers should refer to the Key Essentials progression document and the KOA Writing Curriculum Overview document when planning 'Authors' teaching sequences. Each term's learning is based on at least one high-quality text and will have two main writing outcomes – fiction and non-fiction - which pupils will work towards by covering the necessary grammatical features, language and organisational features and being exposed to short-burst incidental writing opportunities.

3.2 The various fiction and non-fiction text types are detailed on a KOA Whole School Overview.

3.3 The specific modelled text should be agreed with the Lower School English 'Writing' lead.

3.4 Long Term planning is recorded on the KOA Writing Curriculum Overview document for each year group.

3.5 Short Term planning should be recorded on the 'Short Term English plan'

3.6 Short Term planning should be saved onto KOA Team year group planning.

4. Fiction (3 weeks)

4.1 The Primary Years of the academy follow a three-phase teaching sequence approach, enabling teachers to embed the necessary language, grammar and organisational features.

4.2 Throughout the unit, class teachers should co-construct the learning and displays. Displays should be used as a 'working wall' and highlighted as a point of reference for children to access when writing. See examples below. Text maps, Models of Excellence, Boxing Up, grammatical features/prompts and vocabulary will be displayed.

- KOA narrative short-term planning format is used.

4.3 Phase 1 (1 week)

- The aim of this phase is to engage the children in the text type and exemplify, with the children, the quality and impact of the features of the text.

- Begin with high engagement (immersion) to evoke the children's interest. Teachers should aim to inspire through imagery, film, story, purposeful ideas for the writing outcome. Where appropriate, use drama activities to familiarise children with the text.

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| <ul style="list-style-type: none"> • Introduce 'Model of Excellence'. • Read the text and discuss it thoroughly. Present a story map. Read through story map. • Analyse the structure and 'Box-up' the text. |
| <ul style="list-style-type: none"> • Explore the text 'as a reader': vocabulary and comprehension. • Build up word banks from the story. • Explore the text as a writer and build up the success criteria. |
| <ul style="list-style-type: none"> • Teach grammar/punctuation skill 1 lesson applied through short burst. |

4.4 Phase 2 (1 week)

- The aim of this phase is for the class and children, through a series of sessions, to use the model text to develop each writer's skills.
- It is important that within this phase, children learn new writing skills drawn from the Key Essentials document. These may typically be sentence/grammar or word skills.

Within the week:

Vocabulary day

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| <ul style="list-style-type: none"> -Collecting adjectives and descriptive phrases from the text -Synonyms/antonyms -Figurative language -Use of Descriptosaurus, Thesaurus, Dictionary |
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Teach grammar skill 2

Grammar skill 2 applied through short burst (this could be through composition).
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Link back to text structure and where it fits within the whole text (purpose).
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Grammar skill and/or short burst, as appropriate (based on AfL)

4.5 Phase 3 - Independent application/Publish (1 week)

The aim of this phase is for the children to write an independent piece of writing. This is a story based on the original story.

Plan a text, inspired by the MoE by 'boxing-up'.
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| <ul style="list-style-type: none"> - Consider using one of the innovation techniques: - <i>Substitution (change words, characters, settings etc.)</i> - <i>Addition: add to or embellish to expand/extend a text</i> - <i>Alteration: alter part of a text in ways that change the course of events</i> - <i>Genre switching: change text type e.g. switch a story to a newspaper report etc. Change story type e.g. to sci-fi, fantasy.</i> - <i>Change time/person: past → present etc.</i> - <i>Change the view: retell from another's point of view</i> - <i>Reorder the text e.g. flashback and time slips</i> - <i>Sequels and prequels</i> - <i>Blend story types (more advanced writers)</i> |
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Children box up their own ideas before writing: structure and key features (language, purpose).

Teachers share the co-constructed success criteria from the beginning of the unit; language and organisation features are revisited.

Pupils independently box up and plan a story, based on the original text.

- Consider using one of the innovation techniques:
- *Substitution (change words, characters, settings etc.)*
- *Addition: add to or embellish to expand/extend a text*
- *Alteration: alter part of a text in ways that change the course of events*
- *Genre switching: change text type e.g. switch a story to a newspaper report etc. Change story type e.g. to sci-fi, fantasy.*
- *Change time/person: past, present etc.*
- *Change the view: retell from another's point of view*
- *Reorder the text e.g. flashback and time slips*
- *Sequels and prequels*
- *Blend story types (more advanced writers)*

Pupils orally rehearse their planning (transferring planning to writing); they speak the story, say it aloud and edit their plans. This provides pre-teaching opportunities.

Children write their own version independently. Teachers can split this process up into beginning/middle/end to gain more high-quality outcomes.

Teachers model writing in each section referring back to the success criteria and building on this, giving children plenty of ideas before they write their own version. This stage is to include guided groups, whole-class, group and individual feedback, sharing of good examples of learning, peer and live marking.

The opportunity should be provided for children to edit their work and make improvements. Children use purple polishing pens for this purpose.

Furthermore, the chance to publish their work for a public audience gives children purpose and motivates them to achieve their best. This could be an extended piece of writing or an excerpt of their work for a display in Terms 1, 3 and 5.

Teacher assesses and reflects on outcomes.

5. Non-fiction (3 weeks for longer terms or 2 weeks for shorter terms)

- In the Primary Phase, pupils learn to write to inform, argue and explain

Writing to Inform		Writing to Argue		Writing to Explain	
Reports	Recounts	Persuasion	Discussion	Instruction (how to do something)	Explanation (how something works)
<ul style="list-style-type: none"> • Non-chronological reports • Film reviews • Book reviews • Sports reviews • Weather reports • News reports • News broadcasts • Police reports • Information texts 	<ul style="list-style-type: none"> • Postcards • Thank you letters • Recounts based on real experiences e.g. <i>trips, experience days</i> • Diaries in role • Letters in role • Blogs • Emails • Eyewitness reports • Biographies • Autobiographies 	<ul style="list-style-type: none"> • Invitations • Letters in role • Wanted posters • Posters to advertise • Letters for real purposes • Radio, television, magazine or hoarding adverts • Leaflets • Travel brochures • Written arguments 	<ul style="list-style-type: none"> • Debates (oral) • Written balanced arguments 	<ul style="list-style-type: none"> • Rules • Recipes • Directions • Experiments • Survival guides • Instruction manuals 	<ul style="list-style-type: none"> • Processes or cycles • Explanations linked to work in other subject areas e.g. <i>the circulatory system in science, how mountains are formed in geography.</i>

- Non-fiction genres that should be taught as an 'outcome':
 - recount
 - report
 - persuasion
 - discussion

- instruction
- explanation
- The non-fiction process follows a very similar approach to the Fiction teaching sequence
- Non-fiction writing should link closely with cross-curricular subjects and writing should be cross-curricular

5.1 Phase 1 (1 week)

During Phase 1, a non-fiction Model of Excellence e.g. non-chronological report, explanation text etc. is shown to the children. This will be written by the class teachers with desired language and organisational features embedded.

The non-fiction process follows a very similar approach to the Fiction teaching sequence. Non-fiction writing should be based on the fiction unit taught earlier in the term.

- KOA Non-fiction short-term planning format is used

Opening Experience – if relevant: <ul style="list-style-type: none"> • Immersion into text-type. Opportunity for learners to explore features across a range of examples • Opening experience and Book Talk • Reading for pleasure • Text type exploration
<ul style="list-style-type: none"> • Class teachers introduce the ‘Model of Excellence’ (different content to the final piece) • Reading as a writer explores the linguistic choices the writer has used and the effect this has on the reader • ‘Box up’ as a class • Class teachers unpick the key features of this text, word bank unfamiliar words and children are immersed in the text • Share/compile the success criteria with the children – expected organisational and language features for this text type
A grammar/punctuation lesson addresses/links to the grammar from the non-fiction text
Grammar skill applied through a short-burst

5.2 Phase 2 and 3 (2 weeks for longer terms or 1 weeks for shorter terms)

Phase 2

- Grammar and/or punctuation lessons which explore more grammar features from the non-fiction text
- Opportunity to apply the features in context

Phase 3: Independent Application

- Boxing up a new version of the non-fiction genre e.g. a non-chronological report about a monster (from ‘Here Be Monsters’)
- Children use their boxing up to write a piece of non-fiction writing at length over a few consecutive days
- Opportunity for children to edit and publish their writing
- Children provided with a chance to share their work with an audience e.g. on display, to parents, at a showcase, in a class assembly, on the radio etc.

In the following term, there is an opportunity to apply the language and organisational features of the text-type in the context of a cross curricular subject e.g. History, Geography, DT etc.

6. Poetry

- 6.1 One week during every 'longer' term (7-week term) will be teaching a week of poetry
- 6.2 The sequence for teaching poetry follows the same as fiction/non-fiction but in an expedited way over 1 week instead of 3

<ul style="list-style-type: none"> • The sequence begins with an opening experience • A model poem is introduced • Individuals/pairs/groups recite the poem • A word/phrase bank is created
<ul style="list-style-type: none"> • Text marking is used to identify the key features of the poem
<ul style="list-style-type: none"> • Grammar skill 1 is taught
<ul style="list-style-type: none"> • Grammar skill 1 is applied through short burst writing e.g. write a description of the subject in the poem
<ul style="list-style-type: none"> • The original poem is used to plan and create pupils' own version • New ideas are orally rehearsed
<ul style="list-style-type: none"> • Pupils write and edit their poems. • This stage is to include guided groups, whole-class, group and individual feedback, sharing of good examples of learning, peer and live marking and editing

7. Handwriting

7.1 The school's handwriting front from Reception to Year 1 is '**HfW precursive**' Unlocking Letters & Sounds font.

The school's handwriting font from Year 2 onwards is:

Linkpen 2b Join

7.2 These fonts should be available on every desktop and laptop computer for the teaching team to use.

7.3 The handwriting font is a cursive 'lead in' handwriting style starting from Year 2. Unlocking Letters & Sounds handwriting guides and patters are used in Reception and Year 1.

7.4 Handwriting should be explicitly taught two to three times per week.

In Reception and Year 1, a printed style is taught and modelled, where lead in strokes are not used and letters are not joined, in order to match the National Curriculum expectations for Year 1.

In Year 2, pupils have a daily handwriting lesson and practise opportunity every morning during 'Do Now'. Purple handwriting books are used for this. From Year 2 onwards, a joined script is modelled. A 'patter' is used when modelling handwriting to guide pupils.

In Key Stage 2, teachers organise handwriting sessions which model the formation of letters and letter joins for the children to practise when they are taught spelling.

7.5 Handwriting should always be modelled to high standards from all members of staff

7.6 Reception – Year 1 Unlocking Letters & Sounds letter formation and patter for lower case letters:

Letters	Patter
Curly letters	
c	Around the curl to sit on the line
a	Around, up, down and flick
d	Around, all the way up, down and flick
s	Up and over, around the other way
g	Around, up, down and a tail
o	Around all the way
qu	Around, all the way down, flick (see also u)
f	Over and down, pencil off, across
e	Across and over, curl to sit on the line

Down letters	
l	Down and flick
t	Down and round, pencil off, across
h	Down, up to the middle, over and flick
b	Down, up to the middle, round to the bottom
k	Down, up to the middle, loop and flick
p	Down, up to the top, round to the middle
i	Short down, flick, give it a dot
j	Short down, tail, give it a dot
r	Down, up and over
n	Down, up, over and flick
m	Down, up, over and down. Up, over, down and flick
u	Down, round, up, down, flick
y	Down, round, up, down, give it a tail

Letters	Patter
Zigzag letters	
v	Down, up
w	Down, up, down, up
x	Across and across
z	Straight, across, straight

The following documents are to be used for letter formation in Reception and Year 1:

- Unlocking Letters and Sounds Handwriting Letter Formation for Lower Case Letters
- Unlocking Letters and Sounds Handwriting Letter Formation for Capital Letters

Year 2 – Year 6 ‘Linkpen’ letter formation and patter for lower case letters:



The following documents are to be used for letter formation in Year 2 – Year 6:

- Handwriting rules y2 - y6
- Handwriting and Spelling Y2 - Y6

7. Grammar & Punctuation

- 7.1 There is an Integra progression document for the expectations on sentence construction, language, punctuation and terminology for each year group. This document complements the CLF Key Essentials document.
- 7.2 Teachers' are expected to teach grammar within the daily 'Authors' teaching sequence.
- 7.3 Where opportunities arise, the classroom dialogue should seek to reinforce and model accurate grammar, both written and verbal.
- 7.4 Modelled text for the 'Authors' teaching sequence should feature examples of the key grammar focus.
- 7.5 Opportunities to develop the grammatical skills and apply these in context should take place weekly.

8. Phonics & Spelling

8.1 Unlocking Letters and Sounds Progression

The progression used in Unlocking Letters and Sounds largely follows the progression contained in Letters and Sounds 2007.

The progression is structured broadly to follow Phases 2 to 5 of Letters and Sounds, but some phases are subdivided into smaller sections, offering structured opportunities for revision ('Mastery') and for spelling development.

The phases are organised as follows:

Year group	Phase
Reception	Phase 2 Phase 3 Phase 3 Mastery Phase 4 Phase 4 Mastery
Year 1	Phase 4 Revision and Y1 NC requirements Phase 5 a Phase 5 a Mastery Phase 5 b Phase 5 c
Year 2	Phase 5 a Spellings Recap Phase 5 b Mastery Phase 5 c Mastery

8.2 Spelling

All teachers follow the expectations set by the spelling guidance within the National Curriculum 2014. In Early years Foundation Stage, Year 1 and 2, spelling will be taught and monitored daily through discrete phonics lessons. In Key Stage 2, the teaching of spelling is organised by the class teacher and based around the 'No Nonsense!' spelling materials as spellings are taught according to spelling patterns and with reference to the Common Exception Word list for Y3/4 and Y5/6. Teachers follow the half termly scheme of work, adapted for the needs of the class.

8.3 No-Nonsense Teaching Frequency and Implementation

LKS2: 11.45 – 12.30

	Learning	Recording
Monday	Two pieces of learning recorded in books.	Spelling book (blue) – A5
Tuesday	Two learning sessions using other strategies (mini-whiteboards, chalk, spelling games etc.)	
Wednesday		
Thursday		
Friday	Low stakes spelling test	Spelling Test book - yellow

Year 2:

In Terms 1 and 2 of Year 2, elements of spelling will be covered in discreet Unlocking Letters & Sounds phonics lessons. Two additional No-Nonsense spelling lessons are taught every week.

From Term 3, phonics teaching will continue as an intervention for those children who still require it. Year 2 children will move on to learning spelling as per the National Curriculum requirements using the No-Nonsense Spelling scheme:

	Learning	Recording
Monday	Two pieces of learning recorded in books.	Spelling book (purple with handwriting lines) – A5
Tuesday	Two learning sessions using other strategies (mini-whiteboards, chalk, spelling games etc.)	
Wednesday		
Thursday		
Friday	Low stakes spelling test	Spelling Test book - yellow

The teaching sequence follows the revise, teach, practise, apply and assess cycle.

Recording

Spelling learning is recorded in Spelling books. Pupils write a date each time they record their learning in books. By integrating activities for handwriting, the benefit of making a spelling activity kinaesthetic is secured. The pupil acquires the physical memory of the spelling pattern as well as the visual.

Assessment

Pupils' learning is assessed throughout the programme. The 'apply' part of the sequence regularly includes assessment activities to identify if pupils have learnt the key concept taught. In addition, pupils have a spelling test every Friday. These activities include:

- Testing – by teacher and peers
- Dictation
- Explaining
- Independent application in writing
- Frequent learning and testing of statutory and personal words.

Working Wall

Each classroom has a small area of display space that can reflect current teaching focuses and provide support for pupils' spelling as they write. GPC charts, reminders of common spelling patterns or conventions and tricky words to remember could be part of a working wall for spelling.

Spelling at home

Learning at home needs to be an extension of the practice in school. Teachers encourage this by:

- limiting the number of words per week to ensure success and deeper learning
- making sure pupils and parents have access to the range of learning strategies which have been taught in school, to use in home learning
- assessing spellings in context, for example, learning spellings in a given sentence, generating sentences for each word, assessing through unseen dictated sentences
- keeping an ongoing record of words learnt and setting very high expectations of correct application in writing once a word has been learned.

9. Assessment – Writing

Each term, King’s Oak Academy pupils write, revise and edit a fiction and a non-fiction end of unit outcome. These are identified in the KOA Long Term Writing Plan document and class Curriculum Overviews. These outcomes, along with the incidental pieces of writing, will be continuously assessed both formatively and summative, at the end of Terms 1, 2, 4 and 6, using the CLF Writing Framework document in order to secure the highest outcome for all pupils.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
All: Teacher Assessment of Writing using the Writing Framework Document	All: Teacher Assessment of Writing using the Writing Framework Document		All: Teacher Assessment of Writing using the Writing Framework Document		All: Teacher Assessment of Writing using the Writing Framework Document
	Years 3 – 5 GPS Pixl		Years 3 – 5 GPS Pixl		Years 3 – 5 GPS Pixl
Year 6 National KS2 papers Y6	Year 6 National KS2 papers Y6	Year 6 National KS2 papers Y6	Year 6 National KS2 papers Y6	Year 6 KS2 SATs	

10. Early Years Foundation Stage

10.1 At King’s Oak Academy our Literacy curriculum is taught through the three Prime areas of learning identified in the Early Learning Goals. The Early Learning Goals provide the basis for planning adult-led activities which are balanced with child-initiated activities. The planning is based upon termly enquiry questions with discrete phonics and literacy directed teaching. Planning responds to the learning needs, the achievement and the interest of the children. Literacy planning follows the whole-school approach based on high-quality texts, Talk 4 Writing approaches blended with the Three Phases of Writing approaches. During the course of the year, we aim to introduce our Reception children to a wide range of high-quality texts, both through our Authors curriculum and Treasure Text spine. This gives our children the story language to be able to use in their writing.

10.2 Please refer to the Year R KOA Curriculum Overview 2022 for a comprehensive guide to coverage, evidencing and stimulus for writing.

11. Impact

Children at King’s Oak Academy are confident writers who can communicate their ideas effectively. This can be seen in presentation, quality and quantity. The impact of our writing curriculum is that children have mastered writing across various genres, on a variety of subjects. As authors, they are able to adapt their style and language to suit various audiences and purposes and are able to reflect on how to improve it further.

11.1 The impact summary below reflects the current self-assessment of the provision of this subject discipline/state of being.

11.2 Evidence is drawn from a range of sources, not limited to but including pupil books, pupil conferencing, data (summative assessments and teacher assessments), developmental drop-ins and lesson observations.

Current trends
Updated:
Headline
<p><i>Whole cohort attainment bands</i> <i>Key Groups: Gender, PP, EAL, SEND</i></p> <p>EYFS</p> <p>Areas where improvement is needed:</p> <p>Next Steps:</p> <p>Key Stage 1</p> <p>Reading:</p> <p>Writing:</p> <p>Maths:</p> <p>___ PP children in cohort:</p> <p>PP Reading: PP Writing: PP Maths:</p> <p>GD Y2: Reading: Writing: Maths:</p> <p>Year 1 Phonics:</p> <p>Areas where improvement is needed:</p> <p>Next Steps:</p> <p>Key stage 2</p> <p>Reading:</p> <p>Writing:</p> <p>Maths:</p> <p>PP</p>
Areas: Where improvement is needed
Next Step Tasks – So what are we going to do?

Book Scrutiny Term 6:

Whole School Summary

Previous area of developments (RAG)

Bright spots

✓

Strengths

Areas for improvement

Actions