

# How we teach core subjects

## English: Writing

At St Peter's, Cowfold, we follow a Mastery Approach for writing, which provides both teachers and pupils with a framework for embedding previous knowledge, while developing and honing pupils' skills and competency. Our aim is to develop young writers who are able to express themselves confidently through written English, whilst also fostering our pupils' love of writing.

We believe that best writing happens when children are engaged with the subject matter and know how they need to write to be successful. Because of this, our writing units are carefully planned to allow us to teach the necessary skills such as grammar, punctuation and composition. We also engage children with the subject matter through providing engaging contexts for writing, and linking high-quality texts to our writing units.

## Subject Concepts

The outcomes of the National Curriculum are achieved through our Mastery English curriculum. Within this curriculum, we teach writing through four main purposes. These are:

**WRITING TO INFORM**  
**WRITING TO ENTERTAIN**  
**WRITING TO PERSUADE**  
**WRITING TO DISCUSS**



We teach each purpose over the course of a half term. This means that:

- We are able to teach similar genres of writing together within a half term. This allows our pupils to embed key skills over a longer period of time.
- That pupils become more confident over the course of the unit as they are beginning to use the skills they have been taught independently

These four purposes are covered to differing degrees each year based on the age of the children. The overview for this is as follows:

	AU1	AU2	SP1	SP2	SU1	SU2
RAINBOW/ DOVE	ENTERTAIN	INFORM	ENTERTAIN	INFORM	ENTERTAIN	INFORM
PALM	INFORM	ENTERTAIN	INFORM	ENTERTAIN	PERSUADE	ENTERTAIN
OAK	INFORM	ENTERTAIN	INFORM	ENTERTAIN	PERSUADE	DISCUSS

## Vision Concepts:

Our vision concepts spiral throughout our curriculum so St Peter's children have a range of opportunities to apply what they have learnt in meaningful contexts and live out our school values, develop spiritually and explore their own beliefs

Our children apply their knowledge and skills that are set out in our small-steps progression documents to become 'agents of change' and explore 'courageous advocacy' through our vision concepts.

### Community

The concept that we have a responsibility as a Christian community to learn about, understand and love others in our school, village, nation and the world

### Christian Values

The concept that if we live by our distinctively Christian values and can demonstrate the qualities of our learning friends we will be equipped as lifelong learners

### Ambition

The concept that we should use our knowledge and skills to improve the lives of ourselves and others

## Small Steps Progression

Teachers use the small steps overview to understand the National Curriculum objectives that they need to teach over the year. When they plan each unit they pick the ones that best suit the purpose of the unit that they are teaching, making sure that by the end of the year all the objectives are covered to the necessary depth.

Teachers cover the objectives their children need. The beauty of starting with this progression grid is that they can think about where each child is on the continuum.

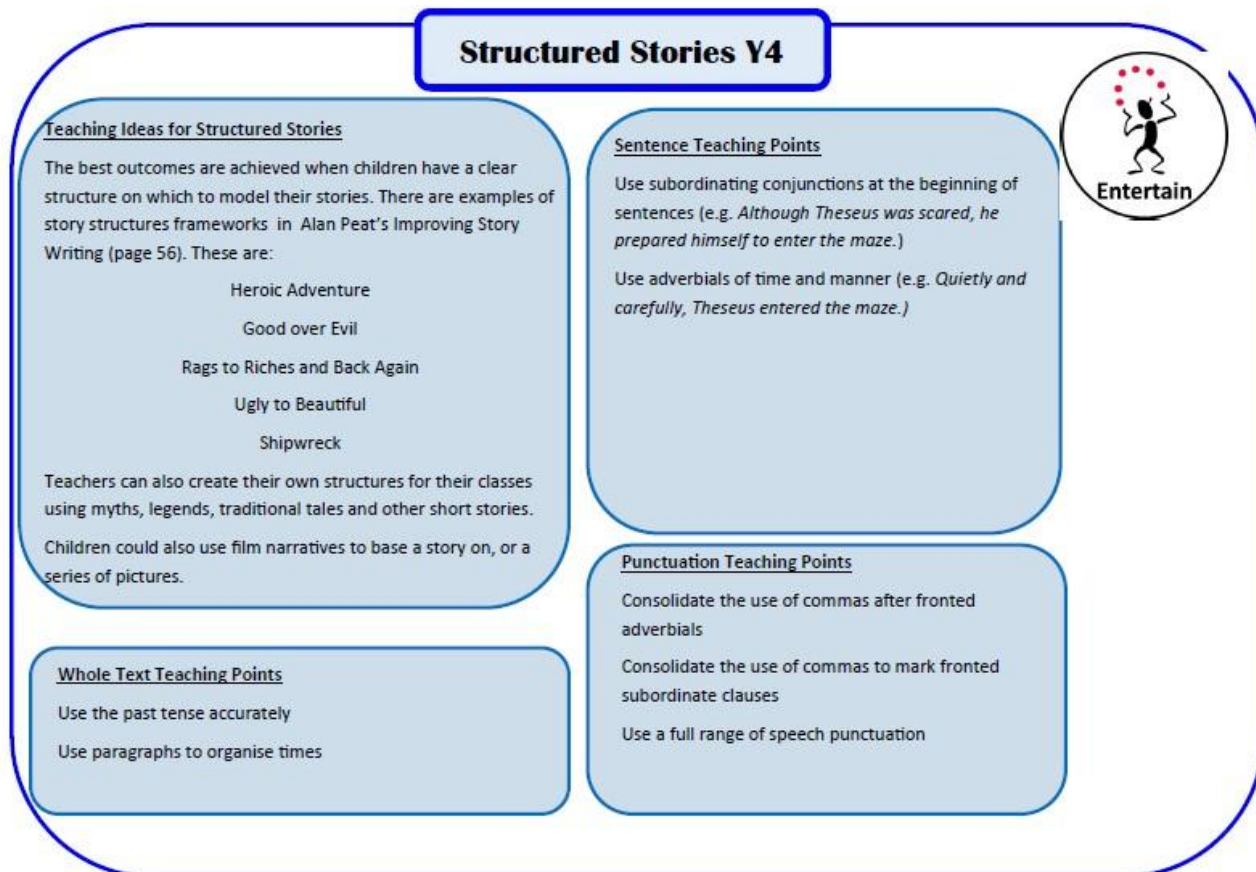
For writers with gaps – we plan times to teach the objectives from the years below that they need. For able writers – we choose objectives from higher years that fit the purpose pupils are doing too.

<p>This grid is designed to be used cumulatively; i.e. a pupil will be aiming to all of the objectives corresponding to their current year group, plus all of those in that strand that precede it in the progression.</p>					
GRAMMAR					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use common conjunctions to join clauses accurately	Use coordinating and subordinating conjunctions	Use a range of subordinating conjunctions	Use subordinating conjunctions to open sentences with subordinate clauses	Use relative clauses to provide additional detail	Write a range of single & multi-clause sentences adapted for purpose & effect
Write full sentences with capital letters and full stops.	Use sentences with different forms ( <i>statement, command, question, exclamation</i> )	Use adverbs of time and manner	Use adverbials and prepositions, including at the start of sentences followed by a comma	Use cohesive devices (adverbials of time & place / conjunctions / connectives) to link within and between paragraphs	Use a range of cohesive devices, including causal and discursive adverbials, pronouns and synonyms
Use adjectives to describe nouns	Use adjectives/ determiners to build noun phrases	Use more than one adjective to expand a noun phrase		Expand noun phrases using preposition phrases	
Construct past tense, including common irregular verbs	Make correct use of past and present tense		Consistent tense throughout / subject & verb agreement	Select appropriate tense form, including changing within a text	

## Planning a Writing Unit

Teachers are encouraged to “Plan with the End in Mind”, thinking carefully about the features they wish their final piece of contain and providing opportunities for the children to learn these skills.

Our Purpose Overview Sheets support teachers with their planning of units as they suggest Punctuation, Sentence and Text level objectives which would fit with the required genre of writing.



## Phonics and Spelling

When children join St Peter's, they begin our school phonics programme, “Bug Club”. This takes children through their phonics phases so they acquire a solid understanding of grapheme/phoneme correspondence.

As children move into KS2, they begin our Spelling Shed programme. Using this, the children are taught, and required to learn and practice the different spelling rules covered in the National Curriculum.

## Handwriting

Children at St Peter's are taught a cursive script handwriting style using the joins and letter formation set out in our handwriting scheme, Letter Join. A copy of the letter formations are shown below:

## Assessment

At St Peter's, our assessment of writing is done through "No More Marking". This is a national programme in which children from our school complete an unaided piece of writing. This piece of writing then goes through a series of comparative judgments from teachers across the country. This allows us to see where our pupils sit nationally compared to children of a similar age.

At the end of EYFS, KS1 and KS2, children's writing is also judged against national assessment frameworks.