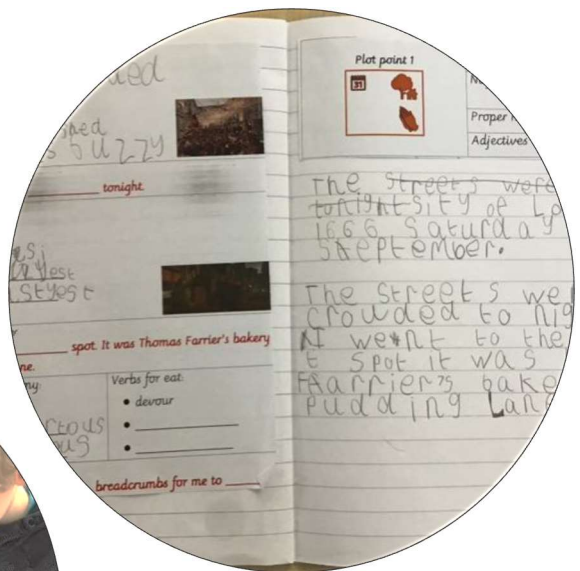




How we teach Writing



This document outlines: the intent and rationale behind our Writing curriculum, how it is delivered it and how we measure pupil progress.

At Godmanchester Bridge Academy, the Writing curriculum is aligned with our school values:

Inspire	Enjoy	Achieve
Children will inspire to be writers, who can express their thoughts and ideas.	Children enjoy writing a range of text types, expressing their thoughts and ideas, publishing their work and seeing their writing improve.	Children will be able to express their thoughts and ideas, through writing, clearly and creatively across a range of text types. By the end of Year 6, children will be able to confidently use the essential skills of grammar, punctuation and spelling.

At Godmanchester Bridge Academy, we follow the scheme 'The Write Stuff' as a teaching model to create our English curriculum. We have chosen this approach as it is backed by research and the science behind learning to write.

Specifically, our aims for the teaching and learning of writing are as follows:

- To nurture a culture where children take pride in their writing and can clearly adapt their language style for a range of contexts. They will feel comfortable to have a go at trying new ideas. The children are not afraid to make mistakes as they understand this forms part of the learning process.
- To ensure that our children receive high quality Phonics teaching every day in EYFS and KS1. We use the 'Read Write Inc' teaching tool and move on to a spelling and grammar focus in Key Stage 2. This progressive approach ensures that our children are well placed to spell words with fluency and confidence.
- To make links between what they have read and how they can use what they have read in their writing.
- To use the skills and knowledge learnt in an English lesson across the curriculum.
- To intend that our children have developed a love of writing and be able to express their thoughts and ideas clearly and creatively across a range text types. This will be developed through experience days and free write lessons.
- Units of writing will be carefully sequenced so that it builds and connects with previous learning.
- Children's learning will move from the bigger picture to the more detailed areas to focus on.
- To think about their language, purpose and audience when writing.
- To be able to re-read, edit and improve their own writing.
- Children will develop their expertise in writing by listening and watching the class teacher demonstrate writing using thinking out loud.
- Through writing lessons the children will understand and follow the 7 components of writing – planning, drafting, sharing, evaluating, revising, editing and publishing.
- Children will learn how to avoid overloading their working memory as they will work on small parts of their writing at one time.
- Children will be taught how to effectively plan their writing by creating a zoomed out structure and then focusing on the detail when they zoom in on different parts of their writing.

All children receive at least 5 x 1 hour writing lesson a week following 'The Write Stuff' approach. Teachers also ensure that writing is taught across the curriculum by using their knowledge and skills taught in their English lesson in different subjects through cross curricular writing.

Children will receive at least 2 30 minute spelling lessons each week. This follows the Read Write Inc scheme of work.. Teachers will use and make reference to the spelling rules and strategies taught in writing lessons.

For handwriting, the teachers will follow the handwriting scheme Letterjoin. This is taught 2 x 15 minutes a week. Handwriting is referred to and modelled by all adults across the curriculum.

Working walls are set up in each classroom to aid and guide children through the process of writing. Writing modelled by the teacher is displayed in the classroom and referenced to, when discussing handwriting. Vocabulary is promoted through displays using dual coding (where possible), the use of word banks, thesauruses and dictionaries. Vocabulary will be discussed throughout all curriculum areas.

A display of children's writing across the school is located in the corridor near the library. This is to give children the purpose and audience for writing.

We encourage children to share their ideas by kind calling out their ideas, answering questions, discuss ideas with their partner, read their work aloud and by joining in with discussions.

At Godmanchester Bridge Academy, we incorporate Rosenshine's Principles of Instruction into our lessons to help ensure our teaching is research backed and as effective as possible. Children are given opportunities to:

- recap previous learning
- new learning is taught in small steps through learning chunks
- answer questions
- be guided in their writing
- have their learning scaffolded
- have feedback from the teacher throughout the lesson.



Planning

For writing the teachers will follow 'The Write Stuff' plans where the lessons are divided into experience days and sentence stacking days. During an experience day, teachers will ensure that the children have an experience that helps them become better writers and allows them to generate vocabulary. During a sentence stacking lesson, teachers will teach lessons structured into 3 learning chunks. Each learning chunk will focus on a particular lens from any tier of the writing rainbow. Each lesson will provide the children with opportunities to discuss ideas with each other and generate a word bank based on the skill they are being taught. This will support them in their writing. Teachers will also think about how they can challenge the more able children to deepen the moment.

Teachers will also plan in opportunities to revisit the text type in a cross curricular way. For example, if in English they have written a report. They may then write a report about their focus in history or geography.

Prior to the lesson, teachers will:

- adapt the planning to better meet the needs of the children in their class.
- ensure they have a good understanding of the text type and grammatical features they are teaching.
- provide some children with pre-teaching on the theme or vocabulary of the text they will be using as a guide.

During a writing lesson (Year 1 – 6) at Godmanchester Bridge Academy, children will:

- begin with a recap of a skill taught previously. They will summarise what they have learnt or written so far in their writing.
- have the learning objective explained to them so they are aware of what they are learning.
- have sentences modelled clearly, with explanations provided that show how the writer is thinking.
- will be taught skills from the national curriculum linked to their year group.
- have a sufficient amount of time to work independently in their writing.
- generate and share their ideas with others to create word banks they can use.
- have the time to construct their own sentence based on the model.
- they have the opportunities to deepen the moment.
- have scaffolds provided, where appropriate, to support their learning.
- achieve a high success rate in their independent work (~80%)
- have the opportunity to discuss their writing with the class teacher during the lesson.

During a spelling lesson (Year 2 – 6) at Godmanchester Bridge Academy, children will:

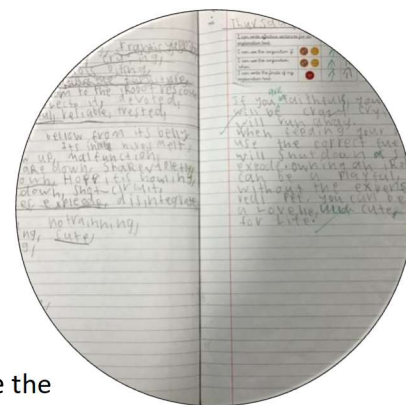
- children will recap set 2-3 sounds at the beginning of a lesson in Year Two and Three.
- will be taught skills from the national curriculum linked to their year group.
- have the learning objective explained to them so they are aware of what they are learning.
- achieve a high success rate in their independent work (~80%)
- they will recap previous learning – a spelling pattern or rule and practice spelling up to 3 words from previous spelling patterns learnt.
- children will have the opportunity to identify the sounds in words and underline the words using dots and dashes.
- children will break the word down into sounds (fred fingers) and write them down.
- they will have the opportunity to add prefixes or suffixes to a word.
- the children will have feedback throughout the lesson.

During a handwriting lesson (Year 1 – 6):

- have the learning objective explained to them so they are aware of what they are learning.
- children will warm up by practicing some gross and fine motor activities.
- pencil grips will be provided to support some children.
- handwriting will be modelled in front of the children.
- children will practise a letter or a letter join.
- children may have support through having a highlighted line drawn in their books.
- teachers will provide feedback and support.
- have a sufficient amount of time to work independently and practise their handwriting.

After or during a lesson at Godmanchester Bridge Academy, children will:

- have their work checked by their teacher.
- the children will give feedback to the teacher through self-assessment.
- have the opportunity to respond to feedback.
- some children will have further support to achieve aspects of the lesson. This will happen during the intervention of 'Bridge It'.



Assessment of writing will happen at the end of every unit. Teachers will use the assessment to identify gaps in the children's knowledge.

Curriculum Accessibility – Writing

All Pupils:

- access an adapted curriculum lead by the subject lead that is appropriate for all but is also meaningful, challenging & ambitious.
- are provided a range of activities to engage them and allow them to effectively communicate their understanding.
- are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
- named on each lesson seating plan so that pupils are known to staff and we foster a feeling of each pupil having their own place in the community.
- record work in a variety of ways, allowing access to the curriculum through multi-sensory learning.
- are supported with their behaviour choices in a positive environment, school use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.
- receive feedback in lessons that results in further progress across the curriculum.

Some Pupils Need:

- pencil grips
- thinking page that is scaffolded and gives the pupils visuals, key words and sentence stems to use in their writing.
- clear vocabulary explanations and/or introductory vocabulary work to prepare for a task. These will be dual coded.
- one-to-one interaction and targeted intervention by the teacher.
- a specific seat in lessons to meet a sensory or a learning need.
- differentiated lesson structure, e.g. more paired/ discussion work or increased mini plenaries.
- extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral are effectively met.
- Specialist vocabulary sheets available with phonetic breakdowns and visual representations.
- targeted interventions (Bridge It) to fill gaps in understanding.

Specific Pupils Need:

- use of talking tins to record what they want to write.
- access to an iPad or laptop to type their writing.
- writing slopes.
- task planners to remind pupils of what to do.
- phonetic dictionaries are available to use.
- personalised long-term learning outcomes with carefully planned incremental targets to achieving their outcomes.
- access to a quiet space to ensure they can be supported to meet their potential.
- additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.
- bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their needs.
- curriculum adaptations to allow for engagement through pupil interests (project focus or word problem context).
- Additional support in practical lessons.

The impact of our writing curriculum at Godmanchester Bridge Academy is that:

- Children leave Year 6 with the skills and knowledge needed for secondary school and the wider world.
- Children will enjoy writing across a range of genres.
- Children will have had opportunities to draft, edit and publish their writing and share this with others.
- Children will be aware of and understand the purpose of writing and how to adapt their writing based on the purpose and the audience.
- We have an environment where writing is fun and celebrated. Children have a go and understand that it is ok to get things wrong. That we learn from our mistakes.
- Children have a positive attitude towards writing. They show great resilience when faced with the challenges of writing.
- Our English, spelling and handwriting books are packed with activities.
- The English books will show the children have been developing their vocabulary by chotting on their thinking side. They will show their understanding of how to use the words they think of in their writing.
- Their books will show that they are learning skills that are age-appropriate standard with opportunities to extend and challenge the greater depth children.
- Their books will show they are recapping previous knowledge and building upon it as they progress through the school.
- Pupil voice shows the children are confident and are able to talk about what they have learnt. It will also show their enjoyment of English.
- Work in books is of good quality and show the children writing in different styles.
- Children will feel confident to express themselves through writing.



Subject Map

Writing

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	The Little Red Hen	The Gruffalo	We're going on a bear hunt (F) or T4W.	Jack and the Jelly beanstalk (F)	Handa's surprise (F) Why sharks can't disappear (NF)	On Sudden Hill (F) Chocolate cake (NF)
1	Little Red Riding Hood Traditional Tale Ice Planet Adventure park Persuasive leaflet	Grandad's Island Adventure On Safari Travel Journal	The Queen's Hat Adventure The Great Fire of London Diary	Wombat Goes Walkabout Adventure Seasons Information Text	The way back home Science fiction Bold Women in Black history Biography	Pinocchio Traditional Tale Our Trip to the Woods Recount
2	The Crow's Tale Fable Neil Armstrong Recount	My Christmas Star Story Grace Darling Biography	Little Red Reading Hood Traditional Tale with a twist How to make a bird feeder Instructions	Stardust Story The Day The Crayons Quit Persuasive Text	The Building Boy Adventure Big Cats Non-Chronological Report	Milo Imagines The World Overcoming Difficulties Story In my heart Lyrical Explanation
3	Stone Age Boy – Story Skara Brae – Information leaflet	The Wolves in the wall – Suspense Street beneath my feet Explanation	The secret of Black Rock – Adventure The Journal of Illiona – A young Slave Diary	Star in the Jar – Narrative Earthquakes Non-Chronological Report	The Magic Paintbrush – Traditional tale My Strong Mind - Instructions	The Incredible Book Eating Boy Comedy The Gardener Letter
4	The Lost Thing Fantasy Secrets of a Sun King Diary	Float Story Wizards of once Newspaper Report	Journey Adventure An alternative to plastic straws – Stroodles Persuasive Advert	Feast Film clip The Creature Newspaper Report	The Great Chocoplot Story Digestion based on Gut Garden Explanation Text	Aladdin - Traditional Tale Nikola Tesla Biography
5	One Small Step Adventure Mars Transmission Journal	Cosmic Science Fiction Screen Use Balanced Argument	The Nowhere Emporium Mystery Scott of the Antarctic Diary	Gorilla Story Kick Persuasive Letter	The Explorer Adventure David Attenborough Biography	Zoo Fantasy Emperor Penguins Information Text
6	The Journey Story Letters from the Lighthouse Recount	The Firework Maker's Daughter Adventure Letter to Mr Scrooge Persuasive Letter	Varmints Story Goldilocks Newspaper Report	Paperman Video Clip Greta Persuasive Speech	Kensuke's Kingdom Adventure The Origin of Species Non-Chronological Report	The Arrival Story - Journal Pet Peeves Blog

Spelling

Year	Autumn Term	Spring Term	Summer Term
R	<p align="center">Read Write Inc See How we teach Phonics</p>		
1			
2	<p>Week 1: Unit 1 – or sound spell a before l or ll</p> <p>Week 2: Unit 2 – soft c</p> <p>Week 3: Adding the suffix –y (1)</p> <p>Week 4: Adding the suffix –y (2)</p> <p>Week 5: Adding the suffix -ly</p> <p>Week 6: The n sound spelt gn and kn.</p>	<p>Week 1: The igh sound spelt y</p> <p>Week 2: Adding the suffix –ing (1)</p> <p>Week 3: Adding the suffix –ing (2)</p> <p>Week 4: The j sound</p> <p>Week 5: The o sound spelt a after w and qu.</p> <p>Week 6: Adding the suffix –ed (1) Double the consonant</p> <p>Spring 2</p> <p>Week 1: Adding the suffix –ed (2) Swap y for an i</p> <p>Week 2: Adding the suffix –ed (3) Drop the e</p> <p>Week 3: The r sound spelt wr</p> <p>Week 4: Adding the suffix –er or –est (1)</p> <p>Week 5: Adding the suffix –er or –est (2)</p>	<p>Week 1: Adding the suffix –er or –est (3)</p> <p>Week 2: The ee sound spelt ey.</p> <p>Week 3: Adding the suffix –ness (1)</p> <p>Week 4: Adding the suffix –ness (2)</p> <p>Week 5: Words ending in le</p> <p>Week 6: Words ending in el</p> <p>Week 1: Words ending in al</p> <p>Week 2: Adding the suffix -ful</p> <p>Week 3: Adding the suffix -less</p> <p>Week 4: Adding the suffix –ment</p> <p>Week 5: Words ending in -tion</p> <p>Week 6: Words ending in -es</p> <p>Week 7: Homophones</p>
3	<p align="center">Recap year 2 spellings</p> <p>Week 1: Adding prefixes dis- and in-.</p> <p>Week 2: Adding im- to root words beginning with m or p.</p> <p>Week 3: Orange words</p> <p>Week 4: Adding the suffix -ous</p> <p>Week 5: Adding the suffix –ly (to adj from adverbs)</p> <p>Week 6: Consolidation</p>	<p>Week 1: Words ending in -ture</p> <p>Week 2: Homophones</p> <p>Week 3: Adding –ation to verbs to form nouns</p> <p>Week 4: Words with the c sound spelt ch</p> <p>Week 5: Words with the sh sound spelt ch</p> <p>Week 6: Consolidation</p> <p>Week 1: The short l sound spelt y</p> <p>Week 2: Adding the suffix -ion</p> <p>Week 3: Adding the suffix -ian</p> <p>Week 4: Adding the prefix re-</p> <p>Week 5: Consolidation</p> <p>Week 6: CEW</p>	<p>Week 1: Adding the prefix anti-</p> <p>Week 2: Adding the prefix super-</p> <p>Week 3: Adding the prefix sub-</p> <p>Week 4: Homophones</p> <p>Week 5: Consolidation</p> <p>Week 6: CEW</p> <p>Recap over any spelling patterns they have not understood.</p>
4	<p align="center">Recap year 3 spellings</p> <p>Week 1: Adding prefixes mis- Revising un-, dis-, in-</p> <p>Week 2: Words ending in zhuh spelt -sure</p> <p>Week 3: Adding the prefix auto-</p> <p>Week 4: The short u sound spelt ou: double</p> <p>Week 5: Adding the suffix -ly</p> <p>Week 6: Consolidation</p>	<p>Week 1: Adding prefixes inter-</p> <p>Week 2: Homophones</p> <p>Week 3: Words with the ay sound spelt ei, ey, eigh.</p> <p>Week 4: Words ending in -ous</p> <p>Week 5: Words with the s sound spelt sc</p> <p>Week 6: Consolidation</p> <p>Week 1: Possessive apostrophe with plural words</p>	<p>Week 1: Homophones</p> <p>Week 2: Adding ir- to words beginning with r.</p> <p>Week 3: Adding the suffix –ion (1)</p> <p>Week 4: Adding the suffix –ion (2)</p> <p>Week 5: Consolidation</p> <p>Week 6: CEW</p> <p>Recap over any spelling patterns they have not understood.</p>

		Week 2: Words ending in zhun spelt –sion. Week 3: Adding il- Revising un-, in-, mis-, dis- Week 4: The c sound spelt –que and the g sound spelt -gue Week 5: Consolidation Week 6: CEW	
5	Recap year 4 spellings Week 1: Words with silent letter b Week 2: Words that contain the letter string -ough Week 3: Words ending in ible Week 4: Homophones Week 5: Words ending in -able Week 6: Consolidation	Week 1: Orange words Week 2: Words with silent letter t. Week 3: Orange words Week 4: Words ending in –ibly and -ably Week 5: Homophones and other words easily confused. Week 6: Consolidation Week 1: Words ending in -ent Week 2: Orange words Week 3: Words ending in -ence Week 4: Orange words Week 5: Consolidation Week 6: Common exception words.	Week 1: The ee sound spelt ei Week 2: Homophones Week 3: Words ending in –ant, -ance or -ancy Week 4: Orange words Week 5: Words ending in shus spelt -cious Week 6: Consolidation Week 1: Orange words Week 2: Words ending in shus spelt -tious Week 3: Words ending in –ant, -ance or -ancy Week 4: Orange words Week 5: Words ending in shus spelt -cious Week 6: Consolidation
6	Recap year 5 spellings Week 1: Suffixes Week 2: Special focus 1 the letter string -ough. Week 3: Suffixes (2) Week 4: Special focus 2 - Common Exception words Week 5: Suffixes (3) Week 6: Special focus 3 - Homophones	Week 1: Suffixes (4) Week 2: Special focus 4 – Common exception words. Week 3: Suffixes (5) Week 4: Special focus 5 – Common exception words. Week 5: Consolidation of suffixes. Week 6: Sh sound spelt ti or ci Week 1: Special focus 6 – Homophones and other confusing words. Week 2: The sh sound spelt si or ssi. Week 3: Silent letters Week 4: The spellings ie and ei. Week 5: Special focus 9 – hyphens. Week 6: Consolidation	Week 1: Common exception words. Week 2: Words ending in -ible and -able. Week 3: Special focus 10 – common mistakes. Week 4: Plural nouns Week 5: Plural nouns Week 6: Homophones Focus on Spellings that the children struggled with. Common mistakes Common exception words.