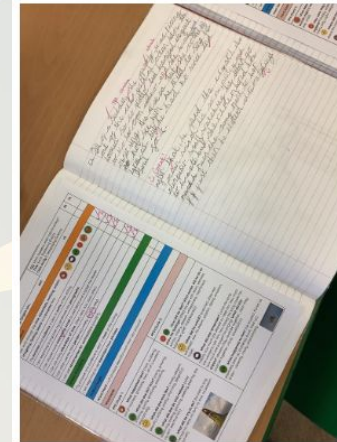
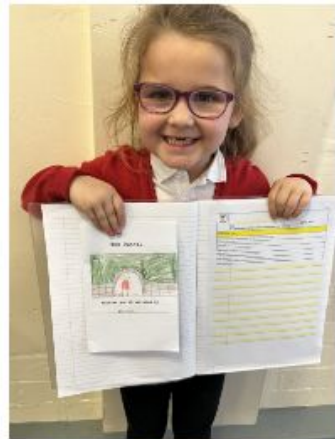
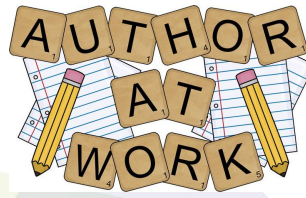


# Writing at Carcroft!



# Intent:



## Curriculum Intent

At Carcroft Primary School we are keen to develop avid writers. All staff members within the school community are responsible for promoting writing and being great role models to all of our pupils. As a crew we strive to ensure that all of our pupils leave primary school being able to communicate through written form. Writing is of high importance within our school and we believe that pupils should be given the opportunity in all areas of the curriculum to express themselves through writing.

Right from the start in EYFS, we prepare our children in every way possible to become passionate writers and allow them to understand why it is such a valuable life skill to have. Beginning with sparking their imagination and allowing them to generate their own imaginative stories through play. Having these initial ideas is fundamental in order to allow them to then convey these in written form. In Early Years, pupils are given opportunities throughout the day to 'mark make' using paint brushes and water, drawing letters and shapes in sand, using chalk on the playground and so much more. In provision pupils have access to resources such as pencils, paper, clipboards and other materials to promote the development of fine motor skills, as well as activities such as threading beads. This allows pupils to develop good in-hand manipulation as well as develop their hand and eye coordination skills which is crucial for writing. Gross motor skills are also prioritised in the foundation years to support pupils with posture, shoulder stability and coordination.

As with reading, pupils are exposed to a broad coverage of text types to be used as high quality models so that pupils can 'magpie' great ideas. Staff then model through shared writing opportunities how these ideas can be linked to formulate structured sentences that make sense. Pupils are also encouraged to write for a range of different audiences and purposes and are taught how to adapt their writing accordingly.

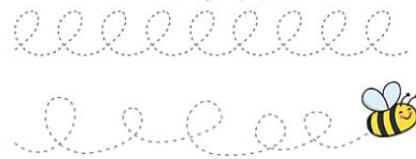
# Writing in the Early Years:



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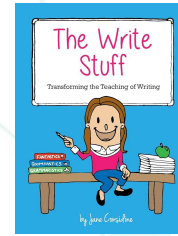
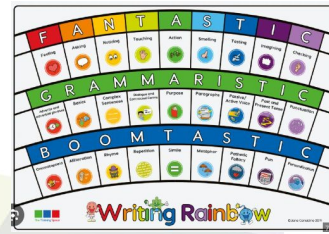
Making Loops (e)



Developing our fine and gross motor skills, as well as practising our mark making skills to allow us to be the best writers that we can be.



# Implementation:



How we implement writing (sequence/skills/progression):

We have aligned our teaching of Writing with Jane Considine's 'The Write Stuff' approach. This approach was chosen by leaders as this way of planning, teaching and learning is centered around oral rehearsing before writing, which is crucial for our pupils who struggle to write in the first instance. There are also lots of opportunities for pupils to explore, build and develop vocabulary to use within their writing. The pupils also have the opportunity to delve deeper into texts through 'Experience Days' which again we feel are necessary for our pupils to allow them to fully be immersed in the text that they are reading as part of their writing lessons.

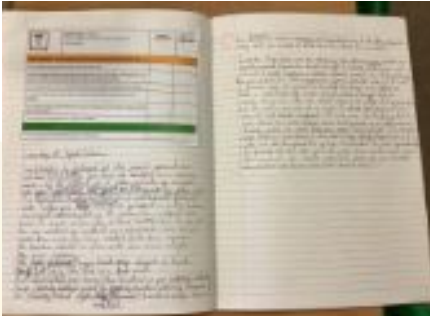
We also use 'The Write Stuff' approach to support writing as we believe that the 'rainbow' supports those learners who require a more visual approach to the curriculum in order to support them to understand which skills they are focussing on within the curriculum.



# Implementation:

## 1. Experience Day

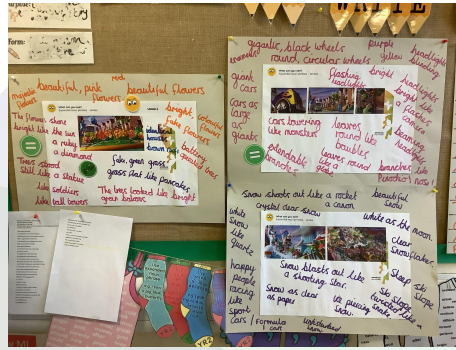
In today's experience lesson we explored what it would be like for Florence and her team of nurses to clean Scutari hospital. We couldn't believe our eyes! There was so much cleaning to do!



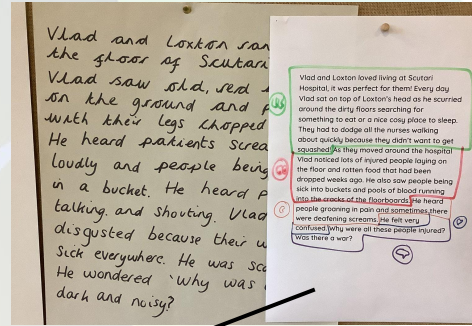
## 5. Editing and redrafting

## 2. Chotting

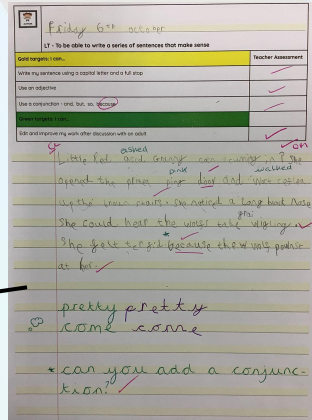
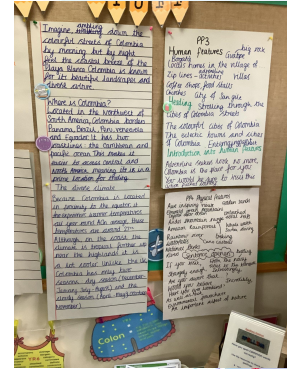
Our writing sequence is broken down into Experience lessons, chotting, modelling and shared writing and independent writing.



## 3. Modelling and shared writing



## 4. Independent writing



# Experience Days:

Every writing unit taught across school begins with an 'Experience Day'. These experience days allow pupils to be really immersed in the texts and enable pupils to generate vocabulary linked to lenses, as well as prepare them for 'chotting' and writing. These writing sessions really allow reading to be brought to life through writing.

Our pupils love exploring their chosen text through drama techniques such as taking on the role of a character and acting out stories which develops a love of reading whilst supporting them to build ideas for writing too.

We have seen across school that these Experience Days spark pupils imagination and allow them to further articulate their ideas, thoughts and feelings.

These experience days really allow our pupils to experience moments using all 5 of their senses. From tasting WW2 food, to smelling the Great Fire of London burning, to seeing how dark it was down in the mines, our pupils experience it all and they most definitely love to talk about them all, as a result enabling them to write some amazing pieces of work about real life experiences.



# Experience Days KS1:



## Potion Making in Crew Pashley



15th October 2023

This term we have been writing about and reading Little Red Riding Hood. For our experience morning, in Crew Pashley, we made a witches potion for the Bad Wolf from Little Red Riding Hood. We discussed other ways to get rid of the wolf, like scaring him. The potion is used to get rid of the wolf when he eats grandma by turning him into a frog. We included lots of different things in our potions, including beads, pasta, rice and pom poms. We practiced measuring out the potion into containers using a fake syringe, cups and the spoons.



In today's experience lesson we visited a hospital in Scutari, it was smelly and very dirty! The hospital was covered in blood, sick and dirt. We wouldn't have wanted to be treated there! We had to carry in the soldiers as there were no beds to help!



## Rainbow fish experience lesson

30th August 2023

In Crew Marsh we read and unpicked the book Rainbow fish, we learnt that the fish was not kind at the start of the book but became kind towards the end. We linked this to our be kind Howls. Then the children created their own rainbow fish which is going to go in our crew kindness fish tank. All children did an amazing job at describing their rainbow fish with an adjective.



## Little Red Riding Hood Experience Lesson

19th September 2023

Today we started looking at our new English text, Little Red Riding Hood. We talked about the book and I was impressed by how many children could recall the story. After we read our book we made baskets and skipped around school just like Little Red Riding Hood skipped through the forest. All the treats made it safely back to class and thankfully we didn't meet a wolf (this time!).



## The tunnel experience lesson

18th April 2023

To hook is into our new writing we looked into our new book - The Tunnel.

We pieced together the book front cover, predicted what might happen, crawled through a tunnel and acted out how the character might be feeling.



# Experience Days:



These 'Experience Day' opportunities also allow our pupils to generate a bank of vocabulary to support their writing, as well as develop a 'love of language' and further allow them to empathise with key characters from the text through drama activities as 'hot seating' and 'role on the wall'. At time our pupils, especially in KS1, are exposed to multiple 'Experience Days' to provide them with that maximum opportunity to allow them to comprehend to others in written form.

The intent of the inspirational part of the lesson is to entice pupils into learning and awaken intrigue and interest about what is to come. These experiences also make ordinary moments extraordinary so that our children can remember them forever. Often our pupils do not get these real experiences outside of the classroom so it is key that we provide these inside school for them, as to not limit their imagination, creativity and ultimately the magic, excitement and enjoyment of learning!

Ultimately, as a school, we believe that an engaging, diverse and quality writing curriculum such as this that we offer, should ignite our children's love of communicating and expressing their ideas in all contexts and as a result, articulating this in a clear and accurate form of writing.





# Experience Days KS2:

## Excellent Expeditionary Expert Experience!

30th June 2023 Sophie Elmer

Today, Mrs Adams delivered an excellent presentation to all of our LKS2 pupils about her experience of flooding in 2007 when she lived in Bentley. Prior to today's session we have been learning about flooding in our Expedition lessons as well as The Write Stuff lessons where we are writing a narrative based on the picture book, 'FLOOD'. Before Mrs Adams shared her story with us, each crew generated a list of questions that we would like to ask to know more, such as: Did you have to leave your home? What impact did it have on your life? How did it affect the area where you lived? Did you lose anything in the flood? etc. We were all blown away with the thoughtful questions that pupils shared. Mrs Adams did a great job of answering all of our questions as well as providing us with lots of extra details and facts. Thank you so much for your time Mrs Adams! The children got lots from it and it is sure going to help with our Expedition and writing learning next week!



## Experience day!

6th June 2023 Kate Thompson

Today we started our new writing block with an experience lesson. First, we completed a jigsaw of the front cover and blurb of our new book "Flood". Then, the children took part in a silent conversation. They annotated the photos from the book with what they noticed, how they might feel and what actions might be happening. The children came up with some fantastic ideas and I was blown away with what they noticed! They even came up with some interesting wonders based on the pictures in the book! I can't wait to see the ideas they come up with when we start to write our narrative!



EDT



## Experience day in MI

9th October 2023 Stacey McClare

Today MI started their next writing unit, setting and character descriptions around The Lorax. First we started watching the film and thought about how it links to our guiding question. We voiced our opinions on what we had seen and how it made us feel. We then watched the song at the beginning of the film and thought about the lyrics. We looked closer at the pictures within the clip and used these to think about whether Thneedville is a good place to live. We then moved onto looking at what similes are, using examples to make similes accurate. From here we used different pictures of Thneedville to chot descriptive language and similes. We used the notice lense to support us. We then unpicked different setting descriptions thinking about the features used.



## Writing Experience

9th October 2023 Ruth Shields

Today, we have started to look at our new unit of writing which will be a diary of a Roman soldier. We will have precious learning to pull from as well as a video stimulus.

We watched the video and discussed the daily routine of a soldier. Children were then asked to plan a light meal for the camp if they were on duty that morning. We had suggestions such as cornflakes, porridge, fry up and pancakes. We discussed the likelihood of these and decided it would have most likely been meat, bread and cheese.



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## Experience lesson in MI

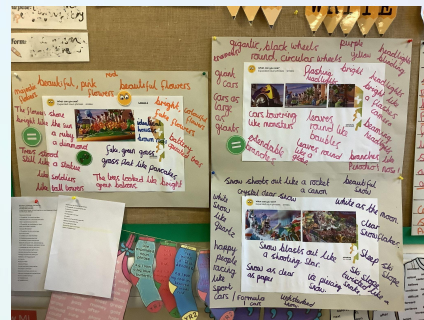
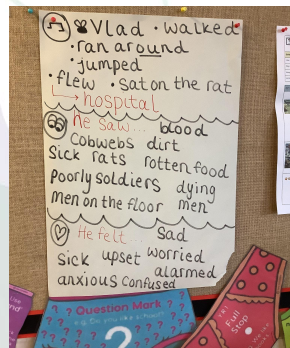
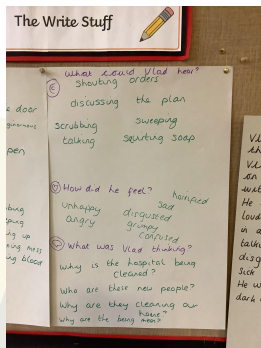
11th September 2023 Stacey McClare

For our Writing Experience Lesson we went into the forest area where we shared our new text. This helped with visualising what the rainforest may be like instead of being in the classroom. We explored and unpicked the front cover and blurb, making predictions before we started reading. We looked at the pictures throughout the book and how they related to the story. We used our senses throughout our discussions, this will support us when writing in a few days. When back in the classroom we started some chotting around the 5 senses. Children then added to our classroom display using our chotting and from reading the text. This helped us to visualise what a rainforest may be like.



# Chotting:

‘Chotting’/‘Language Gathering’ is the first part of the writing process in which ideas and vocabulary are gathered as a crew together to ensure that all pupils have the maximum amount of vocabulary to support them with writing a high level text.



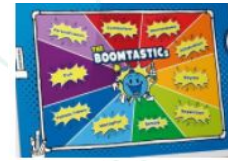
Ideas are gathered as a class so that all pupils are exposed to the vocabulary being discussed, allowing them to gain a deeper understanding of the meaning of words, how to use them accurately within writing and also allow them to magpie (become ‘hoarders of vocabulary’) these great ideas for their own piece of writing.

Staff ensure that chotting is visible to all pupils throughout the writing process, by displaying them on our school writing working walls. Pupils are also encouraged to use their Ipads to take an image of the chotting so that they can have it visible in front of them whilst they are writing.

Staff are encouraged to preempt what pupils might say, to ensure that pupils are exposed to a wide range of suitable vocabulary. Staff also discuss words well so that pupils have the ability to apply the words in context.

During the ‘chotting’ process, staff narrate the meaning of words, as well as discuss synonyms to really ensure that pupils have a deep understanding of the words selected. Pupils are also provided with a prompt question, picture stimulus and TWS lenses to support and prompt them with generating ideas.

# Chotting:



Prior to sharing as a whole class, pupils are given the opportunity to 'think, pair and share' their initial ideas with a partner to allow them to gain greater confidence in sharing them with a wider audience. This technique has had a great impact on our pupils and has also allowed contributions to be taken from all pupils, not just a select confident few.

Chotting ideas and sharing vocabulary is key to our pupils writing enriched sentences within their writing of plot points.

At Carcroft, we understand that words are the building blocks of sentences and without the words our pupils won't be able to successfully write sentences, which is why this process is a vital part of our pupils writing journey.

We have also noticed that our pupils are much more willing to write if they have been given some ideas to use, especially ideas from their peers.

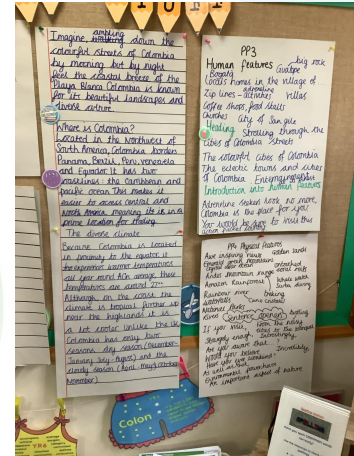
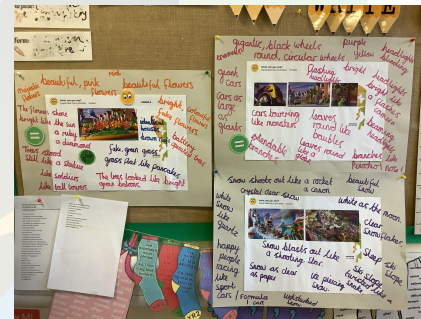
Therefore, this 'chotting' stage is not only vital to build confidence, allow pupils to gather ideas but also to enable them to write a highly successful piece of writing that matches the intended audience and purpose that it is designed for.

**Teach/practice - Chotting**

PPS *Chunk 1* -

- Question prompt 1: What happened next? What did she do? How?
- Question prompt 2: What did she look like? What did she do and realise?
- Question prompt 3: What did he try to do?

Going for green? Can you remember what noun phrases we used to describe the sea in our previous plot point?

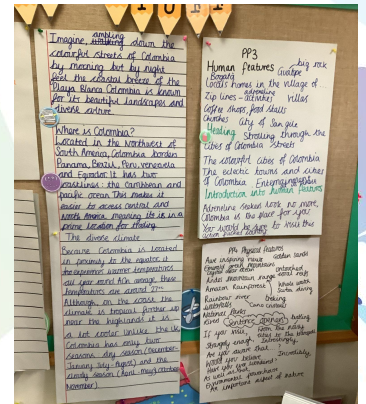
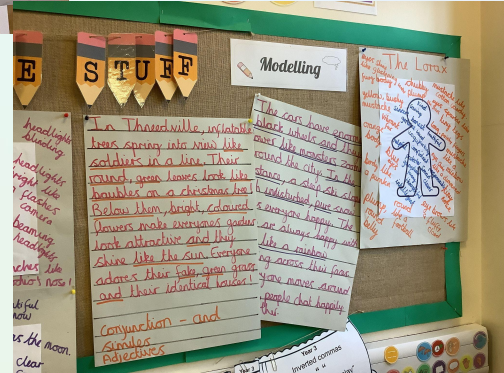
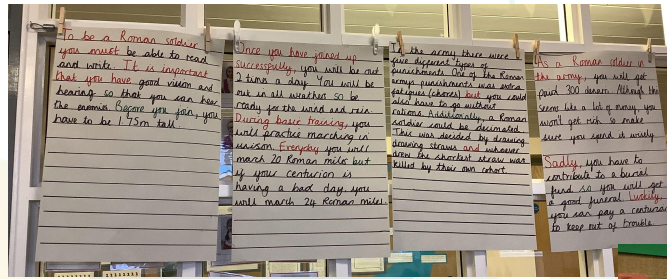


# Shared Writing:

The next stage of our Write Stuff process is the 'shared writing/modelling' that is heavily delivered by our teaching staff, although our pupils do contribute where required. This part of the writing journey is where the pupils 'chottings' are used to 'enable' a sentence to be built. Without staff modeling how this process works our pupils will not be able to do it which is why it is crucial that not only this is done but also that it is of a high standard to have a greater impact of the pupils independent writing.

Staff are encouraged to deliver a running commentary alongside the modelling process so that pupils can really understand how words are pierced together to formulate sentences, as well as understand a writers' decisions, choices, changes and edits at the point of writing. Articulating the inner-decision making of a writer.

Writing can be a challenge for many of our pupils at Carcroft Primary School, therefore it is our job through the combination of quality texts, real and imagined experiences and high quality modelling that we help to mould their writing brains, as we are fully aware that many of our pupils can not achieve this successfully independently.

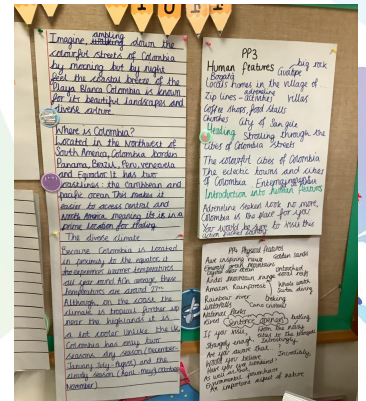
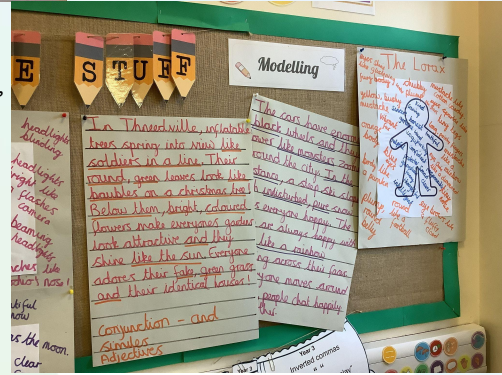
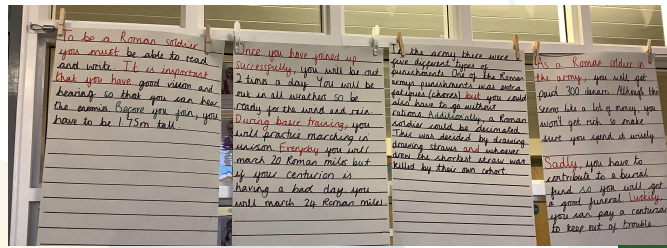


# Shared Writing:

Shared writing is modelled through three different methods. The first being 'teacher demonstration', whereby the teacher simply demonstrates through thinking out loud how to use the chotting to write a complete sentence that makes sense. The teacher will orally rehearse the sentence and then write this stopping regularly to check for sense, punctuation and spelling. Pupils simply watch how this is achieved. The second part of the modelling process known as 'teacher scribing' is where pupils make contributions, be it orally or through written form such as on a whiteboard and then the teacher ask for multiple ideas. The teach then selects one and again writes this as a sentence remembering to talk pupils through how this is achieved successfully. The final part of the modelling process by staff is, 'supported composition' where pupils use the class chottings to independently write or orally share one of their own sentences. This allows staff to see if pupils have mastered the skill of turning the chotting into sentences that make sense. It is also a further opportunity to check for understanding and check that pupils can do as has been modelled. Teachers then know that pupils are ready to go off and independently write their own chunk of writing.

Delivering the shared writing experience in this way ensures that pupils are engaged, understand the process of turning ideas into sentences and also that they are involved in every step of the way. Delivering it in this way has had a great impact on our pupils ability to work independently as well as produce high quality work as they are fully aware of the criteria to achieve Gold and Green standard as well as the teachers expectations.

The shared write model is displayed throughout the lesson so that pupils can refer back to this as required throughout the session.



# Independent Writing:

Once whole class chotting and modelling has taken place then pupils are ready to move into the independent writing stage. This is where pupils move to their tables and use the 'chotting', 'share write model' as well as other suitable resources such as word banks, pictures, question prompts and TWS lenses to support them in writing a successful plot point. This stage allows our pupils to really showcase what they are capable of as they put into action everything that they have been taught.

During this stage the Crew Leader as well as Learning Coaches support pupils as required as well as walk the room to check for understanding, as well as to live mark and provide pupils with instant oral or written feedback to enable pupils to move their learning forward as well as consolidate previous learning and make amendments as needed, usually related to presentation, sense, punctuation and spelling.

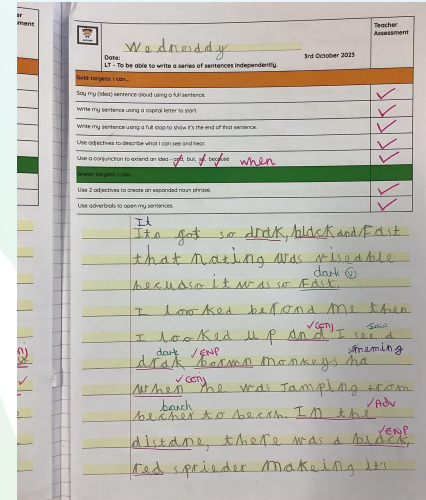
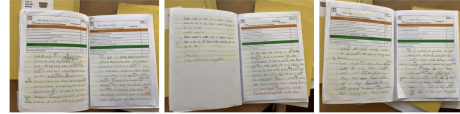
Some pupils also work in focused groups with a member of staff to allow them to continually orally rehearse their sentences before putting pencil to paper. Talking tins are also used as a tool for this, and as a result we have seen more of our pupils engaged in the writing process as well as more pupils writing sentences that makes sense and more pupils gaining confidence and wanting to share their thoughts and ideas as they have the scaffolding in place to allow them to do this successfully.

As a school we strive to ensure that our pupils have the skills, tools and knowledge to allow them to successful independent writers.

## Independent writing in MI

4th October 2023 Stacey McClare

Crew MI continue to blow me away with their writing. Children are trying so hard with their sentence structure and are really taking on board critique. We have all really enjoyed our first writing unit, children have produced their own narrative and have shown incredible progress throughout the cycle of writing.



# Sentence Stackers:

At Carcroft Primary School, we believe that all pupils' writing should be valued. Therefore we have implemented as part of The Write Stuff, Jane Considine's 'Sentence Stackers' in each classroom. This is our way of displaying exemplary children's work. These sentences are a great way to showcase the very best written contributions that have been made throughout the unit of writing.

Individual pupils are credited daily for their contributions, as they see their sentence displayed as well as the addition of a thank you pupil for their contribution.

Pupils here love to feel valued and it is enough for them to have their work acknowledged by the class teacher who has chosen the sentence, as well as their own crew members and other staff within the school building that praise them for getting their writing on the wall.

The impact of these 'sentence stackers' across school has been immense and we have seen pupils bursting through classroom doors on a morning to see whose sentences have made it! We also believe that this has also improved attendance in some crews across school.

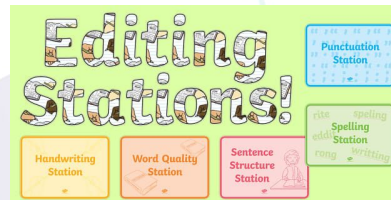
These 'sentence stackers' also show our pupils how their chunks of writing build up to make a final piece of collective writing.



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# Editing and redrafting:



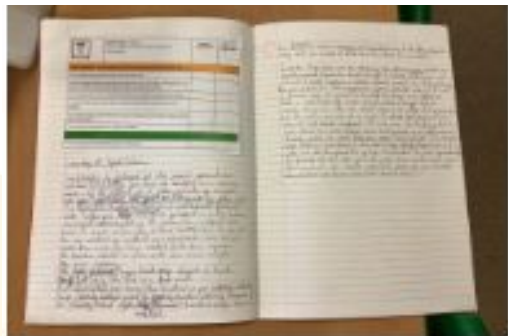
Although this may be the final stage of the writing process here at Carcroft Primary School it is one of the most important and we always ensure that time is allocated for pupils to do this effectively as part of their writing sequence. We ensure that our pupils do not just leave their writing at first draft but that they proof-read their work and check for sense, punctuation and spelling errors to ensure that their writing is the best that it can be.

Through green pen written feedback from staff pupils are supported with the elements that they need to improve on as well as how their writing can be even better. Pupils edit their work using purple pen and then as required redraft specific elements be it a sentence or a whole plot point so that changes can be visibly be seen and they and the reader can read the new improved draft with ease.

As a school we ensure that our pupils are taught the importance of editing and redrafting and why the most famous others do this before publishing their work.

Through school our pupils are taught how to successful edit their work using the codes given by staff. Staff model regularly how to edit and improve writing so that this final stage is done well and has a great impact on the pupils own writing as they tweak their own in a similar way.

For some pieces of work where they are to be published in a book, brochure, leaflet or display going out into the community pupils will redraft their whole piece to ensure that it is the best version that it can be.



## Edit and redraft!

27th September 2023 • Kate Thompson

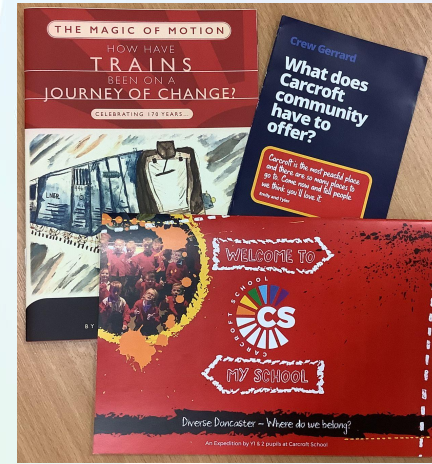
In our writing lesson today, we have focussed on developing our editing and redrafting skills. First, we read the writing to see if it makes sense. Then, we checked it for features such as: capital letters, full stops, spellings, fronted adverbials and conjunctions. We discussed how we use purple pen to edit the errors in our work. Tomorrow, we will continue to write plot point 4 so we can put our editing and redrafting skills into practice.





# Purpose - Sharing our writing with others:

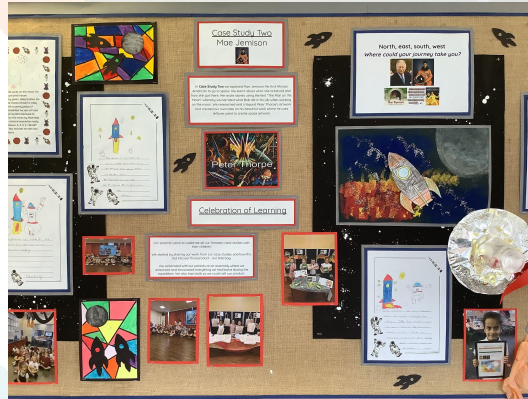
We strive to provide meaningful writing opportunities for a range of audiences and purposes which will provide our pupils with the tools to become confident, independent and lifelong writers. Pupils at Carcroft Primary School are fully aware that the writing in which they produce always has a purpose. As well as a specific intended audience, this may be another crew, another phase, another Key Stage, pupils parents, the community or even wider a field such as all of the visitors that arrive at Flamingo Land! Providing our pupils with a real purpose to their writing has ensured that they produce beautiful work that they are proud of inline with a core HoWLs, it has also had a greater impact on pupils self esteem as they are bursting with pride to see their work go out into the community and have it read by all. Our pupils also feel valued and worthy knowing that someone is taking the time to enjoy their work. Over time our pupils have generated song lyrics, prospectuses, information boards, books, leaflets, brochures and so much more.



## Sharing of our product in UKS2

14th December 2022 Stacy McClare

It has been a lovely morning in UKS2 🥳 Today we shared our morning with parents and carers where we presented our final product. Children also showed the adults who attended our new display board which show cased so much beautiful work. Thank you to all adults who came into school this morning 🥳 It was lovely to see such proud faces from the children in MI.



*"Imagine having your work displayed at one of the UK's biggest theme parks!" Toby.*

# Writing across the curriculum:

For us, writing does not just happen in our writing lessons. Staff ensure that writing is happening in all subjects across the wider curriculum.

For example in our daily maths lessons pupils are encouraged to share their responses to their reason and problem solving questions through written form, fully explaining their answers. Pupils are able to fully articulate their reasons through complete sentences justifying with mathematical calculations.

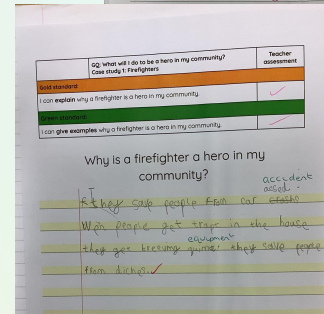
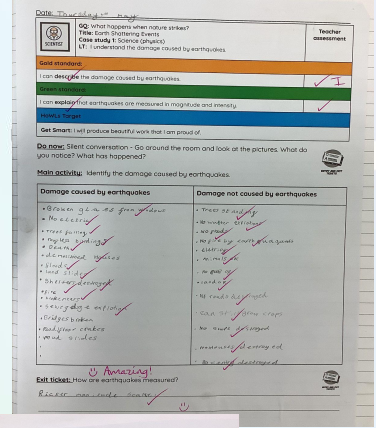
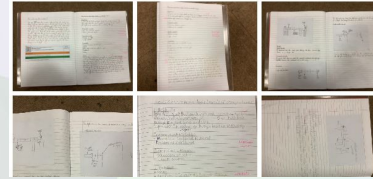
Through our Expeditionary learning where pupils are taught aspects of history, geography and science, pupils are also given opportunities throughout these lessons to impart their knowledge through written form. Pupils are also able to write up scientific reports using the correct structure as well as including specific scientific vocabulary.

Writing across the curriculum allows are pupils the opportunity to fully showcase their writing ability as they are able to implement and apply all of the skills in which they have been taught in writing lessons and transfer these to other areas of the curriculum.

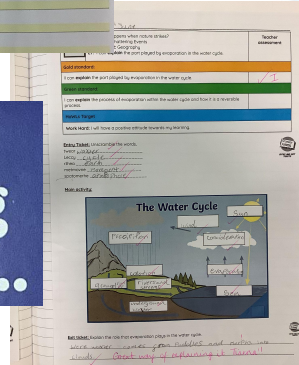
## Scientific report writing in MI

9th January 2023 Stacey McClure

After completing one of our science investigations in hook week, we used our previous knowledge to write up the investigation in the form of a scientific report. Here are some examples of our work. We ensured we had a clear aim, hypothesis, independent and dependent variables, equipment, a method, results and a conclusion. Some great writing MI!



You're getting smart...



# Celebrating writing:

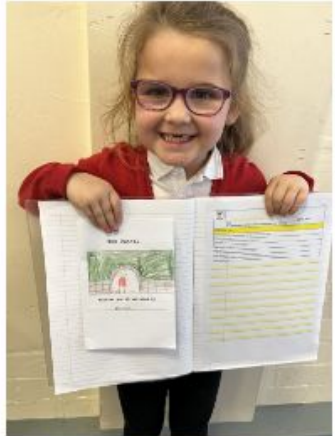
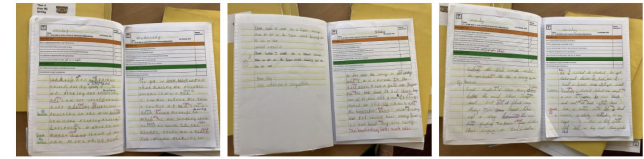


At Carcroft Primary School we love to celebrate the authors that we have within our school. As well as sharing our beautiful work with Mrs McClare each week pupils are also awarded postcards in our weekly Community Meetings for their beautiful work and handwriting. Pupils also get to share this moments with their peers across the phase as well as the grown ups that attend our community meeting and our school community as this celebration of success is shared on our school blogs.

## Independent writing in MI

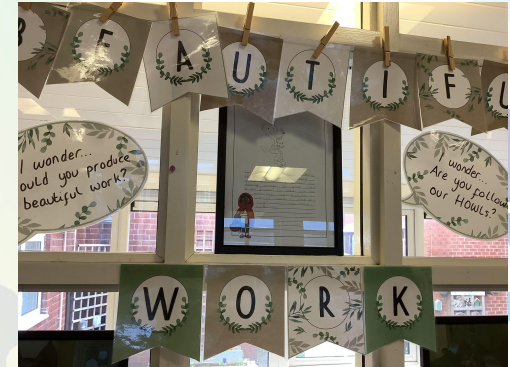
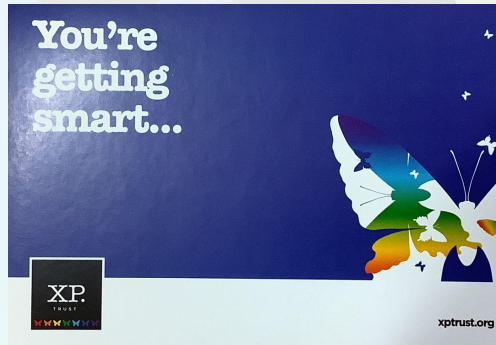
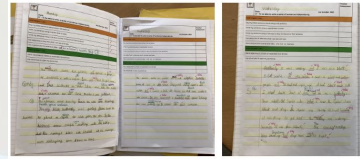
📅 4th October 2023 🧑‍🎓 Stacey McClare

Crew MI continue to blow me away with their writing. Children are trying so hard with their sentence structure and are really taking on board critique. We have all really enjoyed our first writing unit, children have produced their own narrative and have shown incredible progress throughout the cycle of writing.



## SUPERSTARS

	Beautiful Work/Writing
Crew MW	Emma
Crew Godley	Oliver
Crew Marsh	Alexus and Macey Rose
Crew Robson	Emily



# Handwriting and presentation:



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At Carcroft, we encourage all of our pupils to take great pride in their work. As part of our 'Get Smart' HoWL all pupils strive towards producing beautiful work that they are proud of. Once a week, a pupil from each crew gets to share their beautiful work with Mrs McClare, our Handwriting and Spelling Lead, as well as other pupils across the school. This has had a positive impact on our pupils and has led to a raised level of self esteem, confidence and pride as a result.

## Beautiful Work at Carcroft

These wonderful children have been chosen for producing beautiful work by their Teachers.

They came together to celebrate this with Mrs McClare who is our handwriting lead and supports us all to ensure that we are always producing the best work.



You're  
getting  
smart...

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# How we assess writing:

2023/24 Carcroft English Curriculum Overview

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100% Quick...

At: B2 Primary Curriculum overview

	A	B	C	D	E	F	G	H	I	J	K	
1					Writing for a Purpose		Rubric / Grammar Coverage (NC Appendix)					
2	Primary Curriculum overview		Key Text	Final Product	Writing to Entertain	Writing to Inform	write a sequence of sentences	use adjectives	use full stops	use capital letters	beginning to use ?	con
3	Title	Case Study 1:	Vlad and the Great		Stories	Recount	Yes	Yes	Yes	Yes	No	
4		Firefighters	Little Red Riding Ho		Stories	Recount	Yes	Yes	Yes	Yes	No	
5												
6		Case Study 2:	Vlad and the		Stories	Recount	Yes	Yes	Yes	Yes	No	
7		Nurse	Florence Nightingale		Stories	Recount	Yes	Yes	Yes	Yes	No	
8			adventure									
9		Case Study 3:	Hansel and Gretel		Stories	Recount	Yes	Yes	Yes	Yes	No	No
10		Police	The Smartest Giant									
11			in Town									

XP  
Writing Rubrics 3  
2020 Trust Collection

Beginning	Developing	Secure	Excellence
<b>Composition and Effect/Structure and Organisation</b>			
I can write sentences about a given subject.	I am beginning to write related sentences next to each other.	I am beginning to organise my sentences into simple paragraphs based on similar information or changes in writing.	I can confidently group my sentences together to form paragraphs.
I can write effectively for different purposes, with support.	I can write effectively for different purposes.	My purpose and audience is clear in some of the writing.	My purpose and audience is clear in most of my writing.
In narratives, I can write events in order. In non-narratives, I use a title to show what my writing is about and with support can use headings and subheadings.	I am beginning to write a narrative with a clear structure. In non-narratives, I am beginning to use headings and subheadings.	I can write a narrative with a clear structure. In non-narratives, I can use headings and subheadings.	I am beginning to develop settings and characters in narratives.
<b>Vocabulary, Grammar and Punctuation</b>			
I can use conjunctions for coordination (and/but) and subordination (when/that/because/if) with support.	I can use conjunctions for coordination (and/but) and subordination (when/that/because/if).	I can use a wider range of conjunctions, within my writing (eg, when, before, after, while, because, so, until).	I can confidently use a wider range of conjunctions appropriately within my writing (eg, when, before, after, while, because, so, until).
I can vary the words I start my sentences with after discussion with the teacher.	I sometimes use different sentence openings.	I can use a range of sentence openings.	I can use a range of sentence openings that are chosen effectively.
I can use my reading to help me make ambitious word/phrase choices.	I sometimes choose more interesting words to add detail and engage the reader.	I can choose more interesting words to add detail and engage the reader.	I can include more interesting words appropriately, to add detail and engage the reader.
I can sometimes use the first and third person after discussion with a teacher.	I can sometimes use first and third person.	I can often use first and third person accurately.	I can use first and third person and tenses accurately and consistently.
I can use an apostrophe for singular possession and simple contractions with support.	I am beginning to use an apostrophe for singular possession and simple contractions.	I can use an apostrophe for singular possession and simple contractions.	I am beginning to use possessive apostrophes for plural with support.
I am beginning to use adverbials of time (eg, then, next, soon, therefore) with support.	I am beginning to use adverbials of time (eg, then, next, soon, therefore).	I can use many adverbials of time (eg, then, next, soon, therefore).	I am beginning to use adverbials of time, place and manner with support.

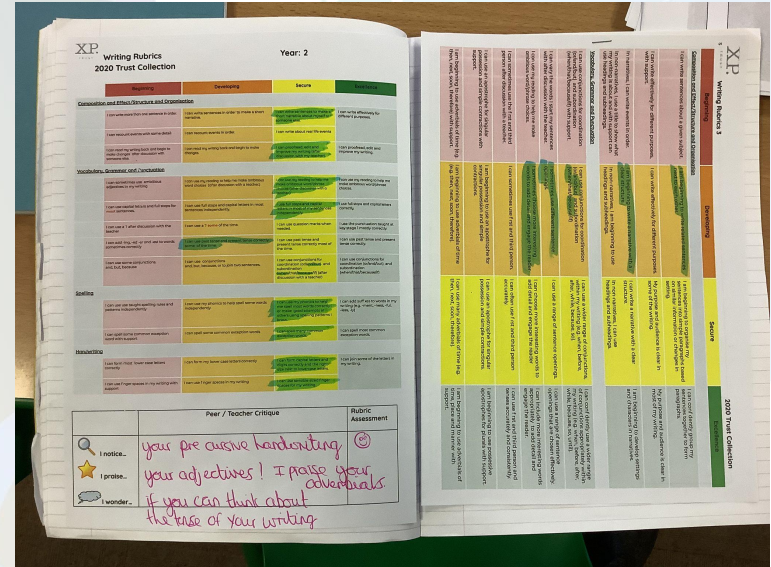
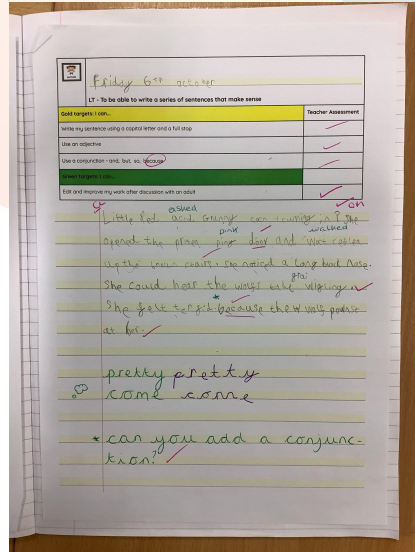
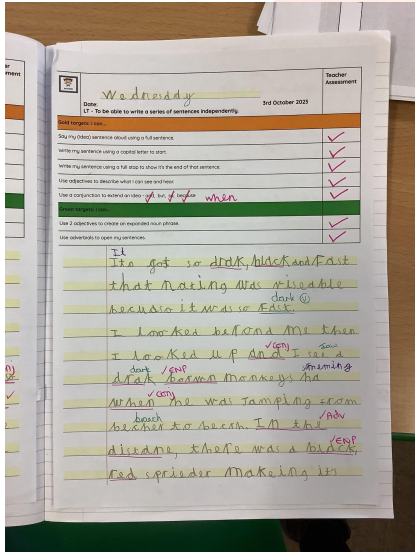
Staff are responsible for completing the 'English Curriculum Overview' which is monitored by the English Lead. This document indicates what text type is being covered, what key text is being explored and what aspects of writing and grammar are being covered throughout the unit. This ensures that a range of texts, audiences and purposes are addressed throughout the academic year, as well as ensures that all aspects are covered multiple times for these skills to be embedded before pupils approach the next year group or Key Stage.

Staff are also responsible for competing termly Writing Rubrics after pupils have completed an 'independent write'. This form of assessment allows staff to gain an insight into which pupils have been able to apply skills taught and which pupils still needs support to implement specific aspects of writing. It also enables staff to know where pupils are working at within the year group, be this BARE, at ARE or above ARE. Staff can also use this rubrics to address where gaps may be present.

# How we assess writing:



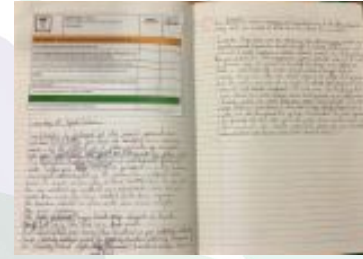
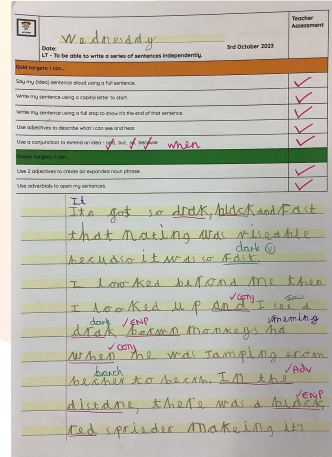
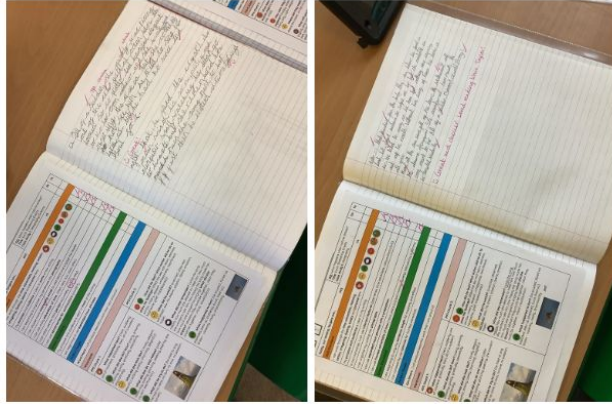
## Independent Writing Assessment:



There are also opportunities within the school CPD calendar for staff to work with other staff members across the school to moderate writing to ensure that assessments are accurate. KS2 staff are also provided with opportunities to work with other members of staff across the XP Trust to ensure that Year 6s writing is moderated accurately. Last year we received a huge amount of praise around the quality and quantity of writing that our Year 6 pupils were achieving.

# How we assess writing:

Assessing writing on a day to day basis in the classroom:



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These specific (grammar related) codes will be used within the main body of the work produced by the pupil where features have been identified by T/LC	
ENP	Expanded Noun Phrase
TFA	Time Fronted Adverbial
FA	Fronted Adverbial
SCON	Subordinating Conjunction
CCON	Coordinating Conjunction
ADV	Adverb
ADJ	Adjective
RC	Relative Clause
PREP	Preposition
MV	Modal Verb
VERB	Verb
CL	Capital letter
FS	Full stop

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*2
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Staff daily assess pupils writing against carefully selected writing targets that match the NC statements as well as our XP Trust Writing Rubrics. Pupils are expected to achieve 'Gold Standard', with some pupils gaining 'Green Standard' demonstrating that they have risen to the challenge. At least once a week teachers mark pupils work more 'in depth' using the schools marking policy, whereby specific features of writing are annotating using codes where used well or if missing. Pupils use this feedback to allow them to edit, improve and redraft their work where required.

# Author Visits:



Pupils writing is not only inspired through 'Experience Days' but also through expert visitors to allow pupils to get that first hand experience from real life authors about the process of writing, being an author, the struggles, how to write for specific audiences and purposes and so much more. We have been incredibly lucky as a school to be able to offer multiples of these to our pupils throughout the academic year and have seen the positive impact that these have had on our pupils willingness to write as well their engagement in writing for different audience and the overall quality of their writing as they have learnt first hand the importance of editing and redrafting their work.

Today, year 6 children met the author P.G Bell, the writer of THE TRAIN TO IMPOSSIBLE PLACES.

We even got to ask him a few questions!

## Paul Chrystal Author Visit (13.6.22)

📅 13th June 2022 🧑 Simon Gerrard

Today, LKS2 were very lucky to have local author Paul Chrystal lead a discussion about our Guiding Question. Mr Chrystal has published over 120 books and we wanted to get his expertise on sweets, of which he had tonnes of knowledge to offer. During the talk, Mr Chrystal looked answered the Guiding Question 'Why is sugar not so sweet?' through a health angle. He talked us through how sugar is not always the healthiest, even though we all love sweets.

Thanks for a great talk Mr Chrystal, I know LKS2 appreciated the knowledge and tips to enjoy sweets healthily. Check out our images below for how the talk looked! 😊



**National Literacy Trust**  
FOR YOUR CHILDREN

**Ade Adepitan**  
TV presenter, Paralympic medallist and climate champion

**Tues 3 Oct 9:30am**

Join Ade to talk about the new book, *The Secret Garden Under the Sea: Saving the Seahorse and Friends*. Written by children's author Neil Griffiths, and published by Zuzuki, the book aims to educate children on seagrass, which plays a key role in fighting climate change and is a vital habitat for endangered wildlife.

Ade will read from the book, answer questions and host an interactive quiz!





# Expert Visits:



We are also lucky that within the Trust and the local community that we have a lot of Experts who are willing to give up their time to come and speak to our pupils and answer any questions that they may have around specific subjects to enhance our knowledge and writing further.

Pupils enjoy working together to generate a range of open and closed questions to allow them to successfully interview our experts so that they can gain as much knowledge as possible to write about in their writing sessions.

This opportunity also allow pupils to gain a first hand, real-life understanding of the past, the present and the future as well as gain a deeper understanding of specific subject areas linked often to our Expeditionary learning. As a result of these visits staff have seen an increased motivation to write by pupils, as well as an improved quality of writing as pupils have the foundation knowledge to allow them to write.

## More experience fun in LKS2!



8th June 2023 ▲ Sophie Elmer

Today we had the great pleasure of another 'experience lesson'! This was due to us being able to welcome a visitor into our school called Kerry Poncia (a teacher at XP) who unfortunately had first hand experience of the floods in Fishlake (in 2019) and came to share her experience with us all.

We started the lesson by recapping our current book, 'FLOOD', and completed a 'silent conversation' listing the questions that we would ask the characters from the book. Such as, how did it feel when you had to leave your home? What was it like seeing your home ruined? Have you ever had to leave your home before? Etc. This then led us to then think of some questions that we could ask Kerry prior to her visit. We recorded these on a large sheet of paper ready for her presentation in the afternoon.

In the afternoon, Kerry visited and she provided us with lots of information about floods to support us with our writing next week. It was a great afternoon and as you can see we were all hooked in by what she was saying! Mrs Elmer recorded lots of facts and emotive language so that we can use this word bank to further support our chotting and writing of plot points next week.

## Expert Visitor in KS1

5th January 2023 ▲ Nicola Robson

We were very lucky to have a visit from Geoff this morning. He taught us lots about different musical instruments and how they shake the air to make sounds. We also learnt and performed a song! A big thank you to Geoff for joining us and we can't wait for you to come back soon.



## Year 2 Nurse Visit

4th October 2023 ▲ Nicola Robson

Today we were very lucky to have a visit from Nurse Welburn who is a children's nurse in a hospital. She brought lots of equipment for us to look at and even showed us how to use it. The children asked her lots of questions and talked about their own experiences of visiting the hospital. We then did a carousel of activities including dressing up and colouring. Thank you to Nurse Welburn for coming to see us all.



## LKS2 Expert Questions!

29th September 2022 ▲ Simon Gerrard

As part of Expedition, LKS2 generated questions to ask their experts about life during the Second World War. This is in order to better understand *how war changes lives*. The experts are extra special to Mrs Lewins and Mr Gerrard, as they are grandparents to each.

The excitement from the children was amazing to see, with lots of fantastic questions being asked. We generated a list in which all the children contributed a question to ask these special experts. The engagement was fantastic and we know these experts will share lots of amazing knowledge about their lives during the Second World War!



# Grammar:

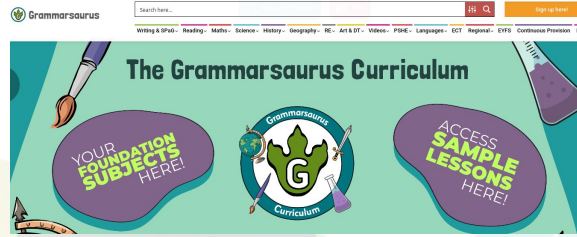
Discrete grammar skills are taught at least once a week starting in Key Stage One. Other grammar aspects that are required as part of a plot point for writing are taught between plot points as well as drip fed into 'do now' tasks. Elements are also discussed about during both the chotting and modelling process.

Grammar is assessed termly through whole school assessment weeks, so that gap analysis' can be conducted and staff can address where there are gaps and areas in which need to be retaught.

It is vital that all grammar elements are taught to a high standard so that pupils are secure going into year 6 where all elements will be required to write a high quality piece of writing. Staff are also aware that they must continually recap the grammar aspects previously taught in the year group before there current one to ensure that these grammar skills are really embedded and that pupils can use them securely.

Grammar is also taught during Expedition lesson where pupils might be writing a specific text type matched to their expeditionary learning and might need specific grammar aspects to address the intended audience and purpose.

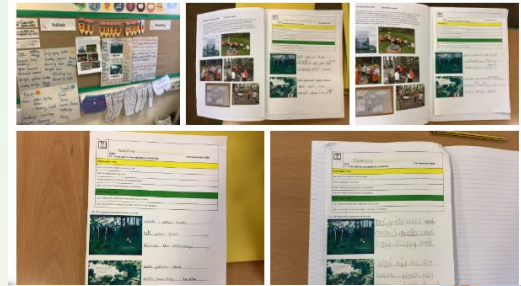
Staff use Grammasaurus to support with their planning, teaching and learning. It is also used as a tool to improve staffs subject knowledge, as well as show them alternative creative ways to deliver what can be seen as dull aspects of grammar, to allow our pupils to be engaged as well as support their understanding. Our pupils also love the catchy songs that grammasaurus provides for each different aspect of grammar!



## Grammar work in MI

12th September 2023 Stacey McClare

After taking part in our experience lesson yesterday, we started to think about adjectives and expanded noun phrases in our grammar session. We thought about the first two pages of the story we had read yesterday and chatted using some of the lenses. We created expanded noun phrases based on the pictures. We then took part in a shared write using the language we had just built. Finally we created our own sentences in our books 😊



# Writing CPD:



This academic year, writing is a huge priority for our school and in order for writing to move forward at pace and for our pupils to be given the maximum opportunity to allow them to achieve age related expectations all staff have been provided with suitable CPD sessions.

Initially in May 2023, the sequence of TWS was recapped to ensure that all elements were being addressed, as well as outlining all writing expectations so that these were clear for all staff members.

In September 2023, staff participated in a full day CPD session, where the focuses were on, chotting, shared writing, marking and feedback, editing and redrafting and presentation expectations.

Leaders wanted to ensure that all teaching staff within school are confident in delivering a high quality sequence of learning using TWS approach which builds in time to produce high quality work which has been edited and redrafted.

We want all staff to own their planning sequence and creating sequences which are adapted to meet the needs of the pupils within their crew.

