



# NEVILL ROAD JUNIOR SCHOOL CURRICULUM OVERVIEW - WRITING





# OUR CURRICULUM AT NEVILL ROAD JUNIORS

- We **Aim High** by challenging ourselves in all aspects of school life.
- We are **Successful** learners by using our growth mind set to achieve.
- We **Persevere** by being resilient and trying our best in everything we do.
- We use our **Imagination** to produce creative work that we can be proud of.
- We show **Respect** by including everyone and making sure we all matter.
- We show **Enthusiasm** by approaching all learning with a positive attitude.



# OUR CURRICULUM INTENT

- At Nevill Road Junior School learning is fun and all of our children are supported and challenged to enjoy learning and reach their potential. Learning in the outside environments, practical and real-life situations and special activities all help to make learning accessible and help to motivate our pupils to achieve well and become lifelong learners. We have a very positive approach to learning at our school and children are encouraged and rewarded when they do their best, work hard and make good progress.
- The wellbeing of our children and their Mental Health are a priority as we believe that children learn best when they feel happy, safe and cared about. Our Restorative Approach to learning underpins our curriculum, which also celebrates equality and diversity.  
Our curriculum is based on the statutory National Curriculum; it is skills based in design and intended to provide learning and teaching motivation for both children and teachers.  
We aim to be as creative as possible with our approach to the curriculum, teaching and learning. All curriculum areas have been planned to deliver a well sequenced and progressive series of lessons to ensure children gain 'sticky knowledge', which they can articulate with confidence.  
Every year group includes high quality book and text studies within their termly topic plans, making sure children are given a text-immersive experience.  
All of our topics are supported through high quality resources, trips, visitors and experiences that provide ample opportunity for real depth of study.

# Pedagogy of Learning

## Explanation, Modelling and Scaffolding

In lessons you will see:

- Clear and precise explanations given by teachers, with complex ideas broken down.
- Time given to practise and consolidate children's knowledge and understanding in new ways that stretches their thinking and allows them to consolidate key skills.
- Metacognition strategies used to help scaffold learning and develop independence.
- Use of sentence stems to help structure children's talk and thinking.
- Children know what is expected of them and how this can be achieved. This is done in a variety of ways including the use of a clear success criteria and examples eg a WAGOLL (What a good one looks like)
- Children evaluating their own work and improving their learning.



# Pedagogy of Learning

## Questioning, Recall and Retrieval of Knowledge to make learning 'sticky'

### In lessons you will see:

- A mastery approach to learning.
- Every lesson starts with a 'Can you still..?' to recall previous knowledge
- Questions asked to children that encourage them to know more and think more.
- Teachers use carefully planned questions to probe children's responses, to reshape tasks and deepen understanding.
- Children are given 'thinking time' to allow for sufficient time for pupils to review what they are learning and to develop further.
- Children are given regular opportunities within lessons to recall previous knowledge. Questions are asked to reveal their understanding and recall how well they have remembered the content.
- Lollipop sticks used to select children to answer questions to encourage participation from all.
- Tasks from the 'Nevill Road Bare Necessities to Sticky learning' used to retrieve knowledge



# Pedagogy of Learning

In order for our children to learn more and remember more, we promote 'sticky' learning through....

## Song

Teaching facts through songs. Not just number facts but GPS too in Y6. Commits learning to memory more easily and heightens enjoyment.

## Hooks

Educational experiences through trips and visitors  
Books for hooks  
Hands on learning experiences  
Artifacts

## Questioning

Asking a question of each child before they leave the classroom. eg quick number recall, spelling of a tricky word, geographical fact, historical date.

## Photo Reel

Reel of photographs on whiteboard of previous learning activities. Use photos to prompt discussion about what has been learnt, drawing on key vocab.

## Video

Making videos of learning eg science explanations. Turn down sound and explain what is happening.

## Performances

Video music performances and assemblies. Pupils to use music vocabulary to explain what they can hear and to evaluate performances.

## Quizzing

Create quiz questions on a topic. Could be multiple choice eg What is a metaphor?  
a) A comparison using 'like, as, then.'  
b) A comparison where one thing is another  
c) A comparison with a human attribute

## Sentence Stems

Sentence stems  
Scaffolding language  
Talk, talk and more talk  
Developing reasoning in mathematics  
Highlighting key vocabulary

## Building on Prior Knowledge

Activating prior knowledge  
Creating shared experiences

## Double Page Spread

Complete double page spread at end of term. Can go back and add information from book. Summarise learning.

## Active Learning

Collecting information from other tables and relay back to partner - one walker, one talker. Good for mixed ability pairings.

## Post-learns

Children evaluate their learning at the end of a unit.  
Children reflect on their learning.

## Can you still?

....last week  
....last month  
....last term  
....last year

Display board in class; use as starter question to recap.

## Brain Dump

Write, draw a picture, create a mind-map on everything you know about a topic. Give a time limit eg 3 minutes. Then look back at books to add a few things you forgot.

## Flashcards

Create own flashcards: question on one side, answer on the other. Can you make links between the cards? Pick out harder ones to practise.

## DEAL

- Developing Characters
- Adopting roles
- Exploring thoughts
- Sharing and Reporting
- Thinking & Reflecting

# Pedagogy of Learning

## Check understanding throughout the lesson and provide feedback.



### **In lessons you will see:**

- We use a variety of mechanisms to assess children's understanding throughout lessons and ensure that misconceptions are picked up quickly.
- Verbal feedback given to children throughout the lesson in order to build on pupils' strengths.
- Our marking system ensures that feedback is purposeful and children's responses enable them to practise, consolidate or stretch their learning.
- Metacognition strategies are used to motivate children to improve their learning.
- Children respond to feedback and this is captured through the use of purple pen in their books.
- In the moment marking gives immediate feedback.
- Use of mini plenaries to address any misconceptions.

# CURRICULUM LEADER - CLAIRE PARKER

## (LEADER FROM 2021 - CURRENT)

### INTENT

- **Why do we teach this? Why do we teach this is the way we do?**
- **Writing:** At Nevill Road Junior School we encourage children to use their imagination, be creative and have a love for writing. We value writing as a key life skill, and are dedicated to enabling our pupils to become lifelong writers. Children are encouraged to write across a wide range of genres including fiction, non-fiction and poetry as well as in all subject areas. Our writing cycle uses a variety of 'hooks' to engage and excite children with drama and quality texts as an integral part of this process. Children are encouraged to experience and talk about their learning, which enables them to develop their confidence in using key skills and knowledge to be creative and structure their writing. SPAG and handwriting skills are also linked to the writing cycle in order for children to understand that this is all part of the writing process.





## Nevill Road Junior School Writing Policy 2020-2021

### Intent

Why do we teach this? Why do we teach this is the way we do?

**Writing:** At Nevill Road Junior School we encourage children to use their imagination, be creative and have a love for writing. We value writing as a key life skill, and are dedicated to enabling our pupils to become lifelong writers. Children are encouraged to write across a wide range of genres including fiction, non-fiction and poetry as well as in all subject areas.

### Implementation

What do we teach? What does it look like?

- Writing at Nevill Road is taught through a progressive three week writing cycle 'The Nevill Road Way to Writing'
- We use a clear structure that helps pupils to develop their writing skills and knowledge across a range of genres including fiction, non-fiction and poetry.
- Our writing cycle uses a variety of 'hooks' to engage and excite children with drama (DEAL) and quality texts as an integral part of this process.
- DEAL strategies (drama, engagement in active learning) are used in a variety of subject areas to encourage children to develop their speaking and listening skills as well as creativity and imagination.
- Children are encouraged to experience and talk about their learning, which enables them to develop their confidence in using key skills and writing for a purpose and audience.
- Children are encouraged to recite poetry as well as participate in class assemblies and drama lessons during the week.
- SPAG and handwriting skills are also linked to the writing cycle in order for children to understand that this is all part of the writing process.
- SPAG can be taught discreetly to ensure all objectives from the National Curriculum have been covered.
- Each year group have a set of Bear Necessities (non negotiables) that are expected to be seen in all pieces of writing across the whole curriculum linked to SPAG and handwriting.
- All children pledge a handwriting promise at the beginning of each term to ensure high expectations in presentation across all subject areas.
- Children are presented with handwriting licences when they have achieved a set of criteria or show that they have made significant progress in their presentation.
- New vocabulary will be introduced to pupils throughout the writing process and will be referred to on each classes' working walls. This will be added to throughout the writing process.
- Vocabulary mats and spelling books will be available to pupils to support them in class.
- Termly 'open' writing assessments, enable the children to write creatively in order to demonstrate the application of key skills.

# POLICY

To find out more about our  
Writing policy click the link below:

<http://www.nevillroad-jun.stockport.sch.uk/page/writing/50530>

# SEQUENCE OF LEARNING - WHOLE SCHOOL PLAN

At Nevill Road we focus our English sessions on building skills and knowledge. We revisit these in each year group to ensure 'sticky learning'.

Whole School Writing Progression Map

	Year 3	Year 4	Year 5	Year 6
Poetry	<p><u>Poetry- shape poems</u>            My shape poem uses well-chosen words            I used powerful verbs            I used adjectives            I used alliteration            I used onomatopoeia            I used simile            I used precise nouns            I used rhyming words            I used a layout that is the shape of the subject</p>	<p><u>Poetry – Creating images e.g. similes metaphors</u>            I copied rhythm and rhyme patterns where appropriate            I used repetition for effect            I used powerful verbs and adjectives            I used some of the following:            1.alliteration            2.personification            3.onomatopoeia            4.similes</p>	<p><u>Performance Poetry</u>            I have used an interesting form for my poem            The style is distinctive and memorable            I used repetition or word play to effect            I thought about rhyme and sound patterns            I chose words carefully            I deliberately positioned words and phrases            I showed feelings and mood            I included a message for the reader            I made a link between the poem and the title            My poem could be enjoyed more than once</p>	<p><u>Poetry</u>  <u>Long established poets</u>            I used an appropriate title that generates interest and hints at what my poem is about            My word choice is appropriate for the subject and varied            I used strong active verbs to push the poem along            I used personification, similes and/or metaphors            I used language to create atmosphere and mood            The rhythm is natural and easy to read aloud            My choice of language makes it easy for a listener to understand</p>

[http://www.nevillroad-jun.stockport.sch.uk/serve\\_file/912072](http://www.nevillroad-jun.stockport.sch.uk/serve_file/912072)

# WHOLE SCHOOL OVERVIEW AND PROGRESSION PLANS IN WRITING IN THE ACADEMIC YEAR

- The medium terms plans are carefully planned in a sequence of steps. They build on previous work and new knowledge and skills are introduced over time.

Writing Progression – Year 3					
<p>To begin to use ideas from own reading and modelled examples to plan their writing.</p> <p>To demonstrate an increasing understanding of purpose and audience.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To maintain the correct tense (including present perfect tense) throughout a piece of writing.</p> <p>To use the full range of punctuation from previous year groups.</p> <p>To use inverted commas in direct speech.</p> <p>To use subordinate clauses.</p> <p>To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>To use 'a' or 'an' correctly most of the time.</p> <p>To spell many words with prefixes / suffixes correctly</p> <p>To begin to spell homophones correctly, e.g. which and witch.</p> <p>To spell some of the Year 3 and 4 statutory spelling words correctly.</p> <p>To use a neat, joined handwriting style with increasing accuracy.</p> <p>To begin to use ideas from own reading and modelled examples to plan their writing.</p> <p>To demonstrate an increasing understanding of purpose and audience.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p>					
<b>Autumn 1</b> Setting description Narrative	<b>Autumn 2</b> Winter poem Letter Narrative	<b>Spring 1</b> Explanation Instructions Character description	<b>Spring 2</b> Diary	<b>Summer 1</b> Report Poetry	<b>Summer 2</b> Narrative Recount

# SEQUENCE OF LEARNING-UNIT AND LESSON PLANS

- Each child has an English exercise book and pupils publish work in their publishing books.
- Lessons are structured the same throughout a unit of work.
- **Lesson 1** - Hook (text, video clips, artefacts), DEAL, pre learn (pink write)
- Lesson 2 - Features of the text are explored
- Lesson 3 - Vocabulary explored and SPaG linked to genre is taught.
- Lesson 4 - Planning process
- Lesson 5- Drafting through shared and modelled writing
- Lesson 6 - Editing - purple pen/editing slips
- Lesson 7 - Publish
- Lesson 8 - Reflection

The Nevill Road Way to Writing  
Revised 2022

Step	Details
Decide what you need to cover	<ul style="list-style-type: none"> <li>• Use KPIS and children's needs</li> <li>• Refer to list of which genres should be covered in each year group.</li> <li>• Which children are your focus - PP? Under achievers? GDS?</li> </ul>
Hook	<ul style="list-style-type: none"> <li>• Stimulus -either text, picture book, movie, scenario.</li> <li>• Bring it to life for children - dressing up, DEAL strategies, visitors etc.</li> <li>• Display vocab, photos, Wagoll's on learning walls</li> <li>• Cross curricular links <b>if appropriate</b>.</li> <li>• Reference texts used on year group texts sheet</li> </ul>
Pre learn	<ul style="list-style-type: none"> <li>• Use pink paper</li> <li>• Second opportunity to assess previous unit's targets.</li> <li>• Mark with green and pink (pick up on Bear Necessities)</li> <li>• Set 3 targets based on KPIS and stick into books</li> <li>• Discuss targets with the children</li> <li>• WAGOLLS and Vocab on Learning Walls</li> </ul>
Interrogate text/WAGOLL (link to reading objectives)	<ul style="list-style-type: none"> <li>• Purpose and audience</li> <li>• Look at a WAGOLL</li> <li>• Discuss layout and genre features</li> <li>• Sentence level features - links to SPaG</li> <li>• DEAL strategies</li> <li>• Build up your learning wall with examples, vocabulary, features etc</li> </ul>
SPaG teaching	<ul style="list-style-type: none"> <li>• Teach grammar skills linked to KPIS</li> <li>• Reinforce through <b>starter activities throughout</b> the unit.</li> <li>• Pupils to be able to apply throughout the lesson to make it purposeful.</li> <li>• If SPaG is a one off lesson (needs to be taught) record it in our English books.</li> <li>• Spelling scheme to be followed to look at patterns, prefixes, suffixes, homophones etc and delivered on a <b>Friday</b>. We will use the No Nonsense spelling scheme. This will be linked to homework sent home for that week.</li> <li>• Spelling is to be recorded in English books.</li> </ul>
Planning	<ul style="list-style-type: none"> <li>• Retell / Capture ideas through DEAL strategies.</li> <li>• Oral rehearsal of ideas in pairs and groups</li> </ul>

ORACY - DEAL opportunities

[http://www.nevillroad-jun.stockport.sch.uk/serve\\_file/7187724](http://www.nevillroad-jun.stockport.sch.uk/serve_file/7187724)

# WRITING LESSONS AT NEVILL ROAD


In lessons you will see:

- Teacher talk is kept to a minimum ensuring children work hard and focus upon their learning.
- Lessons are carefully planned to engage learning.
- A range of learning opportunities are provided to allow children to learn in a variety of ways e.g. active learning and DEAL opportunities, group work, handling texts and exploring vocabulary.
- Lessons begin with a recap of previous learning and with 'Can you still.... Questions.
- Vocabulary is explored throughout lessons.

Tuesday 28th February 2023  
LO: I can use DEAL strategies to help me write a narrative.

Can You Still....

Write complex sentence about the picture...



SPaG Champions  
1P - adjective  
2P - conjunction  
3P - preposition  
4P - adverb  
5P - subordinate conjunction.  
How many points can you get?

Thursday 2nd March 2023  
LO: I can plan a story narrative.

Plan our story mountain together.

Recap on the story (if needed)

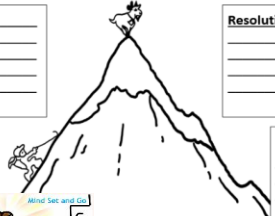
Problem

Build Up

Intro

Resolution

Conclusion



wednesday 15th March 2023  
LO: I can edit and improve.

Have you...

- written for the correct audience and purpose?
- made ambitious word choices to add extra detail?
- used adverbs?
- used any preposition words?

Have you used it?

Yes

No

Can you make them better?

Add them in

# VOCABULARY

Wednesday 15th March 2023  
LO: I can edit and improve.

Can You Still.....



On your whiteboards, write a sentence about this picture.

Wednesday 1st March 2023

LO: I can identify and use prepositional phrases.

Adjectives Verbs Prepositions Adverbs

Write as many sentences to locate things in the vault.



Example:

Beside the old scub suit sits a peculiar owl like creature.

Underneath the display of drawings you will spot a

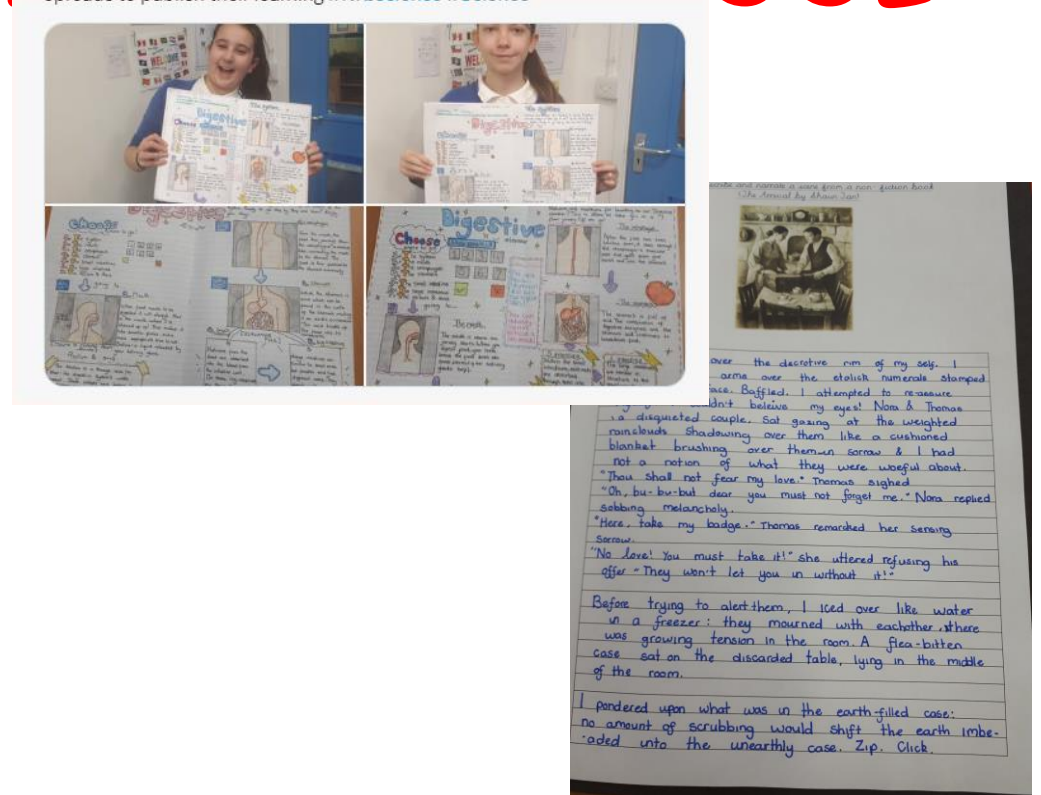


At Nevill Road Junior School we develop pupils' vocabulary by:

- Each lesson will use a 'Can you still... ' which will revisit vocabulary used and explored in the text.
- Pupils will be introduced to tier 2/3 words through carefully chosen texts to explore vocabulary.
- You will see examples of vocabulary shared through planning and being used in pupils writing in books.
- Pupils are encouraged to share vocabulary throughout the lesson and ask questions.
- Pupils have opportunities to use dictionaries and thesaurus to support them with vocabulary and meanings.
- Pupils have opportunities to regularly extend their knowledge about spelling and key words in lessons.
- Year 3 continue with Phonics in the first half of Autumn term to consolidate and revise GPCs learned in the Infants.
- Spelling is also taught every week and spellings are assessed at the end of each half term.

# WRITING AROUND THE SCHOOL

- Each class has an English working wall which is developed over time.
- Pupils examples of writing across the curriculum is clearly displayed throughout school.
- Judi Cliff (Headteacher) is a writing moderator for Stockport and shares her expertise with colleagues through staff meetings.
- Writer awards are celebrated each half term in assembly and work is displayed.
- World Book Day provides stimulus for writing and performing opportunities.
- Drama club is offered to pupils after school.
- Y4 and Y6 work collaboratively to create productions which are shared at Christmas and Summer.
- Pupils are given opportunities to write for their School Newspaper, 'The Nevill Express' each half term.
- Texts from a wide range of cultures are used to support writing.



# ASSESSMENT

- At the end of each writing unit, pupils are assessed using the year group KPI's.
- Chn who are not making progress are identified and support is put in place.
- Phonics, handwriting, and spelling are examples of how we support pupils further.
- Pupils practise formal assessment using NFER assessments each term in SPaG. This is used to track progress of pupils and identify those who may need further support.
- Each term writing is moderated and supported by the headteacher.

EXP - Y3									
To begin to use ideas from own reading and modelled examples to plan their writing.									
To demonstrate an increasing understanding of purpose and audience.									
To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).									
To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.									
To make deliberate ambitious word choices to add detail.									
To begin to create settings, characters and plot in narratives.									
To begin to organise their writing into paragraphs around a theme.									
To maintain the correct tense (including present perfect tense) throughout a piece of writing.									
To use the full range of punctuation from previous year groups (L, F, S, comma for lists, apostrophe for contractions / possession, question marks, exclamation marks, semi-colon for speech).									
To use inverted commas in direct speech.									
To use subordinate clauses.									
To begin to use conjunctions to show time, place and cause.									
To begin to use adverbs to show time, place and cause.									
To begin to use prepositions to show time, place and cause.									
To use 'it' or 'at' correctly most of the time.									
To spell many words with prefixes / suffixes correctly.									
To begin to spell homophones correctly, e.g. which and with.									
To spell most of the previous year's spelling words correctly.									
To spell some of the Year 3 statutory spelling words correctly.									
To use a neat, joined handwriting style with increasing accuracy.									

Nevill Road Junior School FFT Progress Tracker													
Year Group		3		Class		3CP		SPAG					
FFT	Year 2 Summer Scale	Gap	Baseline Scale Score	Gap	Autumn 2 Scale Score	Gap	Gap Difference	Spring 2 Scale Score	Gap	Gap Difference	Summer 2 Scale Score	Gap	Gap Difference
	105		EXS								122		
100	EXS			102									
95	WT			82									
100	EXS			114									
105	EXS			110									
105	EXS			105									
105	EXS			93									
95	WT			82									
100	EXS			97									
95	WT			114									
110	GD			100									
95	WT			122									
90	WT			111									
105	EXS			82									
105	EXS			102									
90	PK3			79									
105	EXS			127									
105	EXS			99									

End of KS1	Summer Previous year group	Autumn	Spring	Summer
GDS	GDS	3S		
WTS	WTS	3E		
EXS	EXS	3E		
WTS	WTS	3E		
EXS	EXS	3E		
EXS	EXS	3E		
WTS	WTS	3E		
EXS	EXS	3E		
EXS	EXS	3E		
WTS	WTS	3E		
EXS	EXS	3E		
EXS	EXS	3E		
EXS	EXS	3E		
WTS	WTS	3E		
EXS	EXS	3E		
WTS	WTS	3E		
GDS	GDS	3S		
WTS	WTS	3E		
		10		
EXS	EXS	3D		
EXS	EXS	3E		
PK3	PK3	1S		
EXS	EXS	3D		
EXS	EXS	3E		

KS1	TA Level	Notes	Agreed/Changes
GDS	3S	Needs to be consistent with Paragraphing	
EXP	3D	Spelling	
GDS	3D	Quantity	
EXP	3D	Checking makes sense	
EXP	3D	Quantity/consistency	
EXP	3D	spelling	
EXP	3D	spelling	
EXP	3D	Ideas not always make sense. Rushes	
EXP	3E	Spelling	
EXP	3E	Presentation, consistency, spelling	
EXP	3E	Spelling, quantity, random, ideas not linked	
	3E	New to school	
EXP	3E	Handwriting, presentation	
EXP	3E	Handwriting, quantity	
EXP	3E	Handwriting, quantity	
EXP	3E	Handwriting, quantity	
EXP	3E	Handwriting, quantity	
EXP	3E	Handwriting, quantity, ideas don't flow	
WTS	3E	Spelling/phonics, ideas not always make sense	
WTS	3E	Not enough writing, spelling, needs support	
WTS	3E	Not enough writing, spelling, needs support	
WTS	3E	Supported	
WTS	3E	No finger spaces, handwriting	
WTS	3E	Good ideas, no essentials, letter formation	
WTS	3E	Good ideas, no essentials, letter formation, needs finger spaces	
WTS	1D	Supported	
PK3	1S	Supported	



# ORACY

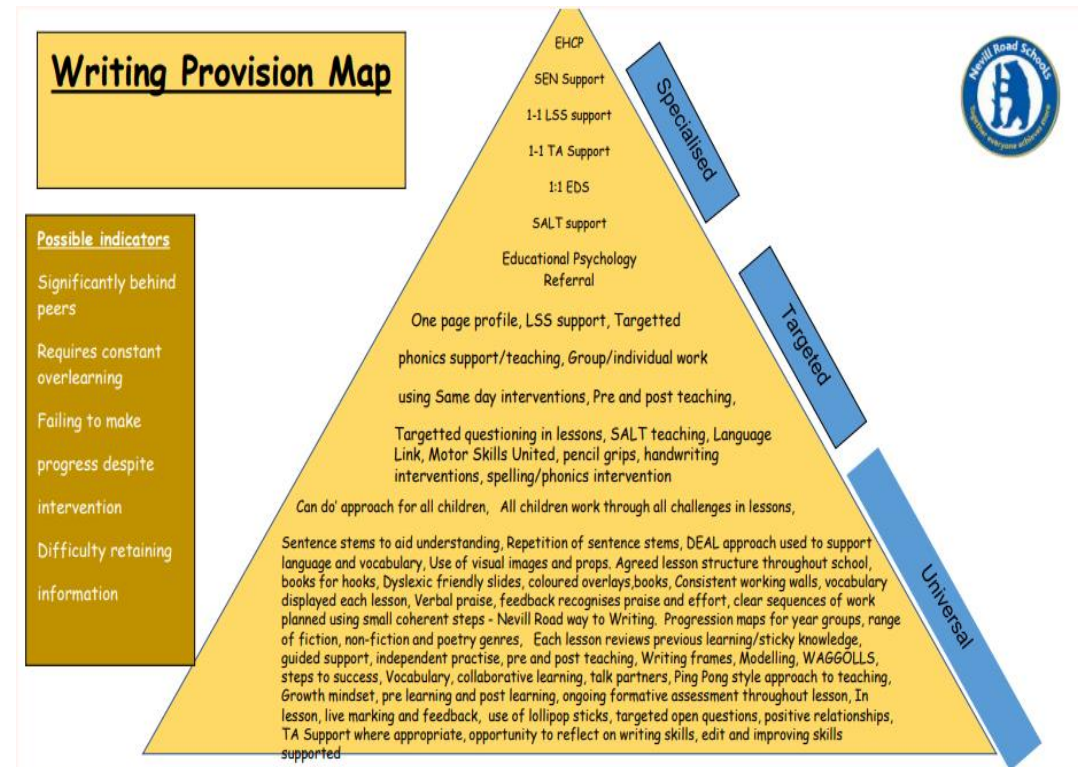
- Pupils are encouraged to use a range of Alex Quigley's reading aloud strategies - paired reading, choral reading, teacher modelling etc.
- These strategies support pupils metacognition and lessons are inclusive for all.
- DEAL opportunities are created in our writing cycle to ensure pupils can rehearse sentences aloud before writing.
- Pupils are encouraged to share their writing in class and with their learning partners.

Year 4 are still enjoying learning about Ancient Greece, This week we have thought about life for Athenians and Spartans. Here we are using DEAL to act out Spartan training routines! [#NRJHistory](#) [#NRJDEAL](#)



# INCLUSION

- In all our subject areas we have created a provision map of need that shows how all children are supported in order to enable them to access the full curriculum.
- The needs of all children are considered with a lens on provision for our SEND children and teaching is adopted necessary. We believe that if we are getting it right for our children with additional needs, then we are getting it right for everyone.
- Learning is not capped by differentiation but stretched by enabling all pupils to deepen their learning through a range of texts, DEAL and vocabulary.
- Some tasks are open ended and allow children to present their findings in a variety of creative and individuals ways.
- Staff check in regularly to check understanding.
- Metacognition strategies are used to encourage independent learning such as frames and sentence stems to ensure pupils do not suffer with cognitive overload.
- Teaching assistants are used effectively to help scaffold learning and support children to become more independent learners.
- The growing diversity of our school community means that teachers are adapting lessons to support children who have English as a second language. In writing, EAL pupils will use word mats, picture cues, Google translate, modelled writing and reading texts are chunked into smaller parts to not overwhelm pupils. Advice is sought from EDS.



[http://www.nevillroad-jun.stockport.sch.uk/serve\\_file/10523670](http://www.nevillroad-jun.stockport.sch.uk/serve_file/10523670)

# GREATER DEPTH

'The children who are judged to be writing at greater depth are children who stand out as writers. They are the children who take our breath away when we read their texts.' (*Ros Ferrara, Writing at Greater Depth*).

At Nevill Road we want all pupils to meet their full potential.

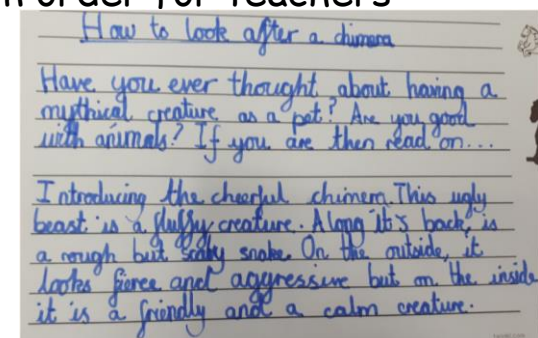
In lessons, we use high quality texts that challenge all pupils.

Carefully planned questioning helps to extend thinking.

All pupils are tracked regularly when they complete a writing unit. This allows teachers to carefully plan the next sequence of lessons.

Pupils are given feedback within lessons or through our marking policy to move their learning forward and deepen their understanding.

Formal Assessments take place each term to identify pupils who are working at a greater depth in order for teachers to continually develop their knowledge and skills.

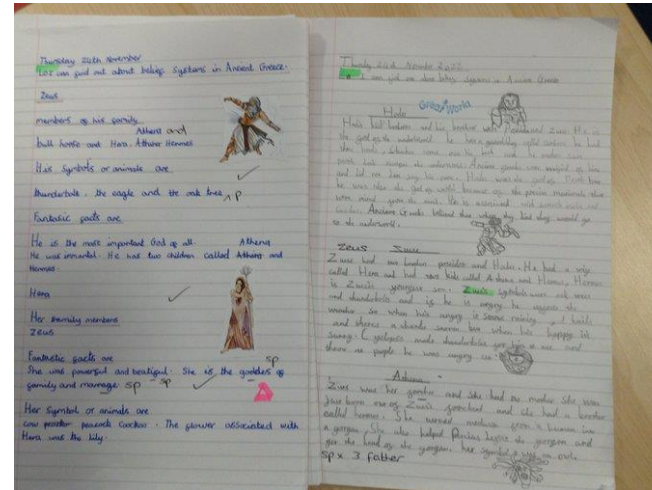
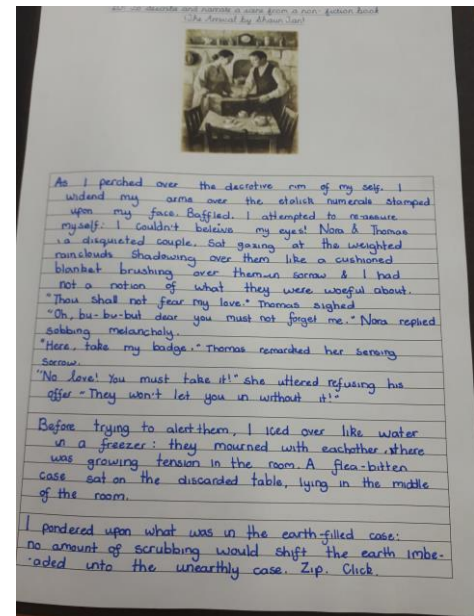


# EQUAL OPPORTUNITIES

To find out more about our Equality Objectives, follow the link below:

<http://www.nevillroad-jun.stockport.sch.uk/page/equality-policy-and-objectives/86968>

Here are examples of how the protected characteristics are promoted through the Writing Curriculum:



# BRITISH VALUES

To find out more about how we promote British Values through our curriculum, follow the link below:

<http://www.nevillroad-jun.stockport.sch.uk/page/our-school-values/42774>  
Here are examples of how British Values are promoted through the reading Curriculum:



Tolerance and Mutual Respect



Democracy and Individual Liberty



Rule of Law

# SMSC

To find out more about how we promote *Spiritual, Moral, Social and Cultural (SMSC)* through our curriculum, follow the link below:

<http://www.nevillroad-jun.stockport.sch.uk/page/smsc/63936>

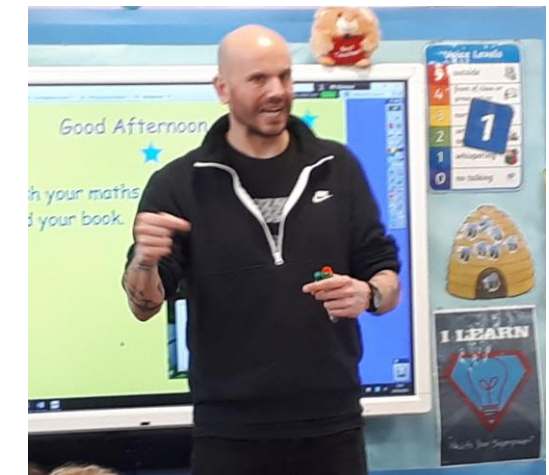
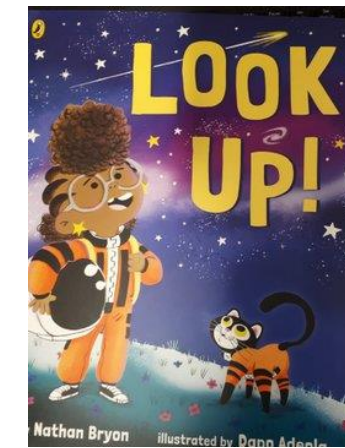
Here are examples of how SMSC is promoted through the Writing Curriculum:



*As I perched over the delective rim of my self, I widened my arms over the etelish numerals stamped upon my face. Baffled, I attempted to reassure myself: I couldn't believe my eyes! Nora & Thomas, a disquieted couple, sat gazing at the weighted rainclouds shadowing over them like a cushioned blanket brushing over them in sorrow & I had not a notion of what they were weeping about. "Thou shalt not fear my love," Thomas sighed. "Oh, bu-bu-but dear you must not forget me," Nora replied sobbing melancholy. "Here, take my badge," Thomas remarked her serene sorrow. "No love! You must take it!" she uttered refusing his offer. "They won't let you in without it!"*

*Before trying to alert them, I leed over like water in a freezer: they mourned with each other, there was growing tension in the room. A flea-bitten case sat on the discarded table, lying in the middle of the room.*

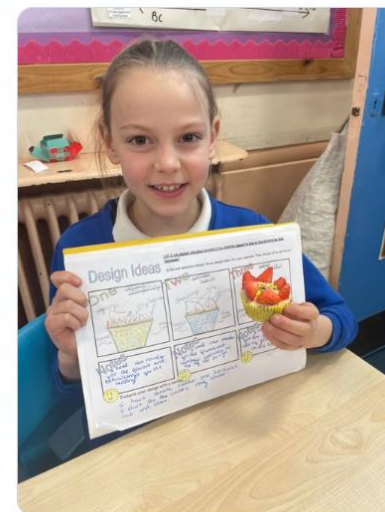
*I pondered upon what was in the earth-filled case: no amount of scrubbing would shift the earth imbedded into the unearthly case. Zip. Click.*



# PROTECTED CHARACTERISTICS

- At Nevill Road Juniors, Writing allows pupils to explore all of the protected characteristics. It opens discussions, debates and allows pupils to build empathy.

We use texts as hooks in class to allow pupils to explore these themes.



3P were delighted to share their work with children from Year 4. Together, they talked about how to edit and improve their work further. Super collaborative learning. #NRJenglish



# ENRICHING THE CURRICULUM

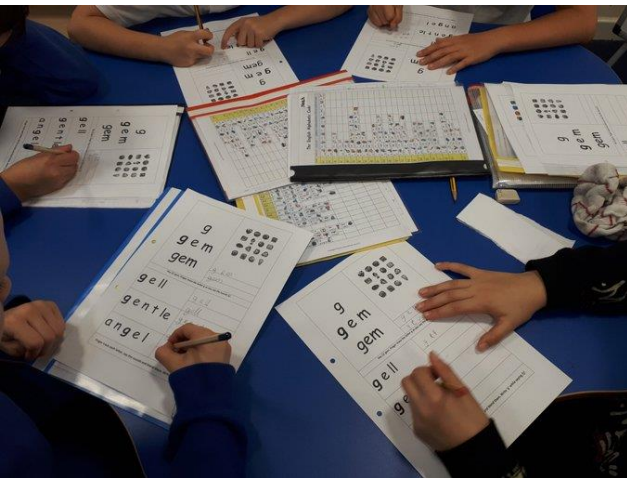
At Nevill Road we want to enhance the learning of writing through visitors, visits out of school and the rewards and celebrations within our community.

Each year every year group will have the opportunity to meet an author virtually or within school. Workshops are provided by authors to model how they began their journey and became successful writers.

Each year group will be invited to participate in the Stockport Book Awards. This allows pupils to explore some of the newer texts around and meet authors. It also develops pupils SMSC skills as they vote for their favourite book/author. This vote helps to decide which author will win the Stockport Book Awards.

Writing is enriched across the curriculum through a range of subjects and genres.





If you want to be my friend  
And if you want to know  
You have to learn to understand  
the way my brain works

If you see me getting angry  
Over the slightest thing  
Don't make fun of me because  
That's just the way my brain works

If you see me doing work that nobody  
Else is doing don't make fun of me  
Because that's just the way my brain works

If you see me being naughty  
Don't make fun of me because  
That's just the way my brain works

If i'm disturbing you but not on purpose  
Don't make fun of me because  
That's just the way my brain works

If people are making fun of my friends  
I won't let them go down alone  
Because now i understand how their brain works

I now hope you understand that not everyone's brain works in the same way.

By Brandon , Isaac and Hayden

Isaac  
Hayden

# MONITORING AND EVALUATION

- Subject leaders are allocated time to have a 'Deep dive review' This can involve reviewing planning, lesson looks, book scrutiny and pupil voice.
- Recently, in Writing, we have also been working with Jo Gray (One Education) to refine our Writing curriculum.
- Reports are produced from visits, monitoring sessions about the intent, implementation and impact.
- This is then fed back to staff or referred to in future staff meetings/emails or INSETS.

OneEducation  
Putting children first

### SWriting Review

Academic year 22-23

Name of School	Nevil Road Juniors	Headteacher	JC
Name of staff involved	CP plus teachers y3, y5, Y6		
Date	7/12/22	One Education partner	Jo Gray
Focus	Curriculum Review (Timetable was decided on by school)		
	8.45-9.15 Meet HT/DHT		
	9.15 - 10.30 Learning Walk		
	10.30 - 11 Pupil Voice		
	11-11.30 Book Look		
	11.30 Meeting subject leader		
	1pm - review of evidence		
	2pm report		
	NB: Staff not spoken to re: writing journey due to school timetable suggestions		

Learning Walk

#### Y3 Spelling

Strengths

- Clear objective - spelling using y in middle of word
- Fun way to practise spelling rule - board game in pairs
- Video engages children at start of lessons
- Behaviour of children is strong
- Engagement with video shown

Developments

- Video shown shows three types of y, no explanation given as to why only one was focussed on in lesson (missed recap or missed explanation of learning still to come)
- Role of adult - additional adult stood at back of classroom. At end of input both adults helicoptered. Can this be addressed?
- Some children didn't understand task. T said she would go over and explain but no one did. Adults available for support.
- Display not updated (low sound displayed)
- Children who didn't understand lesson should have additional support not just writing spellings in sentence
- No modelling of writing

YS SPAG

## Next Steps

- ▶ School structure - capture 'plan' develop
- ▶ Developing teacher input - less teacher talk
- ▶ Modelling
- ▶ Consider RAFT (reason, audience, features, tone)
- ▶ Role of additional adults
- ▶ Continue to develop progression documents
- ▶ Spelling scheme and consistent approach

# IMPACT AS A LEADER

What I found out	What I did	Impact
No consistent approach to editing and publishing	Book look identified approach to editing was inconsistent Feedback to staff at staff meeting Agreed a consistent approach	SIP deep dive book look and pupil voice discovered editing developing across school. 'Editing is now developing' Jo Gray Dec 22
No Handwriting scheme in place and being used consistently	Pupils to presenting work neatly. Needed to raise the importance of joining handwriting. Researched handwriting schemes. Purchased Letterjoin and trained staff team with resources. Parents given information and resource available to access at home for pupils if needed. Y3 parents given information at the beginning of the year. Handwriting packs/intervention if required.	'Presentation is strong' Jo Gray Dec 22 Writers Award given to children who show most progress with handwriting across each half term. Writing presented on displays to reflect high quality presentation.
Spelling patterns were not being addressed and similar spelling mistakes picked up in books	Spelling scores were low. Book looks identified spelling was an issue across school. CP feedback to staff and ran staff meetings. Phonics training for all staff to upskill them. Phonics Y3 Autumn term then spelling x 4 weekly. Weekly tests removed to be replace with taught lesson as suggested by research. Structure for spelling shared with staff. CP regular monitoring of planning.	Writing and SPaG scores improved.
Progress scores in 2019 - 5.06 Attainment S: 65% N: 79%	Monitored books, lessons, pupil voice, assessments. Introduced a consistent approach to teaching writing across school. DEAL introduced Tracking monitored each term Pupils identified for further support.	Progress scores in 2022 - 0.6 Attainment S 87% N:69%

# DATA

## Priority 2 – To improve the quality of education for all children in writing

**Rationale**– 2019 ASP data shows that progress (-5.06) in writing is well below average for all children. Attainment (S=65% and N=79%) Higher standards (S=6% and N=20%) 2020 Data show a significant improvement in progress (-1.76) in writing is just below national average for children. Attainment (S=78% and N=77%) Higher standards (S17% and N 19%) Due to Covid 19 this data is based upon moderated teacher assessment. Focus = to maintain the level of children meeting ARE and to increase the % of children working at the higher standard.

2021 Data show a significant improvement in progress compared to 2019 (-1.49) in writing is just below national average for children. Attainment (S=77% and N70=%) Higher standards (S16% and N16 %) Due to Covid 19 this data is based upon moderated teacher assessment. Focus = to maintain the level of children meeting ARE and to increase the % of children working at the higher standard.

2019 GPS Attainment (S=64% and N= 78%) Higher standards (S=15% and N= 36%)

2020 GPS Attainment (S=73% and N= ?%) Higher standards (S=33% and N= ?%)

2021 GPS Attainment (S=% and N= ?%) Higher standards (S=% and N= ?%)

- **2022**
- Data shows that writing and SPaG was above average in both national and local averages for all children. GDS was slightly lower but our writing was moderated and validated.
- **2022** Writing GPS Attainment (S = 87% and N = 69%,) Higher Standards ( 8% and N = 13%)
- **2022** SPaG GPS Attainment (S = 85% and N = 72%,) Higher Standards ( 35% and N = ?%)

# YEAR GROUP DATA

Summer 2022

Year group	EXP	GDS
Y3	EXP+ 55%	WGD 15%
Y4	EXP+ 63%	WGD 12%
Y5	EXP+ 67%	WGD 10%
Y6	EXP+ 87%	WGD 8%

# STRENGTHS OF WRITING AT NEVILL ROAD

- We have a clear structure for teaching writing.
- All colleagues have been trained with the new structure.
- Celebrations of pupils achievements
- Handwriting and presentation in books consistent throughout school
- Publishing books across all year groups to evidence progress
- Author visits and celebrations with workshops integrated to model writing
- A new, redeveloped library for all to access with a wide selection of texts
- Texts linked to topics as much as possible
- Colleagues have all been trained in our new phonics scheme
- Tracking of pupils writing updated regularly and pupils identified
- Moderation of writing takes place termly
- Working with other advisors
- Writing data continues to improve year on year
- Headteacher is a writing moderator for Stockport

# NEXT STEPS

- Follow school structure – look at adding capture element of adding ideas.
- Look at focusing on developing teaching (engagement, pace and consistency with less teacher talk)
- Modelling of writing and inner dialogue needed as often as possible
- Role of additional adults
- Develop progression document and policies – plus monitoring and evaluation of these (and how it links to the infants)
- Look at spelling scheme and development around consistent approach with this.
- Opportunities to develop writing for pleasure, linking to texts and opportunities such as trips, visits, visitors etc
- Moderation of writing within and across school
- Consider RAFT (or similar) to support reason, audience, features, and tone (see <https://www.oneeducation.co.uk/news-blog/making-writing-powerful-writing-with-purpose> )
- CPD for writing