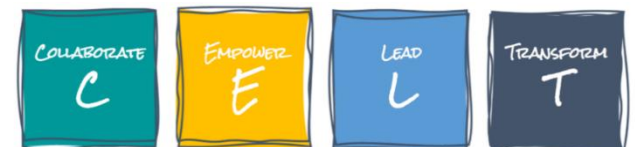


CELT

Guidance and Recommendations

LEARNING TOGETHER 



This *Writing Review: Guidance and Recommendations* has been developed as part of CELT's school improvement strategy - *Closing the Gap: Excellence through Equity*.

Achieving excellence is not about ensuring that all children receive the same thing; it is about ensuring that every child gets what he or she needs to develop their full potential and succeed in life.



A Rising Tide Lifts All Boats

A young boy in a school uniform is shown in a close-up, focused on writing with a black marker on a whiteboard. The background is softly blurred, showing a window with light coming through. The text is overlaid on a semi-transparent dark grey bar at the bottom of the image.

Mission

To ensure that every pupil leaving a CELT school is at least functionally literate and sees themselves as a successful writer.

Why?

Around 15 percent (5.1 million) of adults in England struggle to read and write at a very basic level and can be described as functionally illiterate. This limits their ability to communicate with others, express themselves and be understood in the written form. This impacts on their future income, health, wellbeing, and life-chances. Involvement in crime is also significantly linked to illiteracy. Up to 85 percent of juvenile offenders are functionally illiterate.

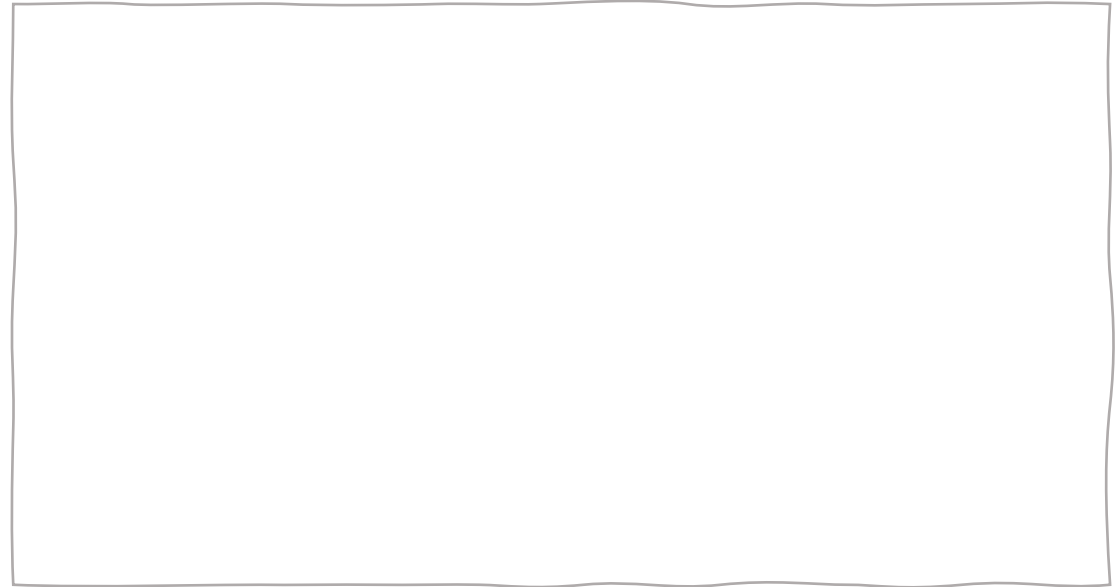
Young people who leave school without good literacy skills are held back at every stage of life.

Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance.

Yet despite our best efforts, disadvantaged students in England are still significantly more likely than their classmates to leave formal education without being able to read, write and communicate effectively.

Reading, writing, speaking and listening, are at the heart of every subject in secondary school. Focusing time and resources on improving reading and writing skills will have positive knock-on effects elsewhere, whether that's being able to break down scientific vocabulary or structure a history essay.

Writing tasks in secondary schools, such as essays, can be as intellectually demanding as playing chess. It should be no surprise that some students can struggle to get to grips with the complex skills expected of them.







Heads and Senior Leaders

Further details of the above will be shared at a Primary Heads meeting



Heads of English & Subject Leads

Further details of the above will be discussed at the Subject Leads meetings.



Teaching Staff

Further details of the above will be shared by your English Subject Lead.



Provisions from the Trust





Heads and Senior Leaders

Further details of the above will be shared at a Secondary Heads meeting



Heads of English & Subject Leads

Further details of the above will be discussed at the Subject Leads meetings.



Teaching Staff

Further details of the above will be shared by your by your HOD, KS3 English lead.



Provisions from the Trust



Subject Lead Meetings

- 22nd September
- 19th January
- 11th May

Moderation

- 1st December
- 23rd March
- 6th July

**CELT Writing Project – Spring Term
(Date TBC)**

**Autumn benchmarking – Autumn Term
(Date TBC)**

minimum

Babcock Materials

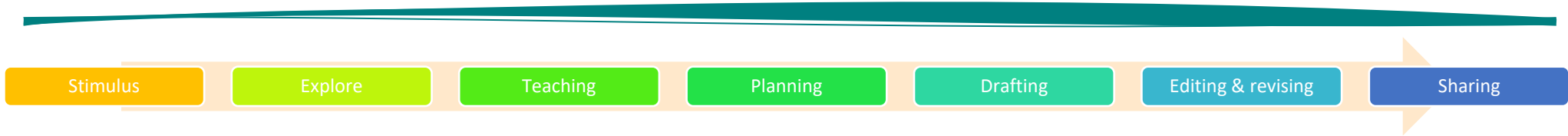
Writing Curriculum Plan

Add overall intent in terms of end of primary expectation
*A writer from XXX school will:

- Bullet point your expectation
- Include specific

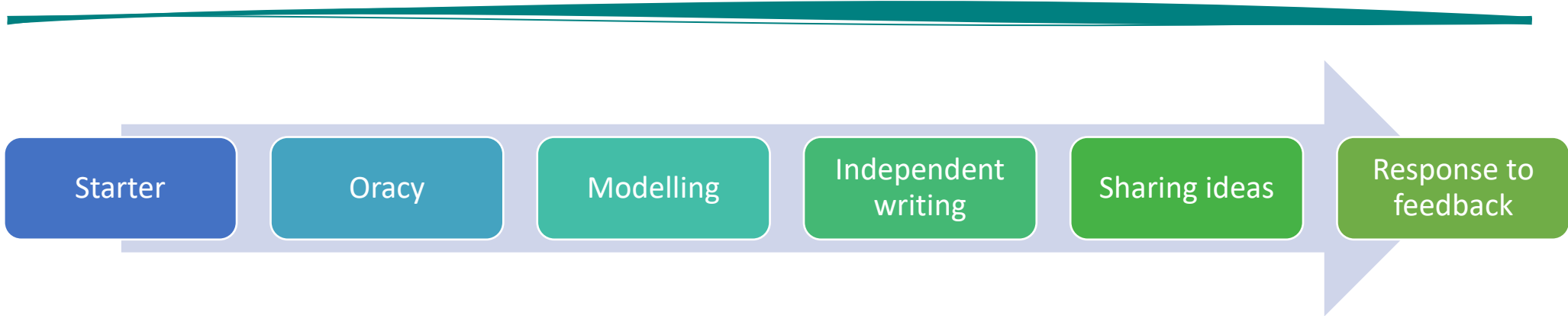
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts Additional core texts selected by the teacher to secure key areas of the writing curriculum: broader the range of texts (including poetry) and meet the interests of pupils.	Beatrix Potter (short non-fiction narrative) Focus: pet	Beatrix Potter (First person recount)	Lord of the Flies (Book 1) (short autobiography)	Beatrix Potter (Rough Queen) (short autobiography)	Oliver and the Seagulls (Adventure story) Focus: character and plot	Factually Correct (Non-fiction writing)
Links to Wider Curriculum	Where in the World		Animals and Habitats		Kings and Queens	
Independent purposeful writing outcomes						
Grammar and punctuation	Use a range of conjunctions, relative clauses, adjectives and adverbs	Revised use of a range of conjunctions and adjectives and adverbs	Inverted commas to punctuate direct speech	Revised use of a wider range of conjunctions	Revised perfect form of the verb	Paragraphing (language and headings)
Spelling	No Nonsense Spelling Programme					
Handwriting	Pupils taught to use the diagonal and horizontal strokes needed to join words Pupils begin to join more of their writing legibly and consistently All pupils write in pen by the end of the year.					

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Stimulus	Explore	Teaching	Planning	Drafting	Editing and revising	Sharing
<p>explored at length book, video, image, artefact, trip, experience</p> <p>language to be generated</p>	<p>WAGOLLS</p> <p>high quality texts Text type, genre, text level, sentence level and word level</p> <p>audience purpose Toolkits</p>	<p>explicitly taught</p> <p>generating vocab, sentence level work, text level</p> <p>several phases of 'teaching'</p>	<p>structured</p> <p>scaffolded planning format</p> <p>using the word level, sentence, level, text level work</p> <p>consideration of spelling words</p>	<p>recording initial ideas</p> <p>stages</p>	<p>Procedures</p> <p>consistent</p> <p>pupil independence</p> <p>individual feedback</p> <p>SPAG, cohesion, vocabulary, appropriateness</p>	<p>a reason to write</p> <p>purpose to write for.</p> <p>variety</p>



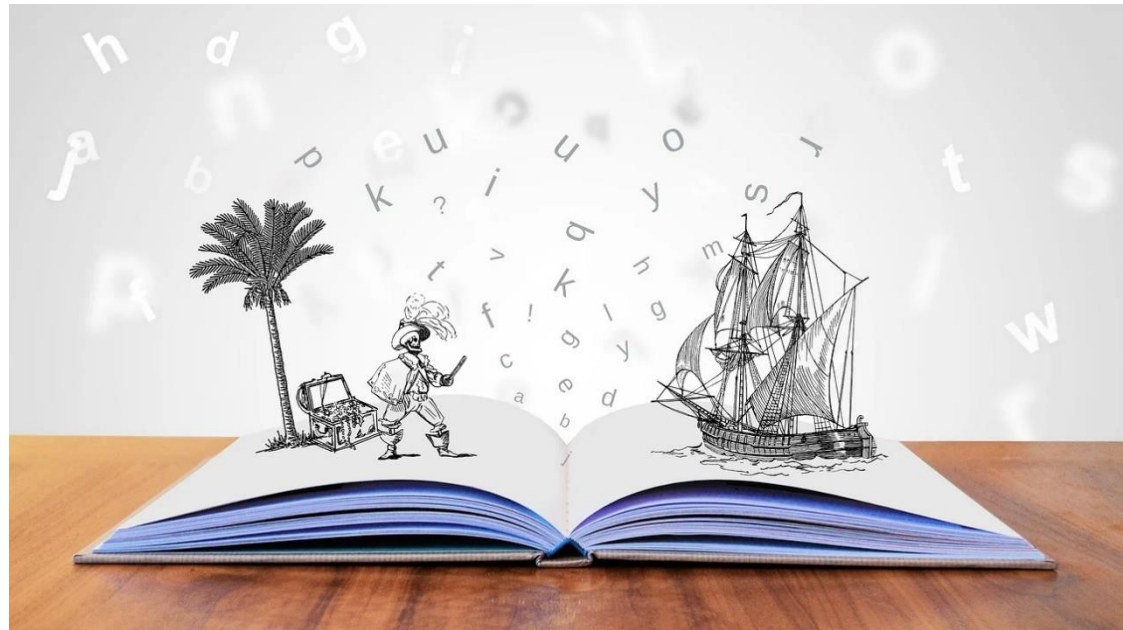


<p>Starter</p> <p>SPAG</p> <p>misconceptions</p>	<p>Oracy</p> <p>talk vocabulary</p> <p>explicit</p> <p>drama presentation paired</p>	<p>Modelling or teaching of skills</p> <p>modelling</p>	<p>Independent writing</p> <p>stamina</p> <p>length quality</p> <p>practise pace quantity</p>	<p>Sharing</p> <p>share</p> <p>feedback</p>	<p>Response to feedback</p> <p>respond to feedback</p>
<p>Activating prior knowledge:</p>	<p>Activating prior knowledge:</p> <p>Explicit strategy instruction</p>	<p>Explicit strategy instruction</p> <p>Modelling of learned strategy</p> <p>Memorisation of strategy</p> <p>Guided practice</p>	<p>Independent practice</p>	<p>Structured reflection:</p>	<p>Independent practice:</p> <p>Structured reflection</p>



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Details to follow in the spring.





Key Area of Practice 1

Experience based writing with a purpose: creating the writing environment

Research

Strategies and Resources



Key Area of Practice 2

Varied approaches – Drama • IT • Film • Music

Research

Strategies and Resources



The Writers' Block



Key Area of Practice 3

Engaging with high quality texts and skilled teacher modelling

Research

Strategies and Resources

Report due Summer 2021.





Key Area of Practice 4

SRSD (Self-Regulated Study Development) • IPEELL (Introduction Point Explain Ending Link Language)

Research

Strategies and Resources

✓ **Explore a learning environment outside the classroom**

A class visit sparks imagination and will provide your pupils with a memory they want to write about.

✓ **Encourage pupils to take ownership of their progress using self-assessment tools, peer assessment and goal setting**

Learn how to support pupils' meta-cognitive skills so that they are able to identify success criteria and acknowledge areas for improvement.

✓ **Use transferable approaches to aid the organisation of writing**

Discover methods to support the organisation of pupils' writing in any form and across all subject areas.

✓ **Develop strategies to build positive attitudes toward writing in the classroom**

Motivational messages are used successfully in a wide range of contexts, but rarely in academic subjects. Discover the empowering impact of this approach when setting writing tasks.

Invite authors into your school:







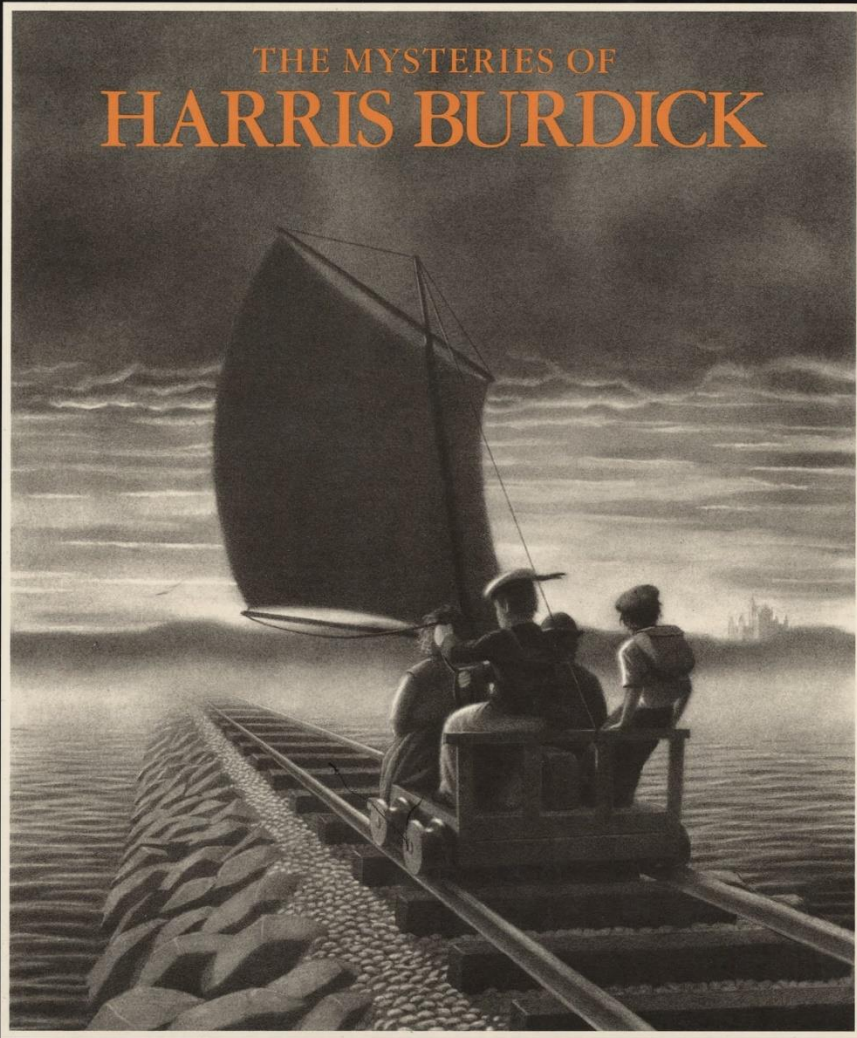
- Tess Wilson
- Emma Owen



5 Top Tips

1. **Have a clear idea of your desired 'mastery model', to the point of having large elements of it already pre-prepared.**
2. **Ensure everyone is writing simultaneously. It not only means that students are actively engaging as they have to commit to mastery through their motor memory of writing the piece, it also builds stamina in writing as students have to keep up with the sustained writing.**
3. **Praise effort with specific writing related feedback "Excellent use of a discourse marker..." etc.**
4. **Provide time to review writing. Get students to discuss and feedback what are the key elements of this genre of writing and exploring evidence from the model that has just been co-created.**
5. **Ask students to compare their own writing to the modelled writing, highlighting the salient differences. Ask students what they have learnt about writing so that they explicitly reflect on the process.**

THE MYSTERIES OF
HARRIS BURDICK



CHRIS VAN ALLSBURG

*The Mysteries of Harris
Burdick*



Year 6-7 writing transition project

The Mysteries of Harris Burdick



Using one of the Harris Burdick images, titles and captions (provided in the resources), plan, write, edit and redraft a mystery story.

Your story does not need to be long. It should include:

- Setting and character description.
- Paragraphs.
- Ambitious language.
- Accurate and complex punctuation and spelling.
- A range of different sentence types and starters.
- Features of a mystery story.
- All the Year 6 writing techniques you have learnt.

We would also like to see your writing journey from your drafting through to your finished piece, so please include:

- Your first draft
- Evidence of how you edited your first draft
- Your final draft

Please remember to include your name and school. Once completed, your work will be sent to your secondary school as a showcase of your incredible writing skills.

Planning has been provided to support your teachers.

Good luck!



Emma Owen
Poltair School



Jordan Dingle
Carclaze Primary School



Anna-Rozen Willcock
St Mewan Primary School



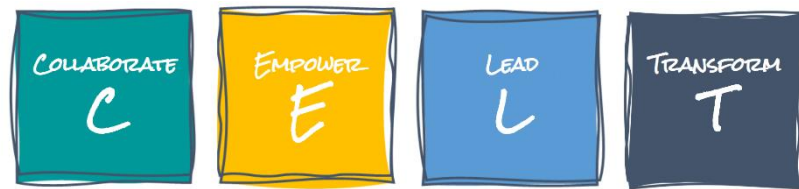
Ben Ringrose
Mevagissey Primary School



Tammy Wilshire
Mount Charles Primary School



Paul Trudgeon
Fowey Primary School



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