



*Alexandra Park Junior School*

# Writing at Alex Park





Alexandra Park Junior School

# Curriculum Offer

## Writing Curriculum Offer

Stage 1 - Quality First Teaching. Every child receives at least:

\*Whole class writing lessons 5x per week with cross curricular and enrichment opportunities.

\*Streamed spelling sessions.

Year 3 and 4 3x15mins a week

Year 5 and 6 5x15mins a week

\*Handwriting lessons 30mins a week including whole school handwriting competitions with pen licence rewards.

\*Whole-school writing competitions and published work opportunities through Young Writers.

\*Whole school Spelling Bee with winners entering regional finals annually.

\*Access to online subscription services for home practice with Spelling Shed and Lettergen.

Stage 2 - Additional Support

\*In class focus group with adult giving additional feedback on learning.

\*Talking time to encourage oral rehearsal.

\*Focus for children working below on Key Performance Indicators in learning.

\*Tapestry resources used to support vocabulary.

\*Spelling/handwriting aids.

\*Small group spelling to recover gaps in knowledge.

Stage 3 - Intervention

During pupil progress reviews children who are still struggling to progress are identified and appropriate targeted intervention is put into place including:

\*Bubble Writing

\*H editing

\*Precision Teaching

Stage 4 - Further Support

If summative assessment does not show sufficient progress being made despite intervention, liaise with SENCO.

# Intent



At Alexandra Park Junior School we believe that all pupils are entitled to a rich, broad and balanced curriculum. We have devised long term planning that is linked with both foundation subjects and high quality texts. We use inclusive teaching strategies, underpinned by assessment for learning strategies, with the aim of providing teaching and learning that is well matched to pupils' needs.

At Alexandra Park Junior School we believe we can minimise the impact of the following barriers to learning through our approach to teaching and learning in writing:

- \* We provide children with rich, shared experiences within the classroom and enrichment opportunities to minimise the impact of pupils' limited experience of the world so that there is an equality of opportunity for all to write purposefully.
- \* We provide a range of speaking and listening activities (including drama, word aware, activities and opportunities to share and present their learning) to support our EAL and INA learners.
- \* We make links to high quality and age appropriate texts in order to expand our children's vocabulary and experience of books. These texts are also linked with foundation subject learning, so that pupils can acquire subject specific vocabulary.
- \* We use strategies based on assessment for learning to support the transition from Infant school to Junior school, and also to provide learning that is well matched to the needs of those who are inwardly mobile.
- \* We aim to use inclusive teaching practices and provide personalised learning to support pupils with special educational needs.

# Intent – Long Term Plan



	Year 3	Year 4	Year 5	Year 6
Autumn 1	Letter <u>Non-Chronological</u> Report	Character Description Information Text	<u>Non-Chronological</u> report Science Fiction Story	Poetry Short Story Recount
Autumn 2	Setting Description Diary	Performance Poetry Instructions Letter	Diary Balanced Argument	Mystery Story Biased Argument Persuasion
Spring 1	Explanation text Recount	Recount <del>Battlecry</del>	Character Description Explanation text	Newspaper Report Short Story Discussion
Spring 2	Character description Mystery story	Poetry Adventure Story	Performance poetry Persuasion	Narrative Explanation Text Instructions
Summer 1	Poetry Persuasion	Explanation Text Setting description	Myths and legends Poetry	<u>Non-Chronological</u> Report Poetry
Summer 2	Scary Story	Historical story	Recount	Arabian Tale

Recovery objectives  
 Retrieval objectives  
 Main objectives

# Progression Year 3



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Year 3 Writing Progression

## 1. Year 3 Autumn 1 - Letter (3 weeks)

Composition Task Structure	Sentence Construction	Word/language	Punctuation	Terminology
<b>Introduces:</b> Features of a letter (link with reading)		Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest		<b>Consolidate:</b> -finger space -letter -word -sentence -full stops -capital letter -question marks -comma for 2A sentences -adjective -noun -verb -pronoun <b>Introduces:</b> -Prefix -Suffix -Homophone -Paragraph -Heading -Subheading -Edit -Evaluate -Word family -Present perfect -Comma -Preposition -Conjunction -Clause -Subordinate clause -Direct speech -Consonant -Vowel -Inverted commas -Exclamation -Bullet point -Colon
Introduction Senders address and date. Appropriate greeting. Reason for writing to recipient.	Rhetorical questions used to engage the reader.		Question marks	
<b>Middle Section</b> Chatty, informal expressions and style Paragraphs to organise ideas around a theme: reactions to events, details of events. Feelings Questions Past tense First and second person	<b>Consolidate from YR2 KPI</b> Use present and past tense mostly correctly and consistently Consider what he/she is going to write before beginning by anticipating what he/she wants to say, sentence by sentence <b>Introduce:</b> 2A sentences e.g. The glamorous, intelligent princess kissed the grotesque, worthy frog (Expanded noun phrase)	<b>Consolidate from YR2 KPI</b> Coordinating conjunctions (FANBOYS) e.g. and, or, but, so, for, nor, yet. Subordinating conjunctions e.g. if, after, before, although, until. <b>Introduce:</b> Boastful language: magnificent, unbelievable, exciting.	<b>Consolidate from YR2 KPI</b> Use commas to separate items in a list. Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required	
Develop Ending A complimentary close. What + Sentence e.g. What a lovely time we had!		Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher	Proof read for punctuation (Full stops, capital letters for proper nouns, commas for lists, question marks, exclamation marks).	

At Alexandra Park we have written our own personalised curriculum to meet the needs of our pupils. This is an example of one of our genres taught in Year 3. Each genre is linked to the topic to create a purpose for writing.

# Intent – Retrieval



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We use retrieval activities that will be completed at the start of every English lesson. These activities focus on spelling, punctuation, word class and sentence level objectives. They are specifically designed to target gaps in learning and address common misconceptions. These will ensure that pupils will ‘learn more and remember more.’

## English Retrieval



1. Complete the sentence with the correct spelling

Amar \_\_\_\_\_ his teddy a hug  
gave gave gafe gaf

2. Circle the *adjective* in the sentence below:

The tree was taller than the house.

3. Add one *exclamation mark* in the correct place below:

Our school play was amazing I loved the costumes.

4. The sentences below have their punctuation marks covered.  
Which sentence is a *question*?

I have finished my puzzle  
Find me a new puzzle  
Where is my puzzle  
What a tricky puzzle this is



Year 3 Autumn Week 1 Day 2

# Implementation



At Alexandra Park Junior School we aim to ensure an equality of opportunity for pupils to learn by minimising the variability of the quality of provision. We recognise both the need for consistency of approach to teaching writing whilst also recognising the need for flexibility so that teachers can exercise their professional judgement to match learning to children's needs.

Therefore we have an aligned approach to the teaching and learning of writing. That is, where some aspects of our approach are tight (this means that particular features must be taught as part of every 2/3 week writing sequence) and some are **loose** (there is some flexibility about how and when other features are taught, based on AFL and teachers' professional judgement). This may result in some differences in provision and/or teaching sequence seen in each class within the same year group (to meet pupils' individual needs).

# Sequence of teaching



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In each planning sequence there must be:

\* Drama/speaking and listening/shared experience/educational visit/hook so that no pupils are disadvantaged by their lack of experience of the world. **This can sit at different points within the sequence to best fit the extended piece of writing, for example it may be appropriate to teach discrete grammar lessons first so that children can achieve the success criteria.**

\* Reading as a writer/ WAGOLL - Deconstruction of a WAGOLL in order to develop knowledge and understanding of new vocabulary, support language acquisition, and support children to understand the key features of a particular genre. It is expected at this stage that the children use this session to take increasing ownership of the development of a success criteria for writing. **This can be an extract, chapter or whole text and can be taught within the reading lesson**

\*Vocabulary development so that children have an opportunity to share their vocabulary ideas and collect words/phrases from others to apply in their own writing. This allows the teacher to address where vocabulary is used inappropriately e.g for a simile: as angry as a fox. **This can be moved around the beginning of the sequence but must NOT be after the shared writing. Vocabulary development can be done more than once as appropriate according to the need of the genre and context for writing.**

\* Discrete grammar lessons - minimum of 1 per week. Teachers must use the Progression of Skills document to identify which objectives to teach, which ensures full coverage of the Key Stage Two curriculum. It is expected that the majority of grammar work is linked to the genre being taught and/or the topic. **This can sit at different points within the sequence to best fit the extended piece of writing, there may be more than the equivalent of one per week on order to teach or reinforce objectives not previously secured.**



# Sequence of teaching



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- \* There will be opportunities to develop pupils' vocabulary and knowledge of the key features of genres through shared writing and modelling opportunities. It is expected that teachers use inclusive teaching strategies that increase pupil participation especially ensuring that the most vulnerable pupils are actively participating in the sessions), that these sessions are differentiated to ensure that the modelling and shared writing is closely linked to success criteria (based on AFL) and pupil need and that these sessions are not disproportionately led by teaching assistants for the most vulnerable pupils. **The full genre piece need not be modelled, it may be more appropriate to model/ produce a shared write of a shorter section.**
- \* What is important is that the modelling and shared writing is closely linked to the success criteria, for example the inclusion of a rhetorical question into an introductory paragraph.
- \* Spelling is taught in separate, discrete sessions which will be matched to pupil need through streamed groups across the year group. This will cover the Key Stage Two curriculum. Teachers will make explicit links from this discrete session to extended writing sessions.
- \* Handwriting - this will be taught at a minimum of twice a week in discrete timetabled sessions. **Additional practice will be done in books across all areas of the curriculum promoting high standards in books.** There will be half-termly competitions to raise the profile of handwriting and winners displayed in the school.

# Sequence of teaching



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- \* A session to plan an extended piece of writing with particular elements of the plan linked to specific success criteria (based on AFL/ Target tracker gap analysis). **It may be appropriate to plan and then write shorter sections, for example an extended piece of narrative writing.**
- \* An extended piece of writing - this should be largely independent with teachers and teaching assistants mainly used to provide high quality feedback to move learning on and set next steps for learning within the session. There should also be opportunities for children to self assess against differentiated success criteria as part of the lesson so that they can improve their work during the session. This piece will be assessed using the target tracker statements. **It may be appropriate to plan and then write shorter sections, for example an extended piece of narrative writing.**
- \* Opportunities to edit and improve - these are based on the success criteria. Pupils will use purple pens to edit and improve their work. The skills of editing are discretely taught as part of the unit of learning. **It may be appropriate to edit and improve shorter sections as they are written, for example a non-chronological report.**
- \* Opportunities to share learning in order to create purposeful writing experiences. **This can be in any form that encourages a celebration of success, an opportunity to perform, opportunity to present their work in different ways and opportunities to verbalise newly acquired subject specific/technical vocabulary. For example, a poetry slam, entry into a competition, green screen presentation.**

# Implementation



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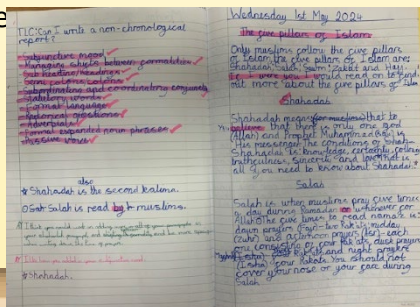
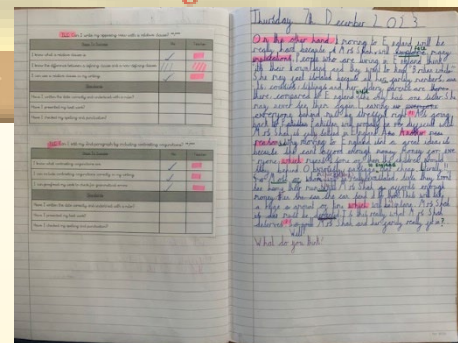
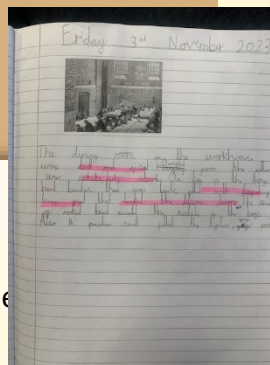
Diversity, Inclusion, SMSC and British Values opportunities

Year 3 – Non chronological report about a significant figure to the children, persuasion linked to the Amazon rainforest.

Year 4 – Planet Earth information text, persuasive letter.

Year 5 – Diary writing in the character of Floella Benjamin, balanced argument around immigration,

Year 6 – Crime and punishment balanced argument, inclusive piece linked to the novel Wonder, writing around the Islamic Civilisation, head boy and girl speech for year group vote



# Implementation

## Intervention

Intervention is targeted for children who are a cause for concern in both attainment and progress. These children are identified in pupil progress meetings held 4 times a year.



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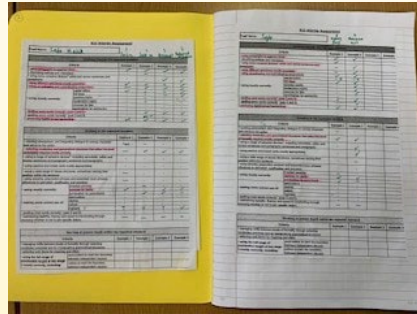
	Writing	SALT	Pastoral
Wave 1 QFT	<ul style="list-style-type: none"> <li>Retrieval</li> <li>Steps to Success</li> <li>Inprint</li> <li>Word Mats</li> <li>Sentence starters</li> <li>Handwriting</li> <li>Shared Writing and Working walls</li> </ul>	Speaking and listening as part of each lesson	<ul style="list-style-type: none"> <li>Breakfast Club</li> <li>After School clubs</li> <li>Attendance monitoring</li> </ul>
Wave 2	<p>RRI - Editing focusing on S&amp;S and personal target</p> <p>Handwriting - Bubble Writing</p>	<p>Wellcomm</p> <p>Talk Boost</p>	<ul style="list-style-type: none"> <li>Attendance Monitoring</li> <li>Drawing and Talking</li> <li>Emotional Literacy</li> <li>Meet and Greet</li> </ul>
Wave 3	<p>Organising Ideas - Narrative Therapy</p> <p>Orally Rehearse - Talking Tins</p> <p>Editing - Rainbow Writing</p> <p>Spelling Focus - Precision Teaching</p> <p>Fine Motor - Jungle Journey</p>	<p>Specialist SALT</p> <p>Wellcomm</p>	<ul style="list-style-type: none"> <li>Emotional Literacy</li> </ul>

# Implementation

## Individual targets

We are having a big push on individual targets. The intent of this is for children to fully understand what they need to do in order to improve their writing and take ownership of their progress..

These targets are also the focus of feedback in lessons and in 1:1 editing sessions with an adult.



Criteria	Example 1	Example 2	Example 3	Example 4
using paragraphs to organise ideas	✓	✓		
using linking words and phrases	✓	✓		
using some cohesive devices within and across sentences and paragraphs	✓	✓		
using different verb forms correctly	✓	✓		
using an expanding and contracting structure	✓	✓		
using a range of sentence starters	✓	✓		
using a range of cohesive devices, including adjectives, adverbs and connectives	✓	✓		
using personal and modal verbs correctly	✓	✓		
using a wider range of clause structures, sometimes using the passive within the sentence	✓	✓		
using relative, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision	✓	✓		
using a range of cohesive devices, including adjectives, adverbs and connectives	✓	✓		
using personal and modal verbs correctly	✓	✓		
using a wider range of clause structures, sometimes using the passive within the sentence	✓	✓		
using relative, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision	✓	✓		
using a range of cohesive devices, including adjectives, adverbs and connectives	✓	✓		
using personal and modal verbs correctly	✓	✓		
using a wider range of clause structures, sometimes using the passive within the sentence	✓	✓		
using relative, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision	✓	✓		

Criteria	Example 1	Example 2	Example 3	Example 4
managing ideas between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures	✓	✓		
selecting verb forms for meaning and effect	✓	✓		
using the full range of punctuation taught at key stage 2 correctly, including	✓	✓		
using a range of cohesive devices, including adjectives, adverbs and connectives to mark the boundary between independent clauses	✓	✓		
using personal and modal verbs correctly	✓	✓		
using a wider range of clause structures, sometimes using the passive within the sentence	✓	✓		
using relative, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision	✓	✓		

# Impact



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There is a clear expectation that all classes are making progress towards achieving age related expectations. All objectives used in TLC and S2S must be taken from Target Tracker to support accurate assessment and develop children's understanding of grammatical terminology.

Progression of both knowledge and skills across the Key Stage secures pupils' understanding of the key objectives, as well as promoting independence. We believe that our writing curriculum lays solid foundations for our pupils to build on as they move in to Key Stage 3.

Impact will be measured through 'spotlights' three times a year which will include :-

- book scrutinies
- planning scrutinies
- learning walks
- lesson observations and pop-ins
  - staff and pupil voice
- data analysis (4 times a year)

# Impact - examples of progress

## Year 3



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Alexandra Park  
Black Lake  
Oldham  
OL8 3BE

Dear Mrs Seabright,  
I am writing to you  
to introduce my self. my  
name is Josh I like Red  
because it is the color of  
Penguins. What your job is  
at the school and how long you  
I am really writing  
really at of writing!  
I hope you will like the video  
me a letter back here I as soon  
as I can. It has been a  
great meeting you. You have been a  
great help!  
Yours Sincerely  
Josh

Week 2

Lesson 5.110 Can I summarise the main points to write a conclusion?

Steps To Success	Me	Teacher
I can summarise the main points in my writing	✓	✓
I know what present perfect tense is	✓	✓
I can use present perfect tense in my writing	✓	✓
Standards		
I have written in cursive writing?	*	
Have I presented my best work?	✓	
Are all my capital letters and full stops correct?	✓	

inspired	Simple	invention
inspired	Simple	invention
inspired	Simple	invention
inspired	Simple	invention
inspired	Simple	invention
inspired	Simple	invention

Friday 2nd May 2024

conclusion

The Stone Age impacted us to make axes  
inspired by their hand axes. They were really  
really simple because they made Stone Age  
Stone Age tool is a simple effective invention.  
Stone Age tools were used to hunt animals.  
Stone Age tools has inspired us to be  
creative.

# Impact - examples of progress

## Year 4



Alexandra Park Junior School

Friday 14th July 2023

While the sun beamed down it gleamed like a shining star in the sky in the blue shimmered. I saw like a bright blue. My hair was a disarray. My gamings were properly delicious. Which was amazing. My house was filled and delicious, sometimes I would get soaked out of water. I was why she was all over me. I saw I was from somewhere. On the inside I was getting scared but on the outside I was getting gasped.

So I was in and got the shadow since I dropped over me and I took a shower. I went to school and I came back. I saw a silver bucket on my bed and I was having fun at it. I thought I slipped and hurt my head against the post.

Monday 18th March 2024

Bob was a reckless nine year old who disrespect his parents. If parent he had an opportunity to do a disagreeable thing he would be sneaky. He flared and scolded through scolding sides of his house was beyond with golden games and the glugiest pillows to sit in. The comfortable seat made himself in a warm, cozy bed. It felt like a blissful dream. His parents were stopping and he disrespected them by doing the wrong thing because his parents specifically said to not watch TV.

As he scolded through his quary sides of seat hitting dogs, he heard a squeaky dingling sound coming from the shivering crystal chandelier above him. He questioned himself "What just happened?" Bob was confused as to what had happened but he didn't get and he scolded on. As he went through sides, the chandelier started to tremble but even faster. Bob felt anxious, petrified and got anxious. While he felt anxious, the ground started to tremble and startled him.

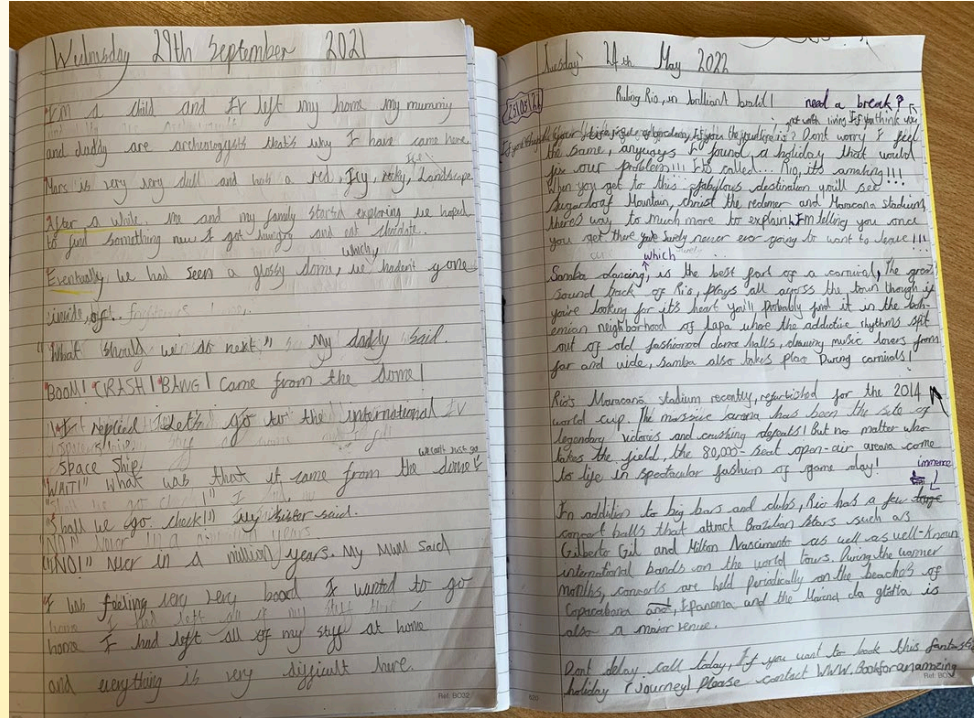


# Impact - examples of progress

## Year 5



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# Impact - examples of progress Year 6



Alexandra Park Junior School

Monday 26th September 2022  
ILC: Can I write a poem?

Reverous River:

The river is mischievous  
it gobbles everything in its way  
even rough rocks get swallowed  
and it won't hesitate  
to devour you next!

The river is a wanderer  
it doesn't choose one place to stay  
it flows through valleys and hills  
and never stops.

The is a baby it hums and hums  
chuckling and laughing  
and dancing in the shadows  
the river is a happy yellow!

Friday 26th May 2023  
This Cdn I write a non-chronological report?

Mountains

Have you ever wondered what mountains are? A mountain is an elevated portion of the Earth's crust, generally with steep sides that show significant exposed bed rock. They have been described as higher than a hill and usually over 600m high. You must read on to find out more...

How are they formed?

Mountains are created by tectonic plates pushing together causing the ground to go up. Tectonic plates also work under the Atlantic Ocean. Instead of the ground going up, the two plates in the middle are moving apart in opposite directions. As a result, lava erupts through the gap when it has cooled down, the lava builds up forming a long line of mountains known as the Mid-Atlantic Ridge.

Did you know?

Did you know about 24% of the Earth's surface is covered by mountains?

Different types of mountains

Examples of different types of mountains are: Snowy, rocky, Appalachian, and fold mountains. Mount Everest is a snowy mountain, which is in the Himalayas. It is the tallest mountain in the world: approximately 8849 metres tall. Some people are successful in climbing it; other are attempting to climb the towering, deadly mountain.

Famous mountains in the UK

Well-known, extremely high mountains include:

- Ben Nevis - in Scotland.
- Scapell Pike - in England.
- Snowdon - in Wales.
- Slieve Donard - in Northern Ireland.

# Impact – from Year 3 to Year 6



Alexandra Park Junior School

Wednesday 9<sup>th</sup> October 2019

### Biography of David Walliams

David Walliams - amazing author

Have you ever thought of writing tons of books? David Walliams wrote more than 100 hilarious, entertaining kids books. He has also been famous for being a comedian and a judge on Britain's Got Talent. He was quite funny being a judge.

**Early life and childhood**

David Edward Walliams was born, born on 20<sup>th</sup> August 1971. He was born in busy London, and grew up in calm, relaxing Surrey. His dad was called Peter and his lovely, kind mum was called Kathleen. He also had a sister called Julie.

Thursday 22<sup>nd</sup> June 2023

### The Farmer and the Golden Apple

Far away, in the land of Arabia, there lived Farhan - a poor, yet skilful farmer. Unfortunately, the city he lived in was controlled by a ruler (King Shaker) who had a heart full of greed and selfishness. Shaker owned a palace and the most riches, yet he always chased wealth. Luckily, the King's daughter - Princess Morgiana - was a kind-hearted role model to all the women in the city.

Although the Princess had met the age of marriage, she was not ready for a husband. However her father thought otherwise. "If I were you, I would marry this second!" the King exclaimed. Frustrated, he decided to send a challenge to all the men in the villages: whichever man who gave him the idea, highest in value would get his daughter's hand in marriage. Considering every man adored the her, they all worked really hard. Eventually, the message forwarded to Farhan. Just like everyone else, he loved Morgiana, but knowing he probably would not get accepted

by the King, he worked extra hard.

Unexpectedly, the city was struck by a disaster, which left the citizens miserable. The princess had suddenly caught a disease! With tears in the doctor's eyes, they declared, "Princess Morgiana has fallen ill. An unknown sickness has spread through her body, resulting in her only surviving till tomorrow." Everyone tried but none except Farhan, Morgiana's friend, was already being prepared, but Farhan knew what to do. He knew what to get: The magic, healing apple: an apple like no other; it shined like a gold diamond, it was a glowing sun and was an apple all the people knew about, but was impossible for them to get.

Trembling in fear, Farhan made his search of the apple, but in his own mind, he became exhausted, so he took a rest in a cave. He was about to fall in a deep sleep, but then... Boom!

Out of breath, Farhan's eyes shot open. Puzzled, awestruck, bewildered, his eyes rapidly scanned around his surroundings. "Where am I? What the heck is this place?" Farhan asked himself. It appeared

# Impact – from Year 3 to Year 6



Alexandra Park Junior School

David Williams is a wonderful  
educated writer. David was  
born in London where the  
queen lives. He was living  
in a city. He loved to  
read books so one day  
he had to his mum  
can I be a writer  
he said his mum said  
it is up to you  
Some years past and he  
grew up. He asked his  
mum again can I be  
a writer his mum said  
ok but first really  
sombdy he said ok and  
read a girl her name  
was Lord Henry. Some years  
went by and David had  
died when David got his  
job it was very sad

Then Lord had a baby  
They were very happy so  
David first book was the  
boy in the dress.

©Teacher's.com  
A Han

Friday 23 June 2023.

The glacial wastlands.

Long ago there was a handsome young man called Al-Mansour, he was a charming, wealthy and rich man. Five years ago, when he was young, he had a very special love. He had a girl who he loved very much, but he never told her. However his evil stepmother is one of the most evil things ever to be seen after Al-Mansour...

One sunny day Al-Mansour returned from his night's work and was heading to his palace. On his way everyone was looking down and seemed really worried and scared. Al-Mansour got a bit worried about his kingdom and started running to the palace. When he reached he saw his evil stepmother with the tip of her blade across his father's throat. He was heavily moved as he grabbed the nearest weapon and started fighting his evil stepmother - but then he lost what could be the man?

Al-Mansour ran away and was hopeless his whole kingdom was full of sadness. He was sad because he made no deal and was dead early. The day that Al-Mansour heard all his money and his kingdom peacefully because Al-Mansour die agreed sincerely all this money.

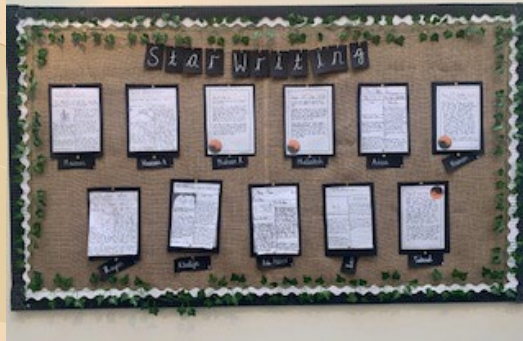
He was hiding in the woods however these woods were just any woods they were the forest wastlands - home to the mighty glacial giants. Al-Mansour had heard about the glacial giants and knew how strong they were, so he decided to keep his evil stepmother's body and find her and get rid of her.

After having a long conversation with the glacial giants they gave him a flower blade. Al-Mansour took the blade and ran to his palace and started fighting his evil stepmother. He was and they died happily ever after.

# Displays



Every year group has a display where published pieces are presented.



This promotes the high standards expected in writing.



# Displays

Each class has an English working wall.

Prompts, word mats, vocabulary boards and shared writing is added throughout the teaching of a genre.

Children can then use this wall as reference to support independent writing.

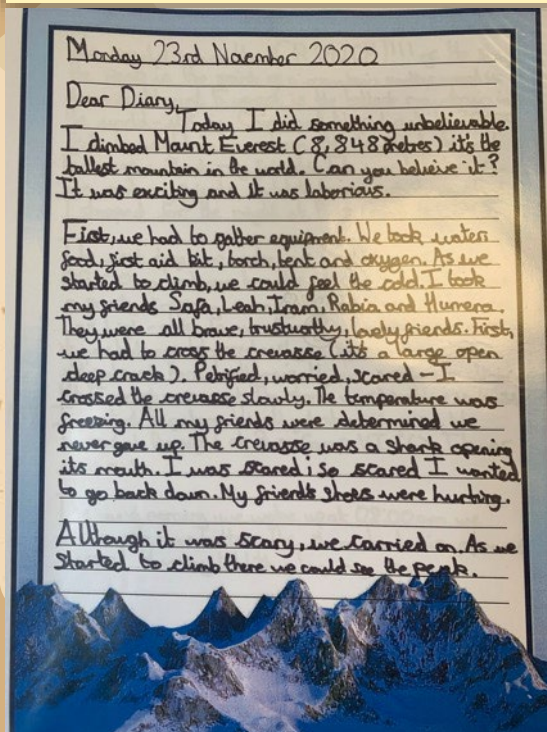


# Displays

Each week, a different year group takes part in a handwriting competition. This is a time where children can focus purely on their handwriting and presentation. Those who have improved the most are celebrated and handwriting pens awarded to those ready to have one. These positives are shared in assembly to promote the high standards expected.



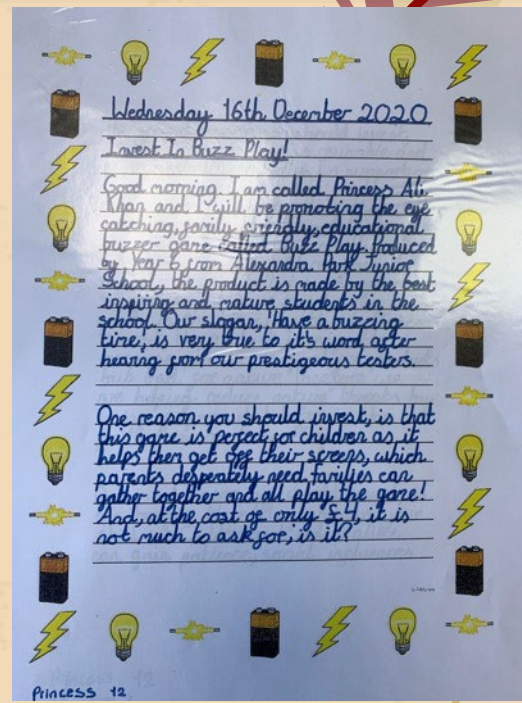
## Star writing folders



After completing an independent piece of writing for each genre, children are given time to 'publish' their work. These published pieces are assessed and kept in a 'Star Writing Folder'. These folders are shared with children and parents throughout their journey at Alex Park so they can see their progression and reflect on their learning.

Parents are invited to view these regularly in our 'Come and See my Writing sessions'. Year 6 take these home when they leave our school.

They are not shared with any external agency or for any other purpose than to enable pupils to reflect on their own progress.



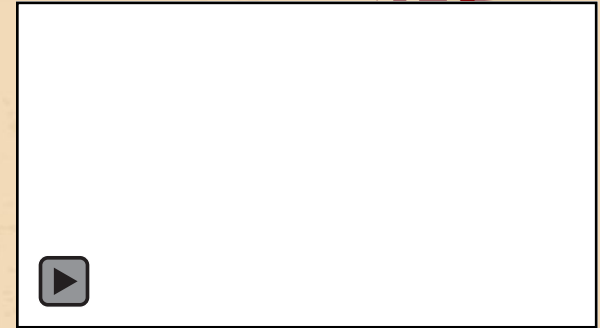


# Spelling Bee

To promote spellings in our school we annually enter the Regional Spelling Bee. We hold our own competition in school to decide on who will represent us before we attend the finals in the civic Centre. In 2018 we came second out of all the Oldham schools!



# Published Writers

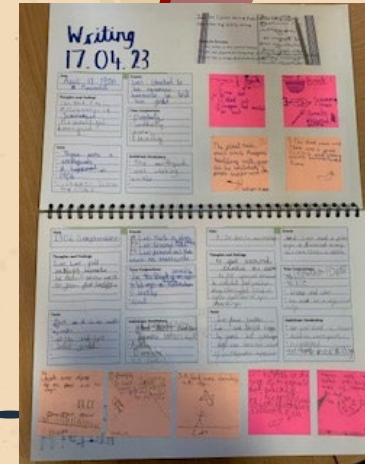
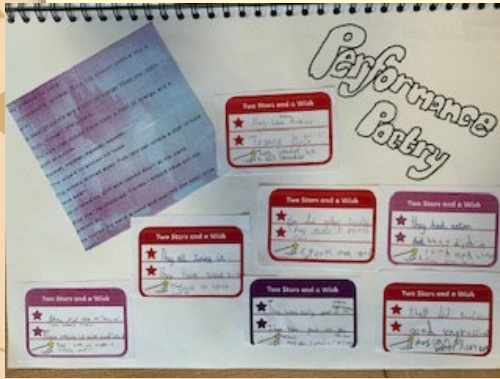


We love to have our writing published.  
We often enter writing competitions and even have our own school newspaper!

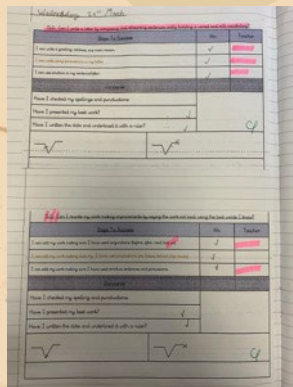


# Active Learning

We promote drama and oral presentation in every sequence of learning to promote better skills in oracy, which then feeds into learning to write,

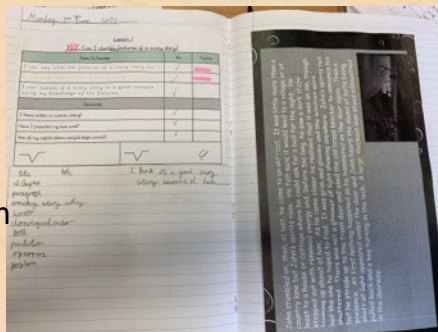


We use Steps to Success so we know how to achieve our learning challenges and set targets for improvement.

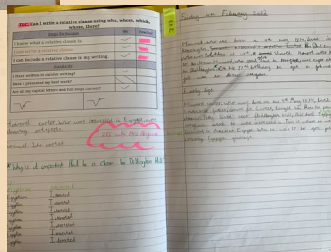
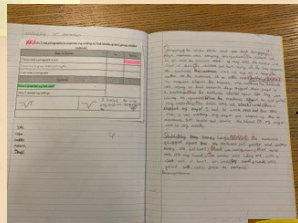


We use RRI as an intervention to ensure all pupils achieve the intended learning outcome in lessons.

We explore age related WAGOLLS to learn how authors use language and grammar features in different genres.



Rainbow writing is being used to make sure basic punctuation is correct for some of our children.

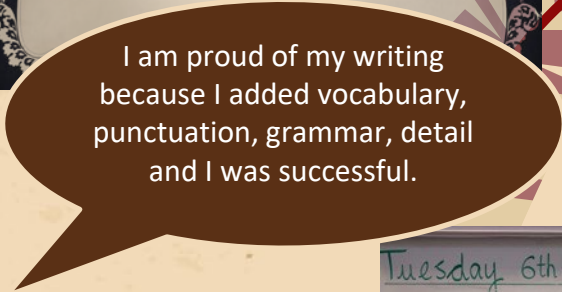


# Year 3



To help us develop our skills of writing a high quality setting description we are going to create the setting from Oliver Twist in teams!

Hooks and enrichment to engage children in their writing.



I am proud of my writing because I added vocabulary, punctuation, grammar, detail and I was successful.

We use talk for writing techniques to orally rehearse our writing before putting pen to paper.



# Year 3

I like it when we publish our writing.

Ally wrote me  
Brook Lane  
Gladwick  
Oldham  
OL7 7BE  
TUESDAY 24th MARCH 2020

Dear Mrs Seabright

I am writing to you because I want to tell all about me. I have a huge amazing pet dog called Lucky. I have 2 magnificent brothers both same as this school.


I'm lockdown I was feeling miserable because I can't go out so I felt happy when I came to school because I could see all my friends and I was proud to go to my amazing, lovely school. I am small like a girl.

I love maths & table tennis. Are you better than me at x table? I look forward your getting a reply

Your friendly Hussain

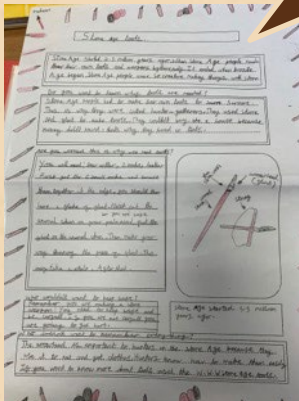
Stone Age Tools

The earliest tools were made from flint. Flint is a hard, naturally occurring rock. It is used to make tools like spears, arrows, and knives. The earliest tools were made from flint. Flint is a hard, naturally occurring rock. It is used to make tools like spears, arrows, and knives.



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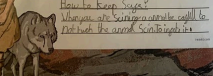


Friday 20th May 2022

How did Stone Age people make tools?

Did you know Stone Age people made tools in a special way. They used flint to make tools like spears, arrows, and knives. They used a hammer to strike the flint to create a sharp edge. Then they used the sharp edge to make tools like spears, arrows, and knives.


How to keep safe?  
When you are working with tools, you should be careful. You should wear safety glasses and use the tools correctly.



Simple drawing

Make a picture to show what you have learned. You can draw a Stone Age person, a Stone Age tool, or a Stone Age animal. You can also draw a Stone Age scene. You can use the drawing to show what you have learned.

Did the Stone Age people have to hunt for food? The Stone Age people had to hunt for food. They used tools like spears, arrows, and knives to hunt for food. They also used tools like spears, arrows, and knives to make tools.



How to Make an arrowhead.

Do you want to make an arrowhead? Have you ever wanted to make something really useful? Well, you're in the right place! An arrowhead! You can use it to hunt, eat, and clothes yourself. It's hard but you still have to be careful! It's precious. If you want to make it you have to be skilled and creative.

You will need:

- 2 rocks
- leather
- deer antler
- stunt

\* First (break a stake) with the hand; small rocks.  
\* Next (grind edges) but grind it with water gone.  
\* Then sand the bottom edges on the rock.  
\* After that (thin and slake with antler (pressure gluing) flake parts away finally the arrowhead is complete to attach attach on a spear.

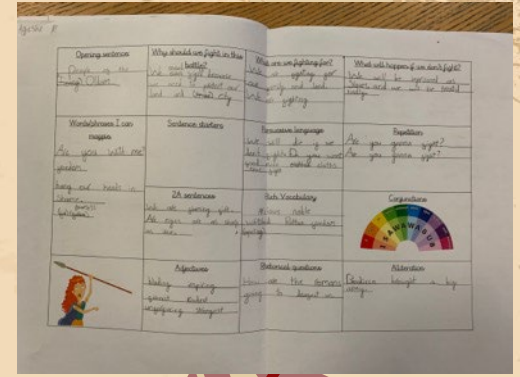
Top Tip

While making it

**BE CAREFUL!**

I get verbal feedback and I act on it.

Planning grids encourage application of taught objectives.



Inprint is being used to support INA learners.

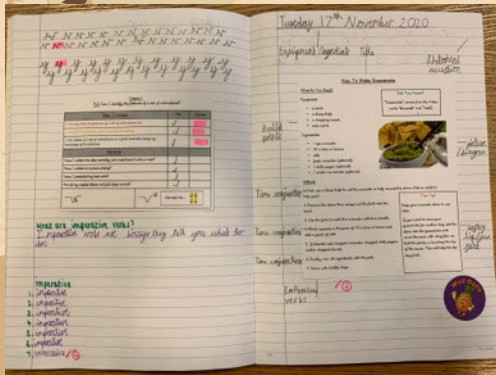
# Year 4

We identify incorrect spellings and then the children follow these up.

**Introduction**  
 Aim: To write a set of instructions for making a bath bomb.

In Reading and Writing you will be learning all about instructions. You will make a bath bomb and write a set of instructions to go with it.

We link topic, reading and writing together for a thematic approach



**Monday 14<sup>th</sup> November 2020**

How to make a convincing talk book!

- 1. Planning to make a talk book. It's not as much like a book of facts and figures, but you can make a story book or a book that you can use to tell your class about a topic.
- 2. You can use pictures, drawings, photos, etc.
- 3. You can use a story line.
- 4. You can use a list of questions.
- 5. You can use a list of facts.
- 6. You can use a list of opinions.
- 7. You can use a list of experiences.
- 8. You can use a list of feelings.
- 9. You can use a list of ideas.
- 10. You can use a list of examples.
- 11. You can use a list of reasons.
- 12. You can use a list of conclusions.

1. Put together the material and organise it in a book.  
2. Show your class of books and ask for feedback.

**Blue book**

Into the middle you will go  
As it's the best of both worlds.  
A baby's book of night for a clean  
my view the black of night for a clean  
my view the black of night for a clean  
my view the black of night for a clean  
my view the black of night for a clean

A woman to make it for a  
rubbish book to make it for a  
rubbish book to make it for a  
rubbish book to make it for a  
rubbish book to make it for a

A woman to make it for a  
rubbish book to make it for a  
rubbish book to make it for a  
rubbish book to make it for a  
rubbish book to make it for a

**One night when Mac came  
out of his hut and told  
the king... the king... the king...**

**Another he said he would  
show me how all the king  
would... the king... the king...**

**Then he said he would  
show me how all the king  
would... the king... the king...**

**Wednesday 24<sup>th</sup> October 2020**

**Dear Mrs. G... I am writing to you...**

**Dear Mrs. G... I am writing to you...**

**Dear Mrs. G... I am writing to you...**

**Dear Mrs. G... I am writing to you...**

**Dear Mrs. G... I am writing to you...**

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**Dear Mrs. G... I am writing to you...**

**Dear Mrs. G... I am writing to you...**

**Wednesday 2<sup>nd</sup> March 2021**

**The... the... the...**

**The... the... the...**

**The... the... the...**

**The... the... the...**

**The... the... the...**

I am proud of my writing because it has lots of detail and I edited it.

**Alice stands before the beauty  
of the garden... the garden... the garden...**

**Alice stands before the beauty  
of the garden... the garden... the garden...**

**Alice stands before the beauty  
of the garden... the garden... the garden...**

**Alice stands before the beauty  
of the garden... the garden... the garden...**

**Thursday 17<sup>th</sup> December 2020**

**Alexandra Park Junior School  
Book Lane  
Olkham  
Dorset DT11 7LL**

**Thursday 17<sup>th</sup> December 2020**

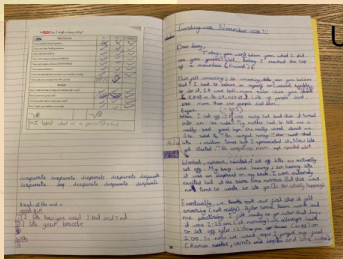
**Dear Group...**

**I am writing to you... I am writing to you...**

**I am writing to you... I am writing to you...**

**I am writing to you... I am writing to you...**

We use Now Press Play for drama opportunities that supports our writing in different genres.



Using the steps to success when editing. The process of self assessment, then peer assessment and then editing to include the features.

Lessons focused on editing and improving

TLC: Can I edit and improve a diary?

STS:

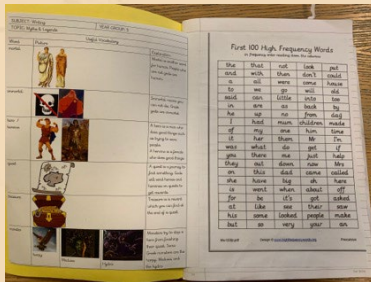
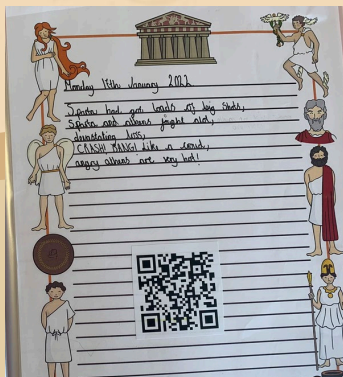
- I can use my steps to success to edit a diary
- I can give constructive feedback on another persons work
- I can think about changes I could make to grammar in my writing.

We often perform our writing to practice our intonation and expression



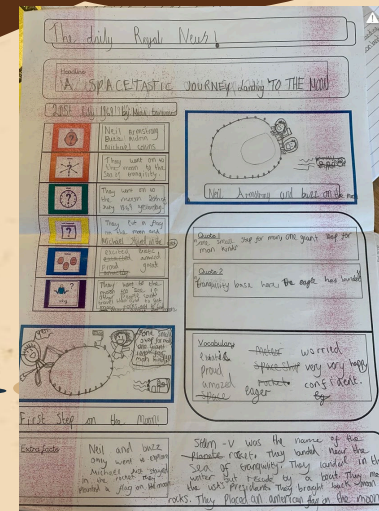
Here we are using Now Press Play to find out about Neil Armstrong. We are going to use this to help us write a newspaper report about the first Moon landing.

# Year 5



Word aware for the writing topic personalised for SEND children.

We use Narrative Therapy strategies to support pupils with planning their writing.



On the Steps To Success, if I can't do it, I discuss it with the teacher.





**REC** Can I use a variety of sentence structures in my writing?

Item	Success
Use subordinate clauses	<input checked="" type="checkbox"/>
Use time conjunctions	<input checked="" type="checkbox"/>
Use range of sentence types	<input checked="" type="checkbox"/>

**Structure**

The climatic change in her life

Her dad, who was in the Indian Army, died when Anurima was 3.

Her Aunt, who was in the Indian Army, died when Anurima was 3.

Disappointedly,

Our teacher gives us verbal feedback which we then act upon to improve our writing with purple pen.

We are assessed against the steps to success with a specific focus on a different skill each lesson.

# Year 6

**REC** Can I select appropriate vocabulary, grammar and punctuation for my writing?

Item	Success
Use relative clauses and parentheses	<input checked="" type="checkbox"/>
Use a variety of sentence openings	<input checked="" type="checkbox"/>
The complete punctuation	<input checked="" type="checkbox"/>

**Structure**

Her Aunt, who was in the Indian Army, died when Anurima was 3.

Disappointedly,

Challenges in English are fun. It can be tricky but I get there in the end.

We develop our own Steps To Success and apply grammatical concepts we have learned from other genres.

I Pink highlight if I have met the TLC. If the step is in my writing I tick it, if not I include it next time.

Friday 29<sup>th</sup> April 2020

**Steps To Success for an explanation Text**

- I can use a rhetorical question for a title.
- I can use sub-headings and headings.
- I can use diagrams and captions.
- I can use make a fantastic introduction paragraph.
- I can make a concluding paragraph.
- I can use incidental text.
- I can use formal language.
- I can use causal conjunctions.
- I can use technical vocabulary.
- I can use passive voice.
- I can use present tense.
- I can use impersonal text.
- Chronological order - I can use chronological order.
- I can use time connectives.

