

End of primary education.

Pupils to be able to:

- read fluently and with confidence in any subject;
- reflect their understanding of the audience and purpose of their writing by selecting appropriate control sentence structure in their writing;
- understand why sentences are constructed as they are;
- have developed a mastery of language through public speaking, performance and debate.

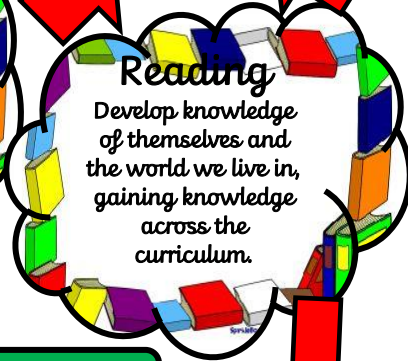
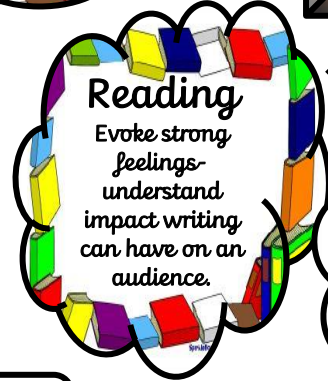
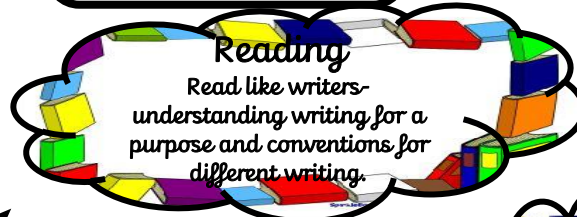


BUG CLUB

High quality discussion.
Comprehension drawing from linguistic knowledge.
Meaning of vocabulary into writing.

DEAR time

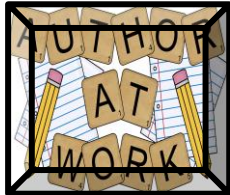
Developing habit of reading widely for pleasure and information.



Our English Curriculum Design and Intent

To write adapting language and style across the curriculum.

Apply creatively through different subjects.



Silver write-own composition.

ENABLE
Crafting appropriate vocabulary, grammar, sentence structures to suit purpose and audience.

MODEL
Understanding why sentences are constructed as they are. Understanding meaning of grammar and knowledge of linguistic features.

SECURING FOUNDATIONS

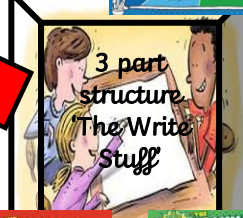
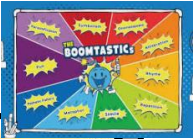
INITIATE
Using discussion and stimulus in order to learn, elaborate and explain clearly their understanding. Acquiring and understanding a wide range of vocabulary and grammar.

Articulating own ideas. To write adapting language and style for a range of context, purposes and audiences.

Deliberate practise of skills, building understanding of concepts so that over time knowledge will deepen and be embedded into long term memory.

BUILDING ON WHAT CHILDREN HAVE LEARNT

CONSOLIDATION





Three part lessons
Grammar skills, shared writing / SLOW writing.



INITIATE

Using discussion and stimulus in order to learn. Understanding a wide range of vocabulary and grammar.

This is the part of the lesson where the teacher initiates pupil interest and engagement. The core purpose is to inspire and captivate.

MODEL

Understanding why sentences are constructed as they are.

Following inspiration, staff model writing, expectations and what aspects can be adapted or need to be included. This section outlines clear writing features and techniques.

ENABLE

Crafting appropriate vocabulary, grammar, sentence structures to suit purpose and audience.

This is the opportunity to apply skills that have been specifically taught. This application of basic skills is intended to strengthen learning and memory and to ensure that these are consolidated effectively. The enable phase not only facilitates the teaching of the sentence features of the task at hand, but also showcases previous learning.



Goals for successful writers

1. They **evoked strong feelings** in others through their writing (they have an impact)
2. They **read like writers**.
3. They write for pleasure because they **have a love for and understanding of language**.
4. They have **something to write about**; their writing is fluent and purposeful.
5. They are their own worst **critic**.
6. They have a **toolkit of strategies** to choose from to engage their audience.

Writing

Initiate

Learn new skill

Model

Practise with support.

Enable

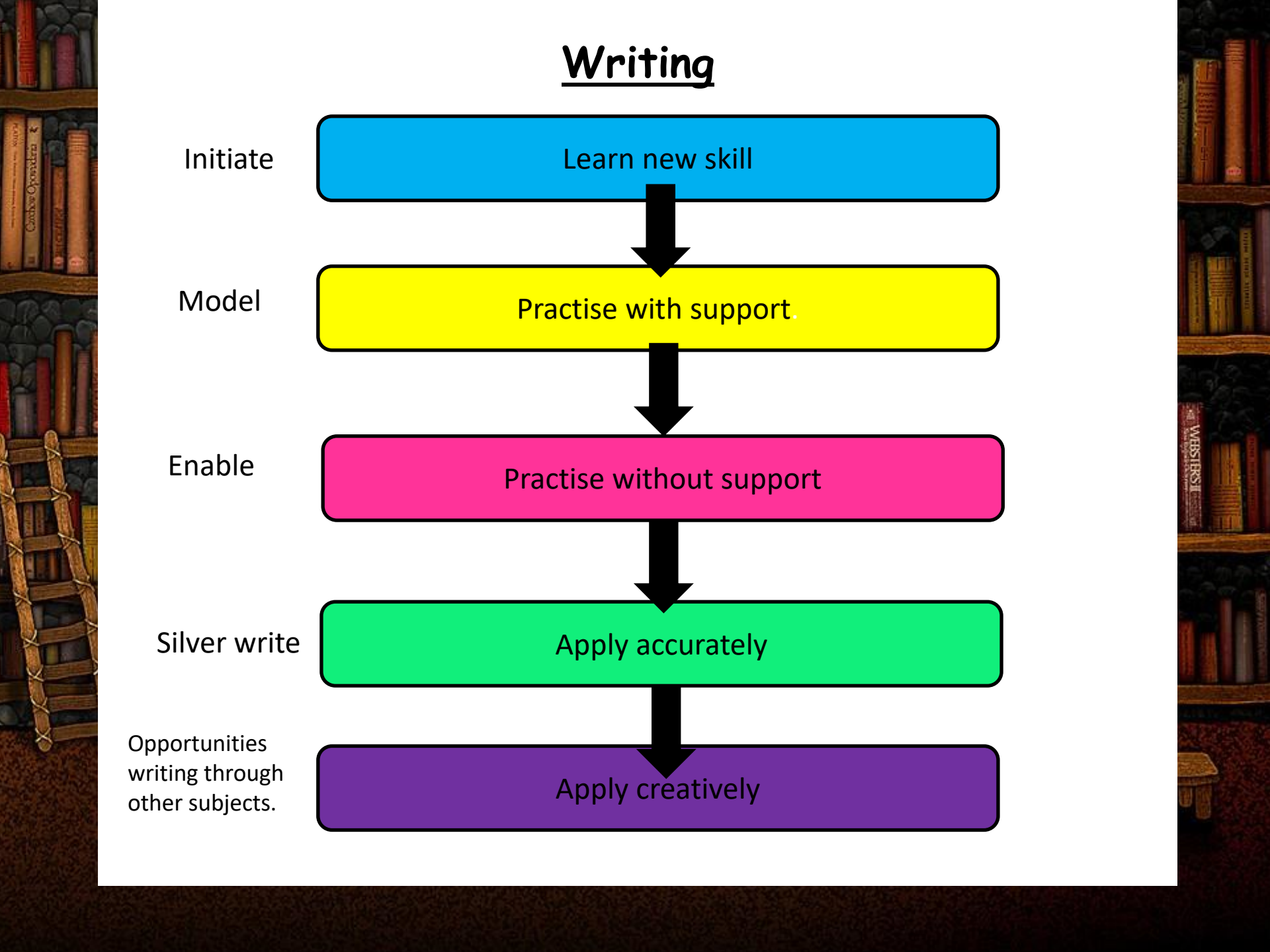
Practise without support

Silver write

Apply accurately

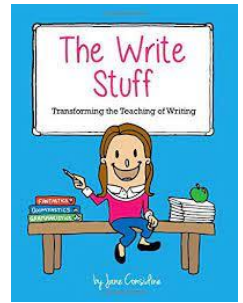
Opportunities
writing through
other subjects.

Apply creatively





Why we adopt 'The Write Stuff' approach.



- This approach facilitates short-burst interventions, with an emphasis on the crafting and construction of sentences. Teaching in smaller components gives clear direction where pupils understand expectations.
- Keeping sentence building at the core, this tethers creative ideas to a practical building of sequences of words that communicate meaning.
- By deliberately teaching at sentence level, then children are supported in knowing the expectations of what good quality writing looks like.



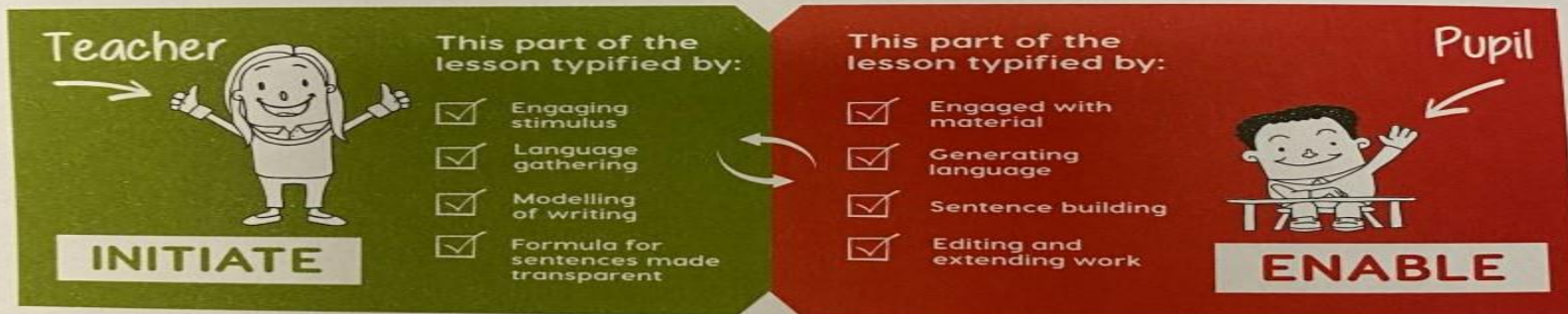
Proposed English Lesson Structure

A learning chunks model

LEARNING CHUNK ONE



LEARNING CHUNK TWO



LEARNING CHUNK THREE

