



Writing

At Place Farm we recognise that writing is an incredibly important skill for all pupils.

Intent:

We;

- Recognise the effect that a confident, fluent and coherent understanding of writing will have on a pupil's progress, both inside and outside of the school environment.
- Understand how a strong grounding in writing will impact the future learning and development of a pupil in all aspects of their life.
- Provide a broad and deep curriculum, which encompasses writing practice, including handwriting, spelling, explicit vocabulary instruction, and writing for different styles, purposes, and audiences, as well as focusing on spoken English and oracy.
- Ensure that all staff members are aware of planning, assessment, teaching and learning requirements for the writing curriculum.
- Ensure that all pupils know how to plan, practise and evaluate their work as well as carry out an effective edit and improve process.

Implementation:

To achieve our curriculum aims in writing we use the CUSP writing curriculum. CUSP is underpinned by evidence and cognitive science. Modules are deliberately sequenced for robust progression and allow teachers to focus on the explicit teaching of key skills and knowledge. There is an emphasis on oracy and vocabulary acquisition, retention and application to break down learning barriers and accelerate progress.

Each genre is visited twice every year to allow for consolidation, deepening understanding and retrieval of grammar foci and text conventions. Furthermore, the same genres are revisited across key stages which allows pupils to deepen their understanding of key text conventions. This allows for learning, vocabulary and content to be cumulative; content is learned, retrieved and built upon.

Moreover, each writing unit in the CUSP curriculum is expertly designed to allow for the explicit teaching, modelling and rehearsing of core knowledge and skills prior to pupils then applying these through extended writing. This includes the direct, explicit teaching of Grammar, Punctuation and Spelling (GPS) in every writing lesson.

Additionally, the curriculum draws upon taught content from CUSP Science, Geography and History and from the core literature studied in depth through the reading curriculum, where appropriate. This is highly intentional to maximise

purposeful curriculum connections and to allow for deeper learning: pupils are able to build on prior learning, making links with other subject areas to enhance and deepen their understanding and build conceptual fluency.

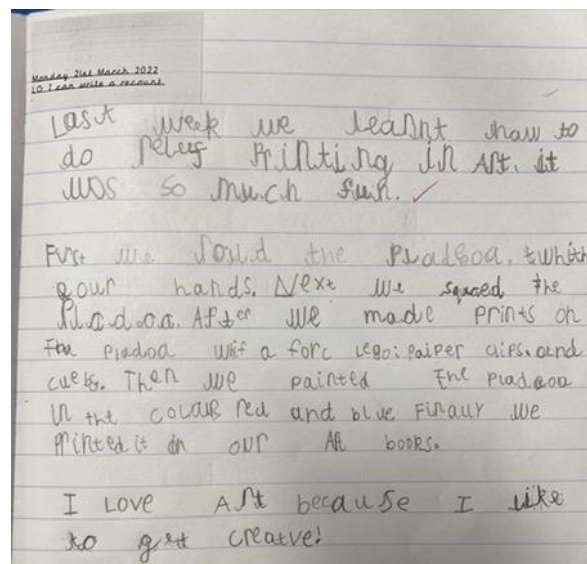
Unit Sequence

Each unit follows the same process to ensure pupils can focus on the “what” of learning, rather than the “how”. The units include:

1. Revisit of prior learning
2. Explicit vocabulary instruction (including morphology, etymology and meaning)
3. Worked examples of the key skills in the form of a model text
4. Explicit teaching of grammar which often includes “my turn, our turn, your turn” writing
5. Oral rehearsal
6. Planning, drafting, editing and polishing of independently written pieces

Outcomes

As a result of the high expectations of the writing curriculum, our pupils produce work which is enriched with Tier 2 and Tier 3 vocabulary, underpinned by their knowledge from the wider curriculum, and accurately utilises much of the grammar necessary to create interesting pieces of work. Below are examples of work from across Key Stages.



Today is 7th June 1879

Today guess what I found? Treasure, beautiful and golden treasure. While I'm looking for treasure, I see I look for the Rosetta Stone. I have been searching for the Stone for 15 yrs.

I must say, since I almost found the Rosetta Stone near the pyramids in Egypt. I was very hot and I was paid for a 15th year. It's still wonderful to look for treasure near the pyramids... Wow! Amazing!

At sun-rise, early in the morning, we went searching for more treasure but then we found... THE ROSSETTA STONE! I was so excited that me and my friends found the stone. My friend called Fran shouted "ING, We are going to be super famous. YAY!" My other friend shouted "Wow! Look at the writing. It has hieroglyphs on it as well as greek."

Unfortunately, we couldn't read all of it. We could only read the 1st language. There was 3 languages but just greek the second hieroglyphs. Fortunately, they all read the same thing, thank to the linguist, it took him 2 yrs to figure it out.

In my opinion, I think it's about 10,000 yrs old. We tried to read the hieroglyphs but we just couldn't, so that's why we needed the linguist.

Signposts	Examples	My work shows	My teacher thinks
Use the past perfect and present perfect forms to refer to the order of one event and another	She had finished the project when I arrived. (The event in the past ends first and the event that we completed is the past)	✓	✓
Use relative clauses	While walking, she noticed, where, which	✓	✓
Use infinitives and gerunds	She likes walking and reading	✓	✓
Use personal and impersonal passives and the form of your writing	On the right, the new machine, research, although, despite	✓	✓
Develop your own use of the following conventions: • Connect to next stage • Use signposts for signposts and other conventions	• Progress on all the main work of grammar • Checked to make sure you understand the grammar • Get it right	✓	✓

Marie Curie

Only a few people could think that they have been recognized for more than once. Marie Curie was the first woman to win a Nobel Prize in an exact science in the world.

Born in Poland, A. Marie, Marie Sklodowska, was born in 1867. She was the second of five children. It was her father that she graduated to Poland, but she left school at the age of 16. She went to St. Elizabeth's University.

She was studying medicine in Paris. She was the first woman to win the 28th September 1911. She was the first woman to win the Nobel Prize in science for the discovery of radium and polonium.

Despite having a great husband, she continued her work. She died in 1935. She was the first woman to win the Nobel Prize in science for the discovery of radium and polonium.

In 1911, Marie Curie was awarded the Nobel Prize in chemistry for her discovery of radium and polonium. She was the first woman to win the Nobel Prize in science. She had also won a Nobel Prize in physics in 1903.

Handwriting

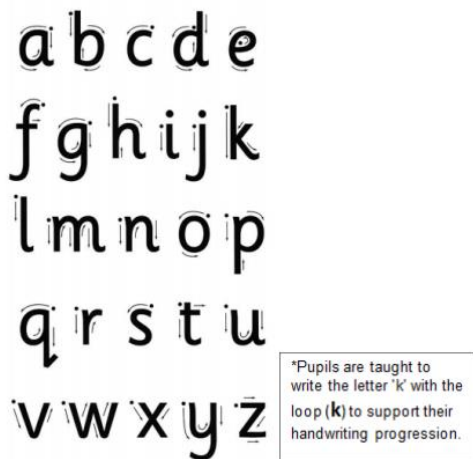
Our aim at Place Farm Primary Academy is for all pupils to leave our school being able to communicate themselves clearly and confidently in the written form. To achieve this, our teachers will model clear and presentable handwriting at all times, with consistent modelling and support being provided to ensure that pupils can use increasingly legible and joined handwriting, writing letters correctly and independently by the end of KS2.

Pupils are introduced to the four "letter families" and will be taught each letter family explicitly. A session includes a gross or fine motor skill warm up, explicit teaching and independent practice. Time is then allocated to consolidation, revisiting and embedding the letter family.

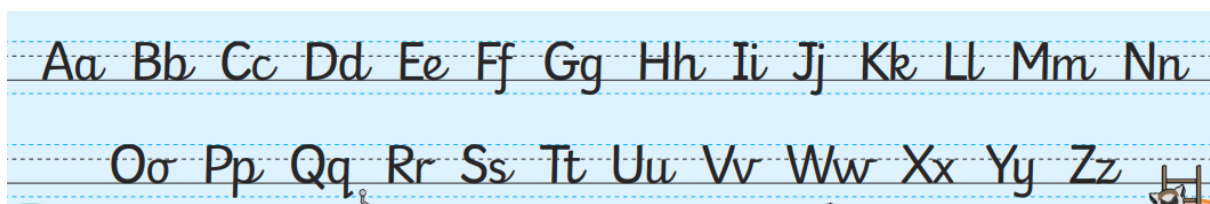
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	The Ladder Family (l, i, u, t, y and j)						Assess and Review		The One-Armed Robot Family (n, m and h)			Themed Handwriting Practice
Spring	The One-Armed Robot Family (k, b, p and r)				Assess and Review		The Curly Caterpillar Family (c, a, d, e, s and g)					
Summer	The Curly Caterpillar Family (f, q and o)			Assess and Review			The Zigzag Monster Family (z, v, w and x)			Assess and Review		Themed Handwriting Practice

In EYFS and Key Stage One, the emphasis will be on teaching accurate letter formation, sizing and orientation. Only when pupils are secure with this element will they will be introduced to cursive letter formation (for the majority of pupils this will be in KS2).

EYFS and KS1 letter formation:



Cursive script (KS2+)



Please see the Handwriting Policy for further information.

Spelling.

At Place Farm Primary School, we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of spelling strategies. Our pupils are given opportunities to explore and investigate the English language and its patterns so that they acquire deep knowledge about the English spelling system and that this learning endures.

As pupils move through our key stages, they:

- use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling
- have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing
- write with confidence and creativity, while developing the skills to self-edit, correct and improve
- will be imaginative, creative and challenge themselves

Each two-week block follows the same structure to allow for pupils to focus on the spelling pattern that they are learning.

Sequence	Session 1	Session 2	Session 3 (within writing)	Home learning
Week 1	Teach new concept	Apply new concept	Reasoning and Spelling transfer	Essential word category study
Week 2	Etymology focus	Revisit previous concept	Correction Spelling transfer	Reasoning and correction exercise

N.B. Year One pupils are explicitly taught spellings in the Summer Term only. This is to allow for the comprehensive teaching of phonics to take priority.

For further information please see the Spelling Policy.