

BEING AN AUTHOR (Writer) AT THE WEALD

A space to learn; a space to grow.

At The Weald, we support all members of our school community – our children, our staff and our families—to make and keep this pledge so that our children learn, grow and achieve their very best.

Our curriculum:

- Puts the mental and physical wellbeing of our children at the heart of all that we do;
- Connects our learners as local citizens of today with the ideas, knowledge and skills they will need as the global citizens of the future;
- Applies National Curriculum content through real world contexts;
- Encourages our learners to be curious, ask probing questions and be brave in finding solutions;
- Enacts the core Christian values of our school ‘*Respect, Responsibility, Love, Trust and Forgiveness*’, which promote respect for others, responsibility for ourselves and mutual trust.
- Promotes diversity and inclusion;
- Is enriched by well-planned, outdoor learning opportunities, off-site experience days and immersive workshops.



At The Weald, our intention is to create a culture of enquiry, curiosity and challenge that runs through our whole curriculum. Our school is developing a local, bespoke version of the Curious-city™ framework which supports our teachers to create contextually relevant, enquiry-led experiences. This enquiry-led approach is enabling The Weald to create a bespoke, locally focused curriculum for our learners that goes beyond the current National Curriculum.

How is the curriculum taught at The Weald?

Our enquiry-led curriculum supports our pupils to explore subjects through a sequence of ‘key questions’ which build up children’s knowledge and skills over time. Through our curriculum, our children see themselves as different states of being, for example, as Authors, Mathematicians and Artists – rather than simply learning about English, Mathematics or Art. Author (English) and Mathematicians (Maths) lessons are explicitly taught daily. Enquiries are planned to ensure a broad and balanced range of learning across each phase. The curriculum is enhanced by locally rich and relevant experiences, which weaves in faith, community, and culture.

We support learners to master both the *know of* and *know-how* of a subject, not just remember it. For instance, we want our learners to be Scientists, not just learn about science. It is also important to make logical links between subjects. We want our learners to discover for themselves that they can be an Author, Scientist, Geographer and Philosopher at the same time and that some adults combine these states to become Archaeologists, for instance. You will see these around our school buildings, on visual timetables, on school displays and our online learning platform. It is important that the children see the connection between the subjects they are learning and how this knowledge can be applied.

At The Weald our excellent outdoor environment and the local community are an opportunity for active learning for all our pupils. The school grounds are evolving to enrich different curriculum areas, and outdoor learning is actively promoted and planned for. We ensure in-school learning is enhanced by relevant educational visits and visitors, overnight residential visits which take place in Year 4 and 6, assemblies, charity days and responding to events in the news. A range of clubs and enrichment activities such as concerts, sports matches, gardening competitions, arts assemblies, music, and dance festivals are a regular occurrence in our school. These are a vital part of the children’s development as lifelong learners and ensure individual talents are nurtured and celebrated.

How is the impact of our curriculum measured?

The impact of our enquiry curriculum can be seen and heard as well as represented in outcomes. Real learning can be seen through the children’s books, displays and the challenges that the children produce. In classrooms, working walls demonstrate the learning journey; States of Being characters feature in books, classroom displays and visual timetables as well as on our website and newsletters.

Being an Author (Writer) at The Weald

Intent: Our Vision

“The way we communicate with others and ourselves ultimately determines the quality of our lives. “(Tony Robbins, Life Coach)

A writer at The Weald uses their knowledge of sentence structure and punctuation, spelling rules (including phonics), fluency, vocabulary and comprehension when writing for all purposes across the curriculum. They have good understanding of the features and style of different genres and how these correlate to the purpose and audience of different texts. Children understand the creative process of being a writer (plan, write, edit and redraft) and become confident and competent life-long writers by using their imagination as they work towards developing an authorial voice of their own.

Writing is a way of communicating our thinking to others. In school this can be through fiction, poetry and non-fiction, across all areas of the curriculum. In life this can be through email, letters, reports, lists, etc. It is imperative that children learn to write and communicate effectively, as this is an important life skill. Therefore, at the Weald we believe that it is equally important to teach the secretarial skills alongside the more creative skills, incorporating rich vocabulary and creative techniques. We also recognise that there is a direct link between reading and writing: that an author needs to read broadly and often, in order that they can develop their writing skills.

Implementation: How we plan for being an Author (Writer)

At The Weald we have adopted “The Write Stuff” by Jane Constantine to bring clarity to the mechanics of writing. ‘The Write Stuff’ follows a method called ‘Sentence Stacking’ which refers to the fact that sentences are stacked together and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. This approach makes sure that all of our children are exposed to high quality texts that stimulate quality responses to reading, high quality writing and purposeful speaking and listening opportunities. Our curriculum ensures that all children have plenty of opportunities to write for different purposes. We encourage writing through all curriculum areas and use quality reading texts to model examples of good writing. Writing is taught through a number of different strategies. We believe that children need lots of rich speaking and drama activities to give them the imagination and the experiences that will equip them to become good writers. Through experience days, sentence stack lessons and independent writing opportunities, our children develop the writing skills that they need to be effective authors.

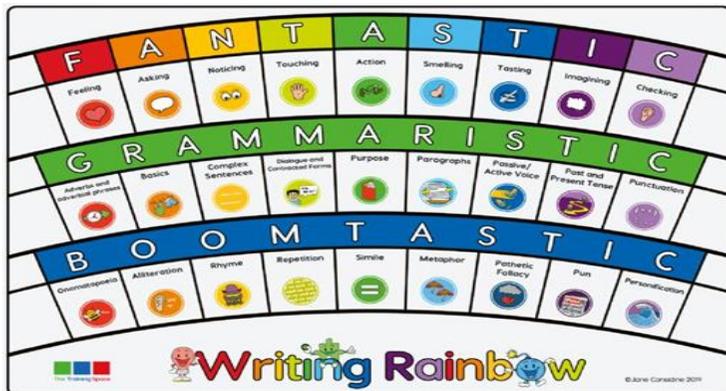
An individual sentence stacking lesson is based on a sentence model, broken in to three chunks:

- Initiate section – a stimulus to capture the children’s imagination and set up a sentence.
- Model section – the teacher close models a sentence that outlines clear writing features and techniques.
- Enable section – the children write their sentence, following the model.

Children are challenged to ‘Deepen the Moment’ which requires them to draw upon previously learnt skills and apply them to their writing during that chunk.

“The Write Stuff” also reinforces grammar through the use of:

- The FANTASTICs which are an acronym that summarise the ideas of writing
- The GRAMMARISTIC is a classroom tool that enables the teacher to drive key grammar messages.
- The BOMBASTICs which helps children capture 10 ways of adding drama and poetic devices to writing in a vivid visual



Independent Writing:

Teaching Sequence for Independent Writing

(Reference to STA: 2018 Teacher Assessment Guidance KS2)

1	2	3	4	5	6	7	8
RECAP SENTENCE STACK – “AUDIENCE + PURPOSE” Key features: Clarify writer’s intent. Sharpen purpose. Consider overall impact – effective aspects. <i>“The national curriculum is clear that writing should also be produced through discussion with the teachers and peers.”</i>	DRAW OUT SUCCESS CRITERIA Key features: Co-construct success criteria from unit of work. Do provide examples. Story – 9 plot points = 9 success criteria/non-fiction. 8 shapes = 8 success criteria. <i>“Using success criteria does not mean that a pupil’s writing is not independent; they would simply need to avoid modelling or over scaffolding the expected outcome.”</i>	EXPERIENCE Key features: Memorable. Stimulates imagination (story). Build knowledge (non-fiction). <i>“Emerges from a text, topic, visit, or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about.”</i>	PLAN WRITING Key Features: Use maths paper. Plot success criteria. Consider writing ideas, techniques and grammar. <i>“Enables pupils to use their own ideas and provides them with an element of choice, for example writing from the perspective of a character they have chosen themselves.”</i>	INDEPENDENT WRITING Key Features: Paced out chunks of time. In silence. Chance to build stamina. <i>“Pupils writing upon which their judgements must be produced independently.”</i>	TEACHER MARKS FOR EDITING Key Features: All work marked through the three ways of editing. Pupils not told how to improve. Teacher models good editing processes with an exemplified piece. <i>“...not independent when the pupil has been directed to change specific words... or when incorrectly spelt words have been identified.”</i>	PUPILS EDIT WORK Key Features: Interrogate work through five lenses eg. Spelling, punctuation, re-read, rewrites, add more. Provide quality time to make amendments. Pupils are clear about different strategies for improvement. <i>“has been edited, if required by the pupil without the support of the teacher, although this may be in response to self, peer or group evaluation.”</i>	FINAL JUDGEMENT Key Features: Quick comparative judgement. Intensive assessment of ‘grey’ area writing. Weaknesses fed into next teaching cycle. <i>“a degree of subjectivity is needed to assess it. Teachers are therefore afforded more flexibility in reaching a rounded judgement.”</i>

Key benefits of The Write Stuff:

- Support for teachers so that they have a deeper and more flexible knowledge of sentence structure.
- Pupils who understand how to apply sentence scaffolds to their independent writing as they develop their expertise.
- Standards improve because many worked examples are provided over the year that extend understanding through a wide range of genres and non-fiction text types.
- Children have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with.
- Pupils know how to improve their writing and make it more focussed and actionable feedback is provided to guide their learning.
- Children have a concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes.
- Teachers have clear pathways of how to guide pupils in weak areas such as cohesion and paragraphs.

How will an effective implementation of The Write Stuff Approach support our most vulnerable learners?

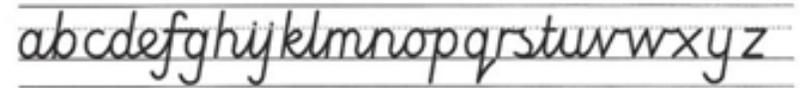
1. Experiences - every unit ensures that all children have experiences to build ideas on which to write. There are no assumptions, the experience days are varied and provide an opportunity to talk and build up a vocabulary bank which is meaningful. The experience has a direct link to the learning.
2. The Writing Rainbow scaffolds learning providing clear ideas, tools and techniques for writing.
3. Vocabulary and words are integral to every lesson. This provides opportunities for children to be exposed to a growing number of words and begin to identify the effect and nuance they bring to the meaning of the writing.
4. High expectations on all children. A strong, high-quality model will direct the children to craft high quality sentences themselves.
5. Success drives motivation and working in sentences with clear goals sets an achievable target. Building writing over time in a directed way provides the support needed to deliver independent writing at a later date.
6. The structure of the lessons into chunks prevents the working memory being overloaded and therefore offers a higher chance of success, building self-esteem and motivation.
7. Relationships are developed through the approach; talking partners, kind calling out and sentence selection and appreciation all provide a positive respectful learning relationship to evolve between pupils and adults.
8. All children including our most vulnerable have a voice within the approach. The expectation to CHOT and Kind calling out mean everyone's contribution can be valued.
9. Feedback through sentence stacking wall appreciation and editing stations promote independence and a sense of ownership. The feedback is more likely to be well received due to the positive relationships and the sense of success and ownership.
10. The nine areas above support us as teachers to provide high quality teaching using direct instructions but setting high expectations of all. The plans and the training materials allow us to refine our practice and get the best from all our children.

Phonics and Spelling

At The Weald, we teach phonics and spelling rules as part of daily spelling lessons. For those children who have not mastered the building blocks of phonics as they enter year 3, we will undertake diagnostic assessment focusing on synthetic phonics and blending sounds to make words. At The Weald, we use Letters and Sounds supported by Phonics Play to close the Phonics gap. Where appropriate, children will continue daily to receive high quality, small group phonics teaching based on the phase they need to consolidate. They will receive extra support to learn the phonemes. We will also send home phonemes which the child needs extra support with, so that they can practise at home. At The Weald, we use Spelling Shed resources and planning to support our teaching of spelling through key stage 2. Our teaching of spelling fully meets the requirements of the National Curriculum. Alongside the lessons, children are given spelling homework. Spelling is a key focus within English lessons and enquiry lessons; children are expected to spell key vocabulary correctly. Over key stage 2 children are taught how to use a dictionary effectively and for those who find spelling a challenge, electronic spell checks are used alongside other support strategies.

Handwriting

By the time the children leave The Weald, at the end of Year 6, all the children in the school should be able to write legibly, fluently and neatly with speed. The expectation is that their handwriting will be joined and that they will have developed their own distinct handwriting style. To achieve this, the children are systematically taught cursive handwriting at least once a week, following the Nelson Handwriting Scheme.


Impact: How we evaluate our learning as an Author (Writer)
We know that we have developed effective authors if children:

- can confidently apply fluency, vocabulary and comprehension skills across all their writing (across the curriculum).
- have an enthusiasm for writing and an understanding that writing is a life skill (where a certain level of spelling and handwriting is essential).

Teachers make assessment judgements during every writing lesson to gauge how pupils are accessing their learning. They can then amend lessons accordingly to ensure children progress through the Writing Curriculum. Children are also asked to write independently at the end of every Write Stuff unit and then this is used for assessment purposes. A grid listing all end of year expectations is displayed in the front of each Independent Writing book which is completed by class teachers showing which elements of writing is displayed in their writing. Regular moderation between classes within school and between local and hub schools ensures that judgements are sound. When necessary, intervention programs will ensure that wherever possible, children 'keep up, rather than catch up.'

2022-2024: The Weald C of E Primary School WHOLE SCHOOL ENQUIRY CURRICULUM OVERVIEW with Write Stuff Units

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lower KS2 (Year 3 & 4) 2022-2023	Where does the darkness come from?	How can we find out about people in the past?	What's underneath our feet?	What is the difference between surviving and being healthy?	How can you feel the force? How do plants die?	How do plants die? Why did people travel in the past?
Write Stuff Units	Star in the Jar (Narrative) Charlie and the Chocolate Factory (Narrative adventure) I asked the little boy who couldn't see (Poetry)		What's Underneath Our Feet (Non-Fiction Explanation) Feast (Narrative) My Strong Mind (Non-Fiction Instruction)		The Iron Man (Narrative Science-Fiction) <i>Enquiry Writing: Instructions and Explanations</i> The Journey (Narrative adventure)	
Lower KS2 (Year 3 & 4) 2022-2024	What is the difference between noise and sound?	Why do we live here?	Where does our water come from? What should we flush down the loo?	What should we flush down the loo? What is creativity?	Why are more people becoming vegetarian? Who stood here before us?	Who stood here before us? How can we switch off?
Write Stuff Units	The Magic Paint Brush (Narrative) Autumn is Here (Poetry) Earthquakes (Non-Chronological Report)		The Owl who was afraid of the dark (Narrative) Float (Narrative) How to Make a Bird Feeder (Instruction – link to enquiry of making food)		The True Story of the Three Little Pigs (Narrative) Holiday Brochure Skara Brae (Non-Fiction Holiday Brochure) The BFG (Narrative)	
Upper KS2 (Year 5 & 6) 2022-2023	How are lives saved?	Who were the greater engineers? The Victorians or the Ancient Britons?	Linnaeus and Darwin – how are they connected?	Where does our food really come from?	Who is trading with whom? Why are shadows important?	Why are shadows important? How big is your footprint?
Write Stuff Units	Greta Thunberg (Speech) Story – The Present (Narrative Animation) Letter to Scrooge (Persuasive Letter)		The Origin of Species (Non-Fiction Non-Chronological Report) Gorilla by Anthony Browne (Narrative) The Moth (Narrative Poem)		Varmints by Helen Ward (Narrative) <i>Instructions and Explanations linked to Enquiry</i> Biography – David Attenborough (Non-Fiction)	
Upper KS2 (Year 5 & 6) 2022-2024	What does the Earth look like from the solar system?	How can we show what we believe in?	Where is our twin?	What do forces actually do? How can Science help the homeless?	How do we all live together?	How are you helping to save the planet? What makes a good performance great?

Write Stuff Units	Cosmic (Narrative)	The Journey by Francesca Sanna (Narrative)	Anglo-Saxon Battle (Non-fiction persuasive speech)
	Detailed Timeline of Ancient Greece (Non-Fiction Timeline)	The Highway Man (Poetry)	The Explorer by Katherine Rundell (Narrative)
	One Small Step – (Narrative) Fiction Animation	Hansel and Gretel Traditional Tale (Narrative)	Zoo by Anthony Browne (Narrative)
	Mars Transmission (Non-Fiction)	<i>Non-Fiction report/speech – focus of enquiry</i>	

Progression in Writing

	Year 3	Year 4	Year 5	Year 6
Composition	Evidence of adverbs within sentences to add detail Evidence of adjectives within sentences to add detail Begins to use paragraphs to group related ideas In narratives create settings, character and plot In non-narrative use simple organisational devices e.g. headings, sub-headings Inter-relate beginning, middle and ending Evidence of proof-reading for spelling and punctuation errors Evaluate and edit by assessing the effectiveness of their own work making improvements as a result	Draft and write, organising paragraphs around a theme Include details to interest, persuade, explain or instruct Use precise vocabulary that is lively and imaginative showing an awareness of audience (e.g. expanded noun phrases, figurative language, preposition phrases) Evidence of editing by proposing changes to grammar and vocabulary to improve consistency Evidence of proof reading for spelling and punctuation errors Characters developed through describing how they look, react, talk or behave	Select appropriate grammar for the task Select appropriate vocabulary for the task Evidence of proof-reading for spelling and punctuation errors In narratives, describe settings and atmosphere In narratives describe characters integrating dialogue to convey character or advance the action Evidence of linking ideas within and across paragraphs using adverbials of time, (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before ...) Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register Ensure the consistent and correct use of tense throughout a piece of writing Use paragraphs consistently and appropriately (begins a new paragraph at an appropriate point for changes in settings, character, action, subject, for a new speaker)	Write effectively for a range of purposes and audiences using appropriate features, selecting language that shows good awareness of the reader (e.g. using first person in a diary, direct address in instructions and persuasive writing) In narratives describe settings, characters and atmosphere Create atmosphere, an integrating dialogue to convey character and advance the action Use a range of cohesive devices conjunctions, adverbials of time and place, pronoun and synonyms within and across sentences and paragraphs Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing
Handwriting	Handwriting is fluent and legible (e.g. use diagonal and horizontal strokes to join letters) Letters and words are usually appropriate in size and position Understands capitals and lower case letters are not joined	Handwriting is joined, fluent and legible	Writing legibly, fluently and with increasing speed, joining letters. Ensure that where apostrophe is used for omission letters either side are not joined	Maintain legibility in joined handwriting when writing at speed. When apostrophe used for omission letters are not joined
Transcription	Evidence that children accurately spell some of the Year 3/4 word list	Children are able to spell most words from the Y3/4 word lists	Evidence of some of the Year 5/6 words spelt correctly Continue to distinguish between homophones and other words that are often confused (e.g. aisle/isle, license/licence, practice/practise) Use dictionaries to check the spelling and meaning of words	Spell most words from Y5&6 lists correctly Use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Vocabulary, Grammar and Punctuation	Express time, place and cause using conjunctions or adverbs or prepositions Evidence accurate use of apostrophe for singular possession	Capital letters and full stops used mostly accurately to demarcate sentences. Exclamation marks and question marks used mostly accurately.	Mostly correct use of capital letters and full stops Mostly correct use of exclamation marks and question marks	Use the range of punctuation taught at KS2 mostly correctly

	<p>Continue to use capital letters and full stops to demarcate sentences</p> <p>Continue to use question marks and exclamation marks to demarcate sentences</p> <p>Some use of inverted commas to punctuate direct speech</p> <p>Evidence of use of fronted adverbials</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Tense choice generally appropriate to task</p>	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Accurate use apostrophes for possession and plural nouns</p> <p>Extend the range of sentences with more than one clause, by using a wider range of subordinating conjunctions (e.g. when, if, because, although)</p> <p>Evidence of adverbials/pronouns link sentences, sections or paragraphs (e.g. when we got there, after that)</p> <p>Evidence of the use of fronted adverbials with a comma (e.g. later that day, I heard the bad news)</p> <p>Some sentence variation created</p> <p>Use speech punctuation (inverted commas) correctly with a new line for each speaker</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (e.g the boy, who was feeling very ill ..., the boy, feeling very ill ...)</p> <p>Use prefixes and suffixes and understand the guidelines for adding them</p> <p>Evidence of speech punctuation correctly with a new line for each speaker</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.(e.g. using contracted forms in dialogue in narrative, using passive verbs to affect how information is presented, using modal verbs to suggest degrees of possibility)</p> <p>Use verb tenses consistently and correctly throughout their writing</p>
Greater depth	<p>Within paragraphs/sections, some links between sentences (e.g.use of pronouns or adverbials)</p> <p>Uses elements of an increasing range of genre language appropriately</p> <p>Viewpoint (opinion, attitude, position) is expressed and maintained.</p> <p>Characters or setting are developed through appropriate vocab choices</p> <p>Uses imaginative details to entertain, amuse or create tension</p>	<p>Select appropriate grammar for the task</p> <p>Select appropriate vocabulary for the task</p> <p>Evidence of a range of cohesive devices used throughout a piece of writing</p>	<p>Create an appropriate opening and closing, which tie together to impact on the reader</p> <p>Use a wide range of taught KS2 punctuation in addition to those listed above (e.g. :, ;, ...)</p>	<p>Children can write for a range of purposes and audiences effectively, selecting the appropriate form drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> <p>Exercise an assured and conscious control over levels for formality, particularly through manipulating grammar and vocabulary to achieve this.</p> <p>Additional words and phrases contribute to shades of meaning e.g. A single tear ran down his soot blackened face</p> <p>Use the passive voice to affect the impact and effect of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)</p> <p>Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens and, when necessary, use punctuation precisely to enhance meaning and avoid ambiguity.</p>