



St Uny Church of England Academy

Writing Teaching & Learning Principles



Mission Statement:

We believe each child is special, unique and loved by God. We provide a broad, balanced and creative education within a stimulating, inclusive and safe environment, inspired by Christian faith and practice.

'Let your light shine before others...'
Matthew 5:16

Statement of Intent:

At St Uny CE Academy we view the design of the curriculum as an evolving and fluid process which takes into consideration: the needs and character of our children; the children's prior learning; children's experiences; the community in which school exists, the statutory curriculum (National Curriculum) and educational research which is evaluated and relevant to our school. We have designed a curriculum which inspires, engages and challenges learners so that they know more, remember more and understand more.

Intention 1: To build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that they know more, remember more and understand more.

Intention 2: To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards the exploration of knowledge so that they know more, remember more and understand more.

Intention 3: To build a curriculum which ensures children know right from wrong, celebrate diversity and are equipped well to live with Jesus Christ and others so that they know more, remember more and understand more.

Teaching & Learning Principles:

At St Uny CE Academy we apply these core teaching and learning principles across the curriculum. These principles lead to consistent, high quality teaching across all year groups. Learners are provided with opportunities to build on prior learning and apply new concepts so they know more, remember more and understand more.

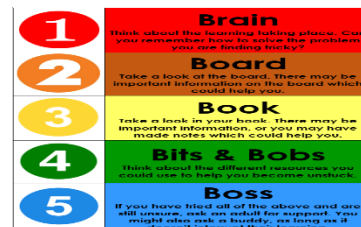
Growth Mindset:

At Uny CE Academy we encourage our pupils to develop their independent learning skills and apply a positive growth mindset to their learning. We have six learning powers woven throughout our curriculum which are designed to teach our pupils how to learn successfully and live well with each other. These skills are developed in all curriculum lessons with a whole-school focus each half term.



Pupils are also challenged to develop their independent learning skills and to work independently when faced with challenging learning.

At St Uny CE Academy we use the 5B approach to overcoming challenges. All teachers use these to support pupils in becoming more independent in their learning.



Planning:

At St Uny CE Academy, medium term planning is used to support teachers in making cross-curricular links and ensuring curriculum coverage is in place for all subjects. Cross-curricular units are planned to ensure an appropriate coverage of fiction, non-fiction and poetry across the school and units are developed using The Write Stuff (TWS) resources. Curriculum plans are communicated with parents / carers via the school website.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	From Cuckoo to Kestrel Narrative	From Cuckoo to Kestrel Narrative	From Cuckoo to Kestrel Narrative	From Cuckoo to Kestrel Narrative	From Cuckoo to Kestrel Narrative	From Cuckoo to Kestrel Narrative
Unit 2	The plagues / houses Fiction	The plagues / houses Fiction	The plagues / houses Fiction	The plagues / houses Fiction	The plagues / houses Fiction	The plagues / houses Fiction
Unit 3	The plagues / houses Fiction	The plagues / houses Fiction	The plagues / houses Fiction	The plagues / houses Fiction	The plagues / houses Fiction	The plagues / houses Fiction
Unit 4	The plagues / houses Fiction	The plagues / houses Fiction	The plagues / houses Fiction	The plagues / houses Fiction	The plagues / houses Fiction	The plagues / houses Fiction

Sequenced Learning:

At St Uny CE Academy, The Write Stuff (TWS) units are sequenced into small steps known as 'sentence stacking' sessions so that pupils learn in a way which enables them to build on prior learning and make links between spelling, punctuation, grammar and sentence structure learning. The learning within a specific lesson is identified through the use of the Writing Rainbow Lenses (see below for more information). At St Uny CE Academy teachers also plan for an 'independent write' for each unit, this aims to be cross-curricular and provides pupils with the opportunity to showcase new learning, knowledge and skills.

Teaching Sequence



Lesson Structure:

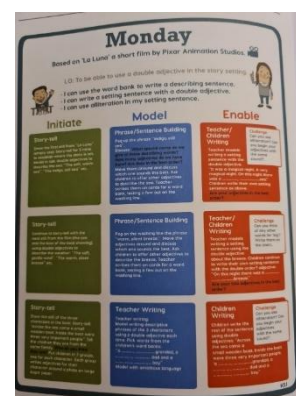
Children follow a method called 'sentence stacking'. Sentence stacking refers to sentences being grouped together chronologically or organisationally to engage children with short, intensive moments of learning that they can apply immediately to their writing. Children learn to sentence stack, focusing on the style of the author and impact of words and sentences. The planning of these is based on the teacher's assessment of the children's learning needs.

An individual lesson is based on a sentence model, broken into three separate chunks:

Initiate section – a stimulus to capture the children's imagination and set up a sentence.

Model section – the teacher close models a sentence that outlines clear writing features and techniques.

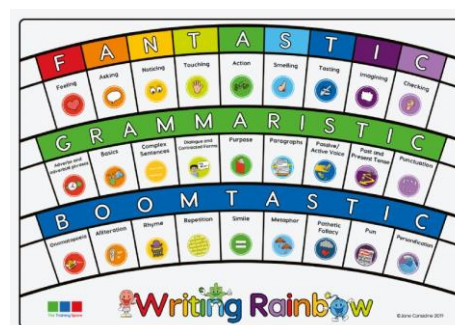
Enable section – the children write their sentence following the model and have the opportunity to 'deepen the moment' where they can explore the plot point further and demonstrate their own creative sentences using their previous learning.



The Three Zones of Writing:

The Three Zones of Writing: The FANTASTICs (Ideas), The GRAMMARISTICs (Tools), and The BOOMTASTICs (Techniques) support their learning, precision and writing.

The FANTASTICs system allows children to identify the nine elements that all text types are comprised of. When pupils are familiar with these nine elements, they can ensure that they are incorporated into their writing. The FANTASTICs help children to sharpen their understanding of their own and others' writing by encouraging them to be observant and reflective.



The 9 GRAMMARISTICs cover national curriculum requirements, capturing the broad spectrum of key grammar knowledge. Discrete grammar lessons are also taught to ensure specific grammar knowledge is taught and revisited. A grammar routeway is used to ensure consistency and progression through school. The BOOMTASTICs capture the ten powerful ways to add drama and poetic devices to writing. They help children to structure their work, teaching them to showcase their writing voice, demonstrate originality and to take risks in a bid to capture the truth of a situation.

Self-Reflection:

During lessons, pupils are challenged to consider their own thoughts, beliefs and viewpoints. This supports learners in developing the school's 'Empathy & Listening' learning power and nurtures learners' spiritual development.

Independent Writing:

Children will complete a range of independent writing units across fiction, non-fiction, and poetry. At the end of each TWS unit, children will plan, write, and edit an independent piece of writing relating to the sentence stacking sessions that they have completed. Children also plan and complete WOW writing every 3 weeks, which is completely separate from TWS units, to display their understanding of language and sentence structure.

Differentiation:

Lower attaining writers will progress through the sequence of writing at the same rate as others. The small chunk method of the enable phase allows them to have absolute clarity around the expectations of their writing at any point in the sequence. If, at any point, individuals or groups are unsure of their writing, they will have access to the words, phrases and clauses that were developed in the model phase.

The highest attaining writers are initially required to complete the focus on the enable phase, but after that they will have the opportunity to achieve mastery in writing by 'deepening the moment'. They will be able to write above and beyond the expectations of the session, as long as they stay within the narrative plot point. Training pupils in this technique will sharpen their expertise in staying to the point, controlling cohesion within and across a text, selecting vocabulary for effect, and reflecting on previously acquired skills that could be applied to their current text.