



Being a Writer at St Chad's



“Reading is like breathing in, and writing is like breathing out.”

Pam Allyn

This quote perfectly summarises our English curriculum at St Chad’s. We aim to nurture a real love of reading across the school and to provide inspiring writing opportunities linked to our school’s connected curriculum.



Power through the 5C's of Learning

Alongside St Chad's vision of 'learning to love, loving to learn', St Chad's 5C's of learning drive the creation of our Curriculum. Further information as to how the 5C's of learning positively support the teaching of writing, reading and oracy can be identified in the table below.

St Chad's 5C's	Using our 5C's within English
Community	<ul style="list-style-type: none"> • Visits and Visitors • Fiction and Non-Fiction texts across the school enrich children's understanding of the wider world. • Book At Bedtime event • World Book Day celebration • School Book fairs • Different reading challenges – e.g. 'The Remarkable Reading Challenge'
Communication	<ul style="list-style-type: none"> • Oracy skills weaved throughout the curriculum • Each class has key oracy objectives to work towards and support progress in this area • Discussion of modelled and shared writing • Drawing Club (EYFS and for part of Y1) • Floppy's Phonics (EYFS, Y1 and any Y2 children who need it) has a huge focus on developing high quality speech and language • Guided Reading sessions • Stem sentence starters to support all children • 'Talk like a writer...' new vocabulary always discussed • Talk Boost intervention scheme
Curiosity	<ul style="list-style-type: none"> • Class texts chosen to ensure cross-curricular links with the wider curriculum • Guided reading sessions allow children to infer and wonder
Collaboration	<ul style="list-style-type: none"> • Children have 'Reading Buddies' in another class in the school • Peer and self-assessment within the writing process.
Creativity	<ul style="list-style-type: none"> • Make links with our connected curriculum. • Hot seating, drama and freeze frames used to develop oracy skills.

Writing Intent

When creating our English curriculum it was important to us that it worked closely with our connected curriculum. This allows links to be made with other academic subjects, which enables knowledge to be sequenced and carefully mapped. Our English curriculum uses the National Curriculum (2014) to promote high standards of literacy by immersing children in a language-rich environment and texts that excite, enthuse and inspire them to flourish as learners.

In order to achieve this, each class uses high-quality texts, linked (where appropriate) to their wider curriculum units, as a stimulus for purposeful writing opportunities. We front load the teaching of Spelling, Punctuation and Grammar for each year group and plan meaningful writing opportunities for the children to secure these skills, whilst being fully engaged and immersed in an exciting text.

We aim to instil a lifelong love of reading in our children so choose every text carefully to ensure their imagination is captured through a wide range of different genres and text types.

Being a Writer at St Chad's

In every year group, high quality texts are teamed with modelled writes and shared writing, and are used to encourage and support fantastic writing from our children.



In EYFS and Year 1 we use 'Drawing Club'. Drawing Club is an approach designed by Greg Bottrill that immerses children into a world full of imagination. We at St Chad's fully embrace Drawing Club and can see the joy it brings to our children. It is through Drawing Club that we open up the magical world of stories to children whilst at the same time enriching their language skills, developing their fine motor and sharing a special time with them. Drawing Club is a fantastic place to start a child's experience of school 'Literacy'.

Drawing Club is based upon the 3M principle. These are making conversation, mark making and mathematics. We use a book, traditional tale or an animation as a portal for the week. Children learn new, exciting vocabulary that we revisit each day of the week. We draw characters on a Monday, settings on a Tuesday and we 'wonder' on a Wednesday, Thursday and Friday.

Monday	Tuesday	Wednesday	Thursday	Friday
Vocab	Vocab	Vocab	Vocab	Vocab
Character	Setting	I wonder...	I wonder...	I wonder...

Also, in EYFS we begin our Floppy's Phonics Programme, which is a DfE validated phonics programme. The programme is a systematic, synthetic approach to teaching phonics, with clear expectations. During the Floppy's Phonics cycle children have opportunities to apply their developing phonic knowledge to handwriting and spelling activities.

As a stimulus for excellent writing across the rest of the school, we use a range of different high quality picture books and chapter books, which are linked to our current curriculum units. Each book is carefully chosen for its rich language and / or imaginative opportunities. The children immerse themselves in the books through methods such as hot seating, freeze frames and story mapping before responding with a variety of different writing opportunities.

The below table shows how our books progress across the key stages.

Books		
Year 1 / 2	Year 3 / 4	Year 5 / 6
Picture books	Picture books Short stories	Novels

The organisation of English lessons can vary week on week, depending on the class text being explored and outcomes we are aiming to achieve. That said, a typical week would look something like this:

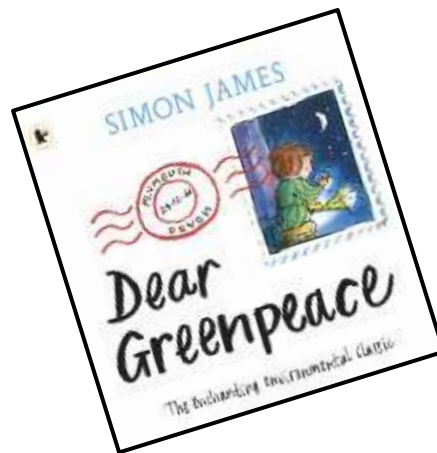
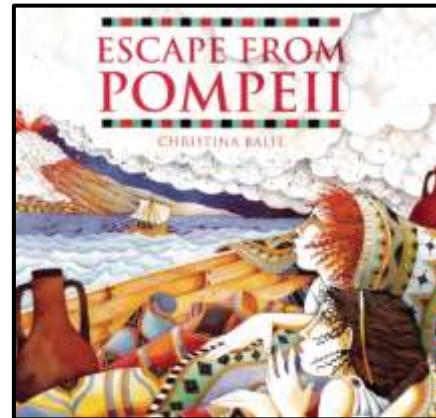
Weekly Structure		
Day 1 - 2	Day 3 - 5	Day 5 (Every few weeks)
Read text / section Explore text through oracy (drama, discussion, storytelling, story mapping) Introduce key vocab / grammar Slow write / Guided writing (Try it)	Grammar focused short burst writing (Try it / Use it) / Cross-curricular writing Re-reading Editing	Peer and self-assessment, plus intensive editing and / or improving of a piece / multiple pieces of writing based on all feedback received.

Year Group Book Lists

[Click this link for an overview of the fiction and non-fiction books used in class to provide purposeful writing opportunities.](#)

In all year groups we teach the appropriate Spelling, Punctuation and Grammar objectives in the first half of the academic year. We teach these skills discreetly and then weave them carefully through engaging responses to our class texts. All children use marking ladders to remind them of the focus for their writing and these can also support less able children by providing reminders or examples of these skills. Once a skill has been taught it is often a feature of teachers modelled and shared writing, even when it is not the focus skill of that particular lesson. This encourages children to follow the 'Try it - Use it - Prove it' approach. Once a child is carefully entwining a range of appropriate SPaG features into their creative responses to our texts, we move onto teaching the broader features of text types. We feel this organisation of curriculum objectives supports our children in honing in on the word and sentence level features first, then, once they are secure with these, we support them in exploring and preparing texts as a whole. A great benefit to constant exposure to high quality texts and modelled writing is that by the time we explicitly address these text type features, many

children have already picked up a good number through immersion and engagement.



Spelling, Editing and Improving

To be able to spell correctly is an essential life skill. Competent spellers are able to channel all their time and energy into the skills of composition, sentence structure and precise word choice. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We want our pupils to become fluent and effective writers; accurate spelling is a means to that end.

We follow Essential Spelling from Herts for Learning for our discrete spelling lessons, however, spelling is high profile in all writing that we complete.

Within the English lesson, editing and improving techniques are taught. The children are made aware that checking their work for spelling mistakes is one of the vital tools in the writer's toolkit. We believe that all children should have the ability to edit work independently, so that children do not become reliant upon teachers proof-reading their work and finding all the mistakes for them. The editing system is taught and

referred to in lessons to ensure that the children have the necessary skills to do this.

The progression of spelling editing:

- 1: Copying words rewritten by the teacher
- 2: Looking up words dotted by the teacher in pink
- 3: Looking for misspelled words on a line that has been indicated by the teacher (using pink)
- 4: Looking for misspelled words in a paragraph that has been indicated by the teacher (e.g. four words in this paragraph are misspelled, please edit)

At all stages: The child putting red dots under any words they feel they have misspelt to look up in a dictionary.

This is the progression used in every class. Where on the progression the child is, depends on their needs.

Editing and improving is built into all writing lessons. The progression of expectations for editing and improving across Y1 - Y6 is detailed below.

	What should be covered	How to teach it	How it looks in books				
Year 1	<table border="1"> <tr> <td style="text-align: center;">Y1</td> </tr> <tr> <td>Re-read writing to check it makes sense and make simple changes as necessary e.g. spotting omissions</td> </tr> <tr> <td>Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations</td> </tr> <tr> <td>Read their own writing aloud clearly</td> </tr> </table>	Y1	Re-read writing to check it makes sense and make simple changes as necessary e.g. spotting omissions	Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations	Read their own writing aloud clearly	<ul style="list-style-type: none"> - Whole lesson to introduce what editing looks like, how we do it and why we do it. - Mid plenaries constantly reinforce 'the basics' of good writing. Chn encouraged to reread their work multiple times in the lesson and edit to meet success criteria. E.g. 'circle your capital letters in red pen'. 	<p>All writing edited each week through mid-plenaries.</p> <p>Punctuation always improved / looked at and children reread their work daily.</p> <p>Some spellings changed and some missing words are added in, though not every day.</p> <p>Marking promotes editing, e.g. 'Add in your missing full stops.'</p>
Y1							
Re-read writing to check it makes sense and make simple changes as necessary e.g. spotting omissions							
Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations							
Read their own writing aloud clearly							

<p>Year 2</p>	<p style="text-align: center;">Y2</p> <hr/> <p>Evaluate their writing through discussion and make improvements to clarify the meaning and sense e.g. accurate verb/tense and subject/verb agreement</p> <hr/> <p>Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations</p> <hr/> <p>Read their own writing aloud clearly, with appropriate intonation</p>	<p>-Whole lesson to introduce what editing looks like, how we do it and why we do it.</p> <p>- Modelled write links to success criteria and shared writing uses the success criteria to plan each sentence.</p> <p>- Teacher models reading aloud own sentences to check they make sense and edits with red pen to improve clarity.</p> <p>- Mid plenaries that always refer back to the success criteria. E.g. planning the next sentence for your modelled write / who can read me an example of 'X'?</p>	<p>All writing edited each week through mid-plenaries.</p> <p>Punctuation always improved / looked at and children reread their work daily.</p> <p>Some spellings changed and some missing words are added in, though not every day.</p> <p>Marking promotes editing, e.g. 'Add in your missing full stops / question marks' or 'what is the mistake here?' - Marked with pink to think.</p> <p>Marking for higher attainers encourages them to make improvements, e.g. adding adverbs into instructional writing.</p>
<p>Year 3</p>	<p style="text-align: center;">Y3</p> <hr/> <p>Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. variety of nouns/ pronouns, range of adverbs, sentence structure</p> <hr/> <p>Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations</p> <hr/> <p>Read their own writing aloud with appropriate intonation and volume to make the meaning clear</p>	<p>-Whole lesson introduce what editing looks like, how we do it and why we do it.</p> <p>- Modelled write links to success criteria and shared writing uses the success criteria to plan each sentence.</p> <p>- Teach models reading aloud own sentences to check they make sense and edits with red pen to improve clarity and improve word choices.</p> <p>- Mid plenaries that always refer back to the success criteria. E.g. planning the next sentence for your modelled write / who can read me an example of 'X'?</p> <p>- An 'improving lesson' taught at least once a term (e.g. once a story</p>	<p>All writing edited each week through mid-plenaries.</p> <p>Punctuation always improved / looked at and children reread their work daily.</p> <p>Some spellings changed and some missing words are added in, though not every day.</p> <p>Marking promotes editing, e.g. 'Add in your missing full stops / question marks' or 'what is the mistake here?' - Marked with pink to think.</p> <p>Marking encourages them to make improvements, e.g. adding adverbs into instructional writing.</p> <p>Children never redraft an entire piece of writing, but redraft either one paragraph or improve the whole piece, with a focus on one statement from the success criteria. Chn will know what to improve through individual next steps marking.</p>

		has been finished) to improve language choices, composition and effect.	
Year 4	<p style="text-align: center;">Y4</p> <hr/> <p>Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. fronted adverbials; expanded noun phrases; variety of sentence structure; use of paragraphing</p> <hr/> <p>Proof-read and edit their writing in relation to the Y4 grammar and spelling expectations</p> <hr/> <p>Read their own writing aloud with appropriate intonation volume and tone to make the meaning clear</p>	<p>-Whole lesson introduce what editing looks like, how we do it and why we do it.</p> <p>- Modelled write links to success criteria and shared writing uses the success criteria to plan each sentence.</p> <p>- Teach models reading aloud own sentences to check they make sense and edits with red pen to improve clarity and improve word choices.</p> <p>- Mid plenaries that always refer back to the success criteria. E.g. planning the next sentence for your modelled write / who can read me an example of 'X'?</p> <p>- An 'improving lesson' taught at least once a term (e.g. once a story has been finished) to improve language choices, composition and effect.</p>	<p>All writing edited each week through mid-plenaries.</p> <p>Punctuation always improved / looked at and children reread their work daily.</p> <p>Some spellings changed and some missing words are added in, though not every day.</p> <p>Marking promotes editing, e.g. 'Add in your missing full stops / question marks' or 'what is the mistake here?' - Marked with pink to think.</p> <p>Marking encourages them to make improvements, e.g. adding adverbs into instructional writing.</p> <p>Children never redraft an entire piece of writing, but redraft either one paragraph or improve the whole piece, with a focus on one statement from the success criteria. Chn will know what to improve through individual next steps marking.</p>

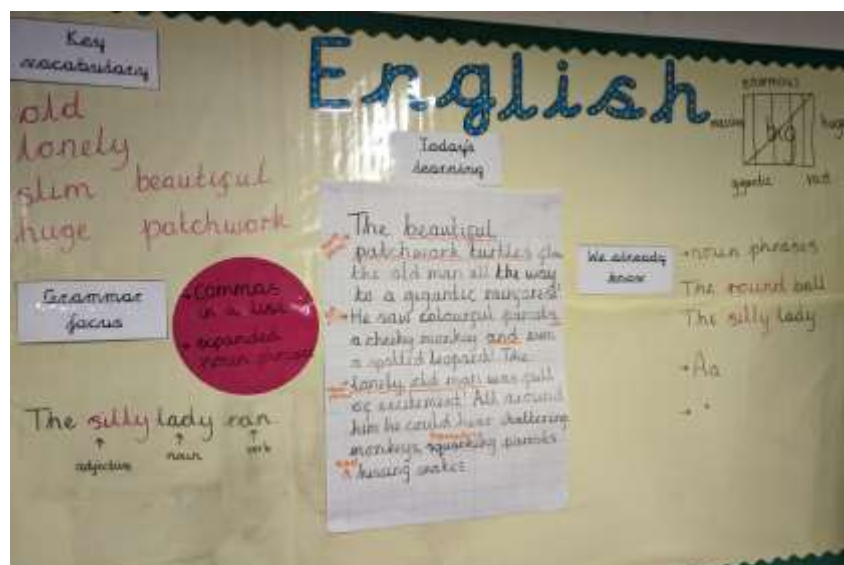
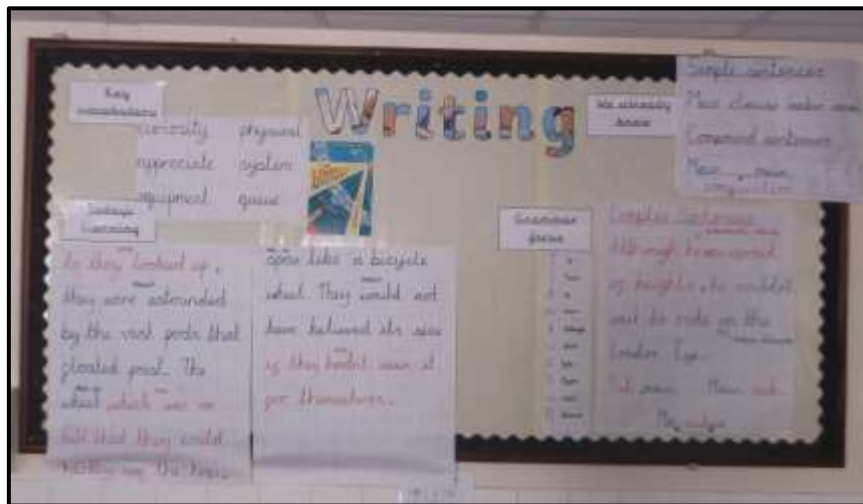
Year 5	Y5	<p>-Whole lesson introduce what editing and improving look like, how we do it and why we do it.</p> <p>- Modelled write links to success criteria and shared writing uses the success criteria to plan each sentence. One or two sentences in the modelled write can lend themselves to needing editing so this can be focused on in the input (ensure this is on your plan so people understand what you're doing).</p> <p>- Teacher models reading aloud own sentences to check they make sense and edits with red pen to improve clarity and improve word choices.</p> <p>- Mid plenaries that always refer back to the success criteria. E.g. planning the next sentence for your modelled write / who can read me an example of 'X'?</p> <p>- Mid plenaries encourage children to read their work every couple of lines, for sense and clarity. Chn use strategies like pointing to each individual word they read.</p> <p>- An 'improving lesson' taught at the end of every long piece of writing (around once every two weeks) to improve language choices, composition and effect.</p>	<p>All writing edited each week through mid-plenaries.</p> <p>Punctuation always improved / looked at.</p> <p>Dictionaries always used to support writing.</p> <p>Some spellings changed (no more than three) and some missing words are added in, though not every day.</p> <p>Marking promotes editing, e.g. 'Add in your missing semi-colons' or 'what is the mistake here?' - Marked with pink to think.</p> <p>Marking encourages them to make improvements, e.g. improving language choice with thesaurus.</p> <p>Children never redraft an entire piece of writing, but redraft either one paragraph or improve the whole piece, with a focus on one statement from the success criteria. Chn will know what to improve through individual next steps marking. After making improvements, children then go back and redo their success criteria in red pen.</p>
	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within paragraphs; modals, clauses		
	Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations		
	Perform their own writing using appropriate intonation, volume and movement		

<p>Year 6</p>	<p>-</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; padding: 5px;">Y6</th> </tr> <tr> <td style="padding: 5px;"> <p>Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within and across paragraphs, passive voice, range of clauses, use of the subjunctive</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Perform their own writing using appropriate intonation, volume and movement and adapt as necessary to engage the audience</p> </td> </tr> </table>	Y6	<p>Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within and across paragraphs, passive voice, range of clauses, use of the subjunctive</p>	<p>Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations</p>	<p>Perform their own writing using appropriate intonation, volume and movement and adapt as necessary to engage the audience</p>	<p>-Whole lesson introduce what editing and improving look like, how we do it and why we do it.</p> <p>- Modelled write links to success criteria and shared writing uses the success criteria to plan each sentence. One or two sentences in the modelled write can lend themselves to needing editing so this can be focused on in the input (ensure this is on your plan so people understand what you're doing).</p> <p>- Teacher models reading aloud own sentences to check they make sense and edits with red pen to improve clarity and improve word choices.</p> <p>- Mid plenaries that always refer back to the success criteria. E.g. planning the next sentence for your modelled write / who can read me an example of 'X'?</p> <p>- Mid plenaries encourage children to read their work every couple of lines, for sense and clarity. Chn use strategies like pointing to each individual word they read.</p> <p>- An 'improving lesson' taught at the end of every long piece of writing (around once every two weeks) to improve language choices, composition and effect.</p>	<p>All writing edited each week through mid-plenaries.</p> <p>Punctuation always improved / looked at.</p> <p>Dictionaries always used to support writing.</p> <p>Some spellings changed (no more than three) and some missing words are added in, though not every day.</p> <p>Marking promotes editing, e.g. 'Add in your missing semi-colons' or 'what is the mistake here?' - Marked with pink to think.</p> <p>Marking encourages them to make improvements, e.g. improving language choice with thesaurus.</p> <p>Children never redraft an entire piece of writing, but redraft either one paragraph or improve the whole piece, with a focus on one statement from the success criteria. Chn will know what to improve through individual next steps marking. After making improvements, children then go back and redo their success criteria in red pen.</p>
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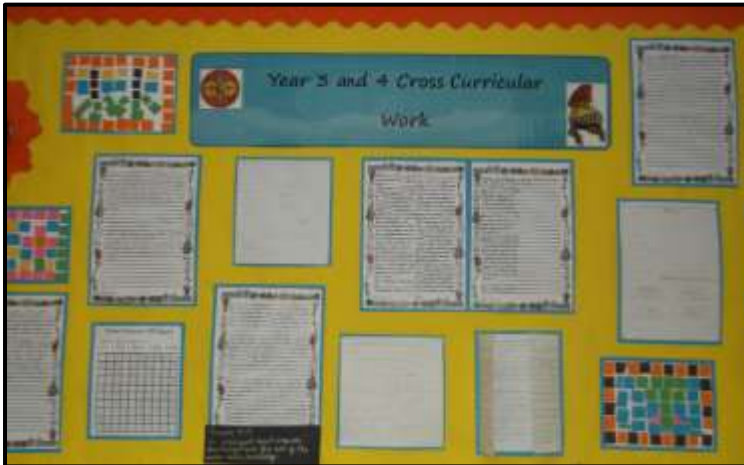
Creating our Classroom Environments and Displays

At St Chad's we have reduced the amount on classrooms walls, focusing on the key knowledge children need to achieve and progress within lessons, this helps to reduce the extraneous load for children and therefore helps to lower the cognitive overload. The English displays are used as working walls and are added to during a lesson. They provide rich language examples, writer's tool kits and modelled examples of different text types, often annotated with the features used. These prompts support teaching and learning, encouraging children to engage with their environment and develop their independence.

All classes also have a variety of learning mats available on tables to support the children with writing. These can be a constant on the children's tables, e.g. phonics mats in Year 1 / if needed for a specific KS2 child, or they can be given out to support certain text types or curriculum units, e.g. a Great Fire of London word mat or an Instructions Features mat.



In the corridors around school, we ensure we celebrate children's writing achievements and raise their aspirations. Cross-curricular writing displays also show the topics the children have been investigating. We make sure these are high quality examples of writing and something the children can feel proud of.



Monitoring

Regular monitoring ensures that standards remain high in the teaching of writing. Examples of monitoring include learning walks, books scrutinies, governor visits, teacher records and pupil conferencing. Feedback given from any of these forms of monitoring is acted upon in a timely manner where required.

Impact

Our intended impact is:

- *Pupils will leave our school with the skills to communicate successfully, both orally and through written communication*
- *Pupils will have a large bank of known vocabulary, which they can use to accurately express themselves*
- *Pupils of all abilities will be able to succeed, access their lessons and have acquired knowledge and the skills to build more knowledge, preparing them for life-long learning*
- *Pupils' writing skills will improve year on year, in line with age related expectations*
- *The percentage of pupils working at EXS within each year group will be at least in line with national averages*
- *The percentage of pupils working at GDS within each year group will be at least in line with national averages*
- *There will be no significant gaps in the progress of different groups of pupils (e.g. FSM vs non-FSM children)*