



Ward Green Primary School

Approach to teaching of Literacy



Intent

At WGPS, we aim to develop creative, independent and confident writers. Our HCAT curriculum is based on the National Curriculum, and is split into writing composition, structure and purpose, grammar for writing, punctuation, spelling and handwriting. Through this document, we endeavour to ensure that all areas of the literacy curriculum are given due weight in the planning and teaching of literacy across school. Each year group bases their literacy teaching on their HCAT Year on a Page document, which has been tailored to each year group to ensure progressive coverage, high expectations and an exposure to high quality texts across school.

We use a Gather, Skills, Apply approach to structure out units of writing. This approach provides pupils with opportunities to analyse high-quality texts with a focus on vocabulary, develop new or refine existing skills linked to the text type and apply this writing throughout the sequence. Children are provided ample opportunities to write in 'Mini Applies' in which they practise the skills they have been developing.

The Accelerated Learning Cycle, based on the work of Alastair Smith, is applied in all lessons. It stems from the idea of a supportive and challenging environment. The ACL encourages children to know more and remember more through metacognitive elements that make links to previous learning, which is then fed into the new learning of the lesson and is embedded through a variety of independent, collaborative and teacher-led activities.

Implementation

At Ward Green Primary we want children to progress by building on their knowledge and skills each year. We believe that children should be able to think critically, creatively and confidently. Our writing curriculum focuses not only on the 'language' elements of English, but the 'literature' elements also in order to support children in becoming individuals who have the tools to enjoy and analyse the language around them. Our progressive curriculum document reflects this and support our teachers to deliver appropriate lessons for the children they teach. Within each genre on the Year On A Page, a wealth of skills are included that are delivered progressively throughout a term, and built upon in each subsequent unit of writing. Literacy is taught daily using the Accelerated Learning Cycle, and the learning objective is shared with the children at the beginning of each lesson to ensure that children are being purposeful in, and taking ownership of, their learning. Objectives are carefully chosen and sequenced to ensure success and build upon learning. Lessons are planned to be engaging, with a variety of active, collaborative activities used to maintain focus and encourage understanding.

Impact

At Ward Green Primary, formative assessment is ongoing throughout each lesson. It judges progress and enables teachers to make flexible adaptations to their planned teaching. Through this regular ongoing assessment, tasks are adapted to meet the needs and abilities of each child through scaffolds, challenged and adult support. We endeavour to provide challenges that are stimulating to pupils whilst enabling them to be successful in their learning. Daily marking and feedback is highly prioritised in order to ensure children are both challenged and supported effectively in all lesson. All pupils are supported to develop, progress and move their learning forward through support, questioning and feedback. The impact this has on learning is demonstrated through editing and response to teacher comments.

Alongside our formative assessment strategies, summative assessment is conducted termly through the use of the HCAT trackers. Teachers evaluate a piece of writing according to the objectives on the tracker, which is carefully matched with the curriculum objectives appropriate for that year group. This process allows teachers to not only allocate levels to pupils, but to identify gaps and next steps to be given at targets. Cross moderation occurs across school every term to ensure consistency in our assessments. Moderation across the trust and the LA support this process.

Adaptations

At WGPS our curriculum is ambitious for all pupils, including those children with SEND. Each lesson will involve a main activity in which children can practice and demonstrate their understanding, and we provide scaffolds and challenges that ensure all children can access the learning at their own level. Curriculum designers and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupil's individual needs are carefully considered and adaptations are planned to ensure the success of pupils. The way that our curriculum is designed ensures that chunks of learning are sequenced in a coherent way to enable all pupils, including those with SEND, to build on prior knowledge.

Where pupils are identified with having complex needs it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil. Where working memory is an issue for pupils, including those with SEND, we look to reduce extraneous load as much as possible as well as identifying key information when teaching. Adaptations to support individual pupils will be recorded on personal school support plans.

At WGPS we do not assume that pupils with SEND learn content better through practical work as this can cause distraction and cognitive overload rather than increase clarity or accessibility. Pupils' specific needs determine the types of adaptations which are required. These adaptations are in how the subject is taught rather than the content pupils are expected to learn. Where appropriate, learning will be chunked into smaller steps and pre learning and consolidation time in planned in to support need. Time is also planned to ensure pupils with SEND are pre taught vocabulary to support their understanding. Adaptations may include supporting pupils to pay attention to key aspects as well as reducing excessive or unhelpful demands on working memory.

Example YOAPs



HCAT Literacy on a Page Year 5



Below is the coverage for Literacy on a page for Year 5:

The order of the genres below has been sequenced to support children in developing skills across a range of writing outcomes and text types, these genres of writing should be taught in the cycle outlined below. Pieces are developed independently over a period of time following our *Gather, Skills, Apply* approach, once completed these pieces are published and added to pupils' portfolios at the end of every half term (Mini applies can also be added to portfolios to provide further evidence of writing).

| Autumn 1 | Autumn 2 | Spring 1 |
|---|--|--|
| 1. Narrative | 2. Persuasive – Formal / Informal | 3. Non-Chronological Report |
| <p>Example Key Texts and Hooks: <i>Scavenger, Viking Boy, Boy at the Back of the Class, Unspoken, Northern Lights, Boy in the striped PJ's, The Tempest, The House with Chicken Legs, The Odyssey, The last happy ending.</i></p> <p>Example Mini Apply appropriate to text:</p> <ul style="list-style-type: none"> Setting description Character description Dialogue Summary of events Character profile <p>Example Final Outcomes:</p> <ul style="list-style-type: none"> Alternative beginning/ending Powerful description Extra chapter Monologue Verbal debate | <p>Example Key Texts and Hooks: <i>Hidden Figures, Northern Lights, The High-Rise mystery, Children of the Banin Kingdom, House with Chicken Legs, Firebird, The Hidden Forest, Can we save the tiger?</i></p> <p>Example Mini Apply appropriate to text:</p> <ul style="list-style-type: none"> Clarity of character Personal report Summary of main points Verbal debate <p>Example Final Outcomes:</p> <ul style="list-style-type: none"> Balanced argument Persuasive advertisement Formal letter Informal letter Persuasive script for TV advert | <p>Example Key Texts and Hooks: <i>Secrets of the Sea, Viking Boy, Curiosity, Links to curriculum, The Hidden Forest.</i></p> <p>Example Mini Apply appropriate to text:</p> <ul style="list-style-type: none"> Information leaflet / Fact file Summary of information Short report List of rules <p>Example Final Outcomes:</p> <ul style="list-style-type: none"> Travel log Non-chronological report Fact file Script for an educational video |
| <p>HCAT Writing Curriculum Coverage</p> <p>Writing Composition</p> <ul style="list-style-type: none"> To discuss and develop ideas to plan, draft and redraft during writing. To analyse texts to identify text-specific features and the use of vocabulary, grammar, and punctuation. To describe characters, settings, and plot, with growing precision. To select appropriate vocabulary to suit or enhance the purpose of writing. To link ideas across paragraphs using adverbials of time, place, number, or tense choice. To organise writing into sections or paragraphs, create cohesion by linking ideas within paragraphs (links between sections may develop/develop coverage within sections may vary). To evaluate own and others' writing: proofread, edit, and revise. <p>Grammar</p> <ul style="list-style-type: none"> To use expanded noun phrases to convey complicated information concisely. To use more sophisticated conjunctions to extend sentences. To use verb form and tenses accurately (present, past, future, progressive, simple, perfect). To use adverbial and prepositional phrases to add detail. <p>Punctuation</p> <ul style="list-style-type: none"> To use brackets, dashes, or commas to indicate parenthesis. To use commas to clarify meaning or avoid ambiguity. To use dashes to mark the boundaries between clauses. <p>Spelling</p> <ul style="list-style-type: none"> To use knowledge of morphology and etymology in spelling. To spell words that do not follow any pattern and just need to be learnt. To use dictionaries to check the spelling and meaning of words. To use a thesaurus to find synonyms or alternative vocabulary. To make accurate choices about whether to join handwriting or print letters. To produce fluent, legible handwriting (Quality may not be maintained when writing at speed). <p>Handwriting</p> <p>Discretely taught links to GPS:</p> <ul style="list-style-type: none"> To identify a range of word types and grammatical structures (e.g. nouns, adjectives, adverbs, verbs, conjunctions, prepositions, phrases, and clauses). | <p>HCAT Writing Curriculum Coverage</p> <p>Writing Composition</p> <ul style="list-style-type: none"> To discuss and develop ideas to plan, draft and redraft during writing. To analyse texts to identify text-specific features and the use of vocabulary, grammar, and punctuation. To use different techniques to conclude work (e.g. opinion, summary, clear resolution). To use a range of devices to support the reader. To select appropriate vocabulary to suit or enhance the purpose of writing. To write to suit the purpose and with a growing awareness of audience, using appropriate features (humour or suspense). To evaluate own and others' writing: proofread, edit, and revise. <p>Grammar</p> <ul style="list-style-type: none"> To use relative clauses beginning with who, which, where, whose, that. To indicate degree of possibility by using adverbs (perhaps, surely) or modal verbs (might, should, will, must). To use expanded noun phrases to convey complicated information concisely. To use more sophisticated conjunctions to extend sentences and/or indicate formality (although, however, nevertheless, despite, contrary to, even though) concisely. To use more sophisticated conjunctions to extend sentences and/or indicate formality (although, however, nevertheless, despite, contrary to, even though) concisely. To use verb form and tenses accurately (present, past, future, progressive, simple, perfect). <p>Punctuation</p> <ul style="list-style-type: none"> To use commas to clarify meaning or avoid ambiguity. To begin to use semi-colons to mark the boundary between clauses. <p>Spelling</p> <ul style="list-style-type: none"> To use dictionaries to check the spelling and meaning of words. To begin to use semi-colons to mark the boundary between clauses. To use a thesaurus to find synonyms or alternative vocabulary. <p>Handwriting</p> <ul style="list-style-type: none"> To produce fluent, legible handwriting (Quality may not be maintained when writing at speed). <p>Discretely taught links to GPS:</p> <ul style="list-style-type: none"> To identify relative pronouns. To identify relative clauses beginning with who, which, where, when, whose or that To identify types of determiners within sentences | <p>HCAT Writing Curriculum Coverage</p> <p>Writing Composition</p> <ul style="list-style-type: none"> To discuss and develop ideas to plan, draft and redraft during writing. To analyse texts to identify text-specific features and the use of vocabulary, grammar, and punctuation. To use a range of devices to support the reader. To select appropriate vocabulary to suit or enhance the purpose of writing. To write to suit the purpose and with a growing awareness of audience, using appropriate features (humour or suspense). To evaluate own and others' writing: proofread, edit, and revise. <p>Grammar</p> <ul style="list-style-type: none"> To use relative clauses beginning with who, which, where, whose, that. To use expanded noun phrases to convey complicated information concisely. To use more sophisticated conjunctions to extend sentences and/or indicate formality (although, however, nevertheless, despite, contrary to, even though) concisely. To accurately identify all types of determiners (articles, quantifiers, demonstratives & possessives). To use adverbial and prepositional phrases to add detail. <p>Punctuation</p> <ul style="list-style-type: none"> To use brackets, dashes, or commas to indicate parenthesis. To use commas to clarify meaning or avoid ambiguity. To begin to use semi-colons to mark the boundary between clauses. To use dashes to mark the boundaries between clauses. To use dictionaries to check the spelling and meaning of words. To use a thesaurus to find synonyms or alternative vocabulary. <p>Spelling</p> <ul style="list-style-type: none"> To make accurate choices about whether to join handwriting or print letters. To produce fluent, legible handwriting (Quality may not be maintained when writing at speed). <p>Handwriting</p> <p>Discretely taught links to GPS:</p> <ul style="list-style-type: none"> To identify relative pronouns. To identify relative clauses beginning with who, which, where, when, whose or that |



HCAT Literacy on a Page Year 2



Below is the coverage for Literacy on a page for Year 2:

The order of the genres below has been sequenced to support children in developing skills across a range of writing outcomes and text types, these genres of writing should be taught in the cycle outlined below. Pieces are developed independently over a period of time following our *Gather, Skills, Apply* approach, once completed these pieces are published and added to pupils' portfolios at the end of every half term (Mini applies can also be added to portfolios to provide further evidence of writing).

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 |
|--|---|--|--|
| Narrative – Fairy Tales / Stories with familiar settings | Poetry – contemporary | Information Texts | Narrative – Stories from other cultures / Places around the world |
| <p>Example Key Texts and Hooks: <i>Jim and the beanstalk, Goldilocks and the 3 Bears Project – different versions of story by Susan Child, Goldilocks and just one Bear by Leigh Hodgkinson, You and His Antelope Browne.</i></p> <p>Example Mini Apply appropriate to text:</p> <ul style="list-style-type: none"> Diary entry Event/news/missing poster Character description <p>Example Final Outcomes:</p> <ul style="list-style-type: none"> Character description Event/news/missing poster Setting description | <p>Example Key Texts and Hooks: <i>Nowhere Boy/One – Michael Rosen, Chocolate cake, 'Tiger' Tiger Banning doggie – after the full rhyme, Michael Bate, Fairytale – gingerbread man, Paddington, Mouse and the experience.</i></p> <p>Example Mini Apply appropriate to text:</p> <ul style="list-style-type: none"> Diary entry Event/news/missing poster Character description <p>Example Final Outcomes:</p> <ul style="list-style-type: none"> Character description Event/news/missing poster Setting description | <p>Example Key Texts and Hooks: <i>The Emperor's Egg, The Great Fire of London, Wolves, A Book of Beers, Inside the Village.</i></p> <p>Example Mini Apply appropriate to text:</p> <ul style="list-style-type: none"> Fact sheet Good word/first word information Non-chronological report News report <p>Example Final Outcomes:</p> <ul style="list-style-type: none"> Fact sheet Good word/first word information Non-chronological report News report | <p>Example Key Texts and Hooks: <i>Life and the Secret of Aoin, Ocean meets Sky, Amazing Grace, The Journey Home, Told like the Frog.</i></p> <p>Example Mini Apply appropriate to text:</p> <ul style="list-style-type: none"> Letters from/to characters Character description Summary of events Setting description <p>Example Final Outcomes:</p> <ul style="list-style-type: none"> Letters from/to characters Character description Setting description |
| <p>HCAT Writing Curriculum Coverage</p> <p>Writing Composition</p> <ul style="list-style-type: none"> To plan sentences orally using appropriate vocabulary. To explore a range of writing to identify basic text features. To write down ideas and key words before writing. To compose orally and write poetry in a variety of forms. To choose and use appropriate vocabulary (dependent on genre). To draft and read what they have written to check the meaning is clear. To make simple additions, revisions, and corrections to their own writing. To proofread to check for errors for spelling, grammar, and punctuation. <p>Grammar</p> <ul style="list-style-type: none"> To use expanded noun phrases to describe and specify information (the blue butterfly). <p>Punctuation</p> <ul style="list-style-type: none"> To use capital letters with accuracy for proper nouns. To use commas to separate items in a list. To use apostrophes to mark where letters are missing in spelling (contractions). <p>Spelling</p> <ul style="list-style-type: none"> To learn common exception words for 12. To use appropriate spacing in relation to the size of letters. To write legibly. <p>Handwriting</p> <p>Discretely taught links to GPS:</p> <ul style="list-style-type: none"> To use capital letters with accuracy for proper nouns. | <p>HCAT Writing Curriculum Coverage</p> <p>Writing Composition</p> <ul style="list-style-type: none"> To plan sentences orally using appropriate vocabulary. To explore a range of writing to identify basic text features. To write down ideas and key words before writing. To compose orally and write poetry in a variety of forms. To choose and use appropriate vocabulary (dependent on genre). To draft and read what they have written to check the meaning is clear. To make simple additions, revisions, and corrections to their own writing. To proofread to check for errors for spelling, grammar, and punctuation. <p>Grammar</p> <ul style="list-style-type: none"> To use expanded noun phrases to describe and specify information (the blue butterfly). To use simple subordinating (when, if, that, or because) and co-ordinating (and, but, or so) conjunctions to add information. <p>Punctuation</p> <ul style="list-style-type: none"> To use capital letters with accuracy for proper nouns. To use commas to separate items in a list. To use apostrophes to mark where letters are missing in spelling (contractions). <p>Spelling</p> <ul style="list-style-type: none"> To learn common exception words for 12. To use appropriate spacing in relation to the size of letters. To write legibly. <p>Handwriting</p> <p>Discretely taught links to GPS:</p> <ul style="list-style-type: none"> To use capital letters with accuracy for proper nouns. | <p>HCAT Writing Curriculum Coverage</p> <p>Writing Composition</p> <ul style="list-style-type: none"> To plan sentences orally using appropriate vocabulary. To explore a range of writing to identify basic text features. To write down ideas and key words before writing. To compose orally and write poetry in a variety of forms. To choose and use appropriate vocabulary (dependent on genre). To draft and read what they have written to check the meaning is clear. To make simple additions, revisions, and corrections to their own writing. To proofread to check for errors for spelling, grammar, and punctuation. <p>Grammar</p> <ul style="list-style-type: none"> To use simple subordinating (when, if, that, or because) and co-ordinating (and, but, or so) conjunctions to add information. To use simple subordinating (when, if, that, or because) and co-ordinating (and, but, or so) conjunctions to add information. <p>Punctuation</p> <ul style="list-style-type: none"> To use capital letters with accuracy for proper nouns. To use commas to separate items in a list. To use apostrophes to mark where letters are missing in spelling (contractions). <p>Spelling</p> <ul style="list-style-type: none"> To learn common exception words for 12. To use appropriate spacing in relation to the size of letters. To write legibly. <p>Handwriting</p> <p>Discretely taught links to GPS:</p> <ul style="list-style-type: none"> To use capital letters with accuracy for proper nouns. | <p>HCAT Writing Curriculum Coverage</p> <p>Writing Composition</p> <ul style="list-style-type: none"> To plan sentences orally using appropriate vocabulary. To explore a range of writing to identify basic text features. To write down ideas and key words before writing. To compose orally and write poetry in a variety of forms. To choose and use appropriate vocabulary (dependent on genre). To draft and read what they have written to check the meaning is clear. To make simple additions, revisions, and corrections to their own writing. To proofread to check for errors for spelling, grammar, and punctuation. <p>Grammar</p> <ul style="list-style-type: none"> To use past and present tense consistently throughout writing. To use past and present progressive verb forms to show actions in progress (e.g., she was swimming, he is shouting). To use verbs to indicate time (including verbs in the continuous form). To use simple subordinating (when, if, that, or because) and co-ordinating (and, but, or so) conjunctions to add information. To use expanded noun phrases to describe and specify information (the blue butterfly). <p>Punctuation</p> <ul style="list-style-type: none"> To use capital letters with accuracy for proper nouns. To use commas to separate items in a list. To use apostrophes to mark where letters are missing in spelling (contractions). <p>Spelling</p> <ul style="list-style-type: none"> To learn common exception words for 12. To use appropriate spacing in relation to the size of letters. To write legibly. <p>Handwriting</p> <p>Discretely taught links to GPS:</p> <ul style="list-style-type: none"> To use capital letters with accuracy for proper nouns. |