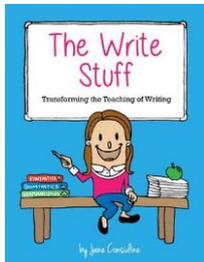


English at OAB

At Oasis Academy Broadoak, we firmly believe that our pupils deserve a language-rich environment that enables them to develop their literacy. Our pupils usually arrive with very low literacy levels: a limited vocabulary; many having never read or held a book; unfamiliar to grammatical structures; unable to mark make. It is our mission to ensure that during their time at Oasis Academy Broadoak, pupils will be provided with opportunities that enable them to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. We will expose pupils to our rich and varied literary heritage and enable them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences, opening up their opportunities for the future.

Writing at OAB



The teaching of writing at OAB has been designed through adapting Jane Considine's 'The Write Stuff' approach. The approach is based around the notion of 'intent' and 'impact'– **what is the intended impact of the conscious choices you make on the reader?**

The pupils are taught to understand that when they are writing, they need to consider the impact of their language choices; they know that everything they write has an impact on the reader.

The approach is enhanced through the use of a 'consistent language approach' to teaching grammar, punctuation and spelling utilising the work of Alan Peat. This enables pupils to learn sentence types; grammar associated with the sentence types and why the sentences are used.

The writing approach is continuously being monitored and modifications will continue to be made to enhance the teaching of writing at OAB.

The teaching sequence

In each teaching sequence there are 4 types of lessons: reading lessons, experience lessons, writing lessons and independent writing lessons. The sequence and order of the lessons may vary in for each unit depending upon the content, but will be outlines at the start of each unit.

There are three 'phases' in the teaching sequence for English:

Phase 1	Analysis of literary devices
Phase 2	Guided writing
Phase 3	Independent write

Phase 1: Analysis of literary devices

The aim of phase one is to 'read as a writer'. Lessons will be designed to explore the writer's craft focusing upon aspects of literary craft (not exhaustive):

- Story opening
- Character study
- Setting study
- Plot development
- Use of dialogue
- Choice of language

Phase 2: Guided writing

In this phase, the teacher 'holds the hand of the writer' on their journey to composing a piece of writing.

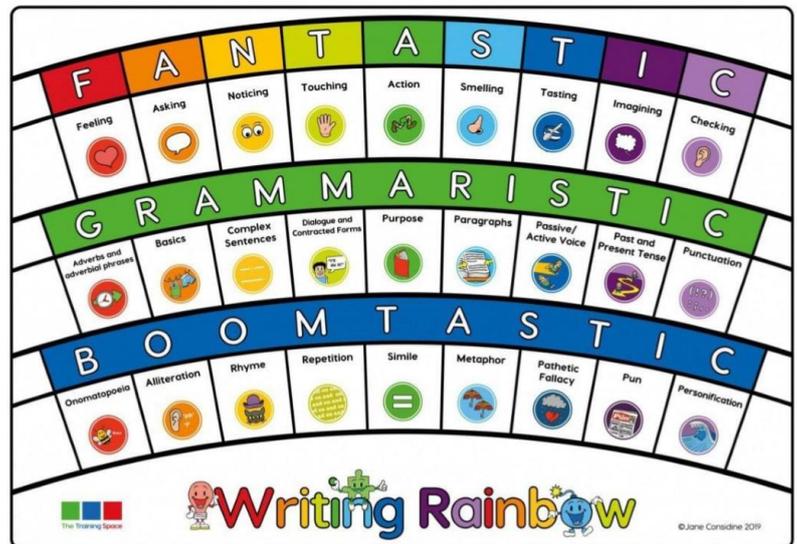
In this phase it is imperative that:

Pupils are taught the importance of **intent** – what is the intent of your writing?

- Who are you writing for?
- Why are you writing?
- What impact do you want to have on the reader?

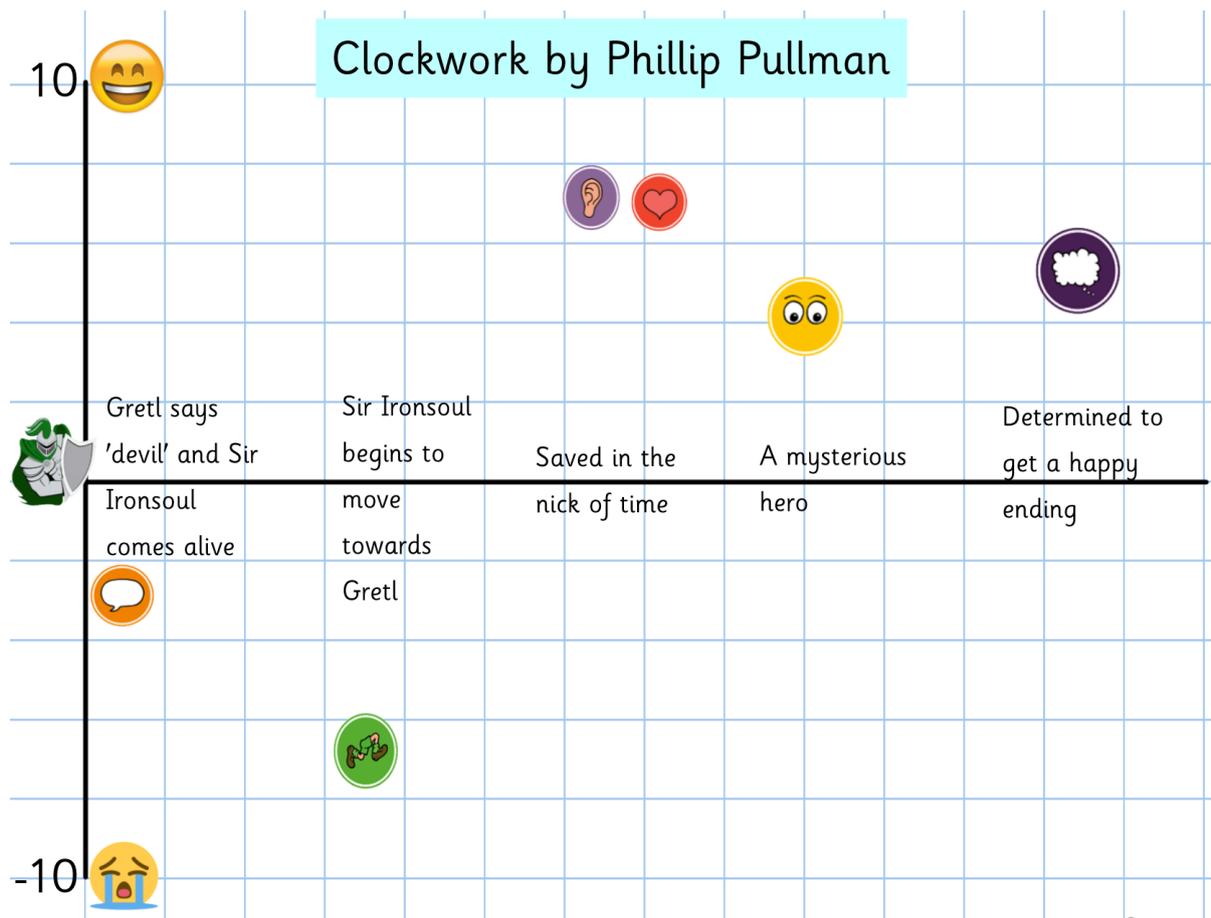
Writing is driven through the 3 zones:

- Ideas (vocabulary) - Fantastics
- Tools (Grammar) – Consistent language approach to teaching sentence types
- Techniques (Literary devices) – Boomtastics



Narrative maps

For each story, the teacher planning the unit, decides upon a maximum of 5 plot points – these are the main parts of the story, which track the experiences of the central character. The teacher and pupils create a narrative map to represent each plot point. The different aspects included within the three zones of writing are then used to enable the children to write about that plot point. Firstly, the main character's feelings are plotted onto the narrative map to show their journey through the story, thus identifying the intent.



Guided / modelled writing

Each plot point is then split into 'chunks'. Depending on the year group and the content of the chunk, there may be up to 3 chunks per day.

Each chunk is driven by the intent and lens.

Plan

The basis of the 'chunk' will be introduced e.g. picture, sentence (refer back to narrative map)

Vocabulary and ideas will be gathered on the planning side. Shades of meaning are to be referred to at this point, with not-quite-right word choices rejected through discussion and explicit explanation.

- For pupils that require additional support, provide examples of vocabulary to be sorted from low to high intensity, so that pupils may select the most appropriate word for the intent.

A discussion may also take place to discuss the most appropriate sentence types to use.

Model

Teacher provides an explicit model of the process involved. Modelled writing is vitally important during each stage of the writing lessons. During modelled writing, the teacher models how to construct a sentence and write it with a focus on handwriting alongside using the resources that the children are expected to use when they are writing their story (i.e. phonic sounds, tricky word walls etc.). Content to be age appropriate and working at GD. A scaffold may be provided for the least able only using Clicker where appropriate.

Teacher should also model checking the sentence for sense and cohesion.

Write

Pupils to be provided with opportunities to think and share their ideas, before writing their own chunk using the basis provided.

Pupils should also be checking their sentences through reading and re-reading their own and peers' work.

Additional grammar lessons

During this phase, it may become necessary to plan and teach specific grammar lessons

Phase 3: Independent writing

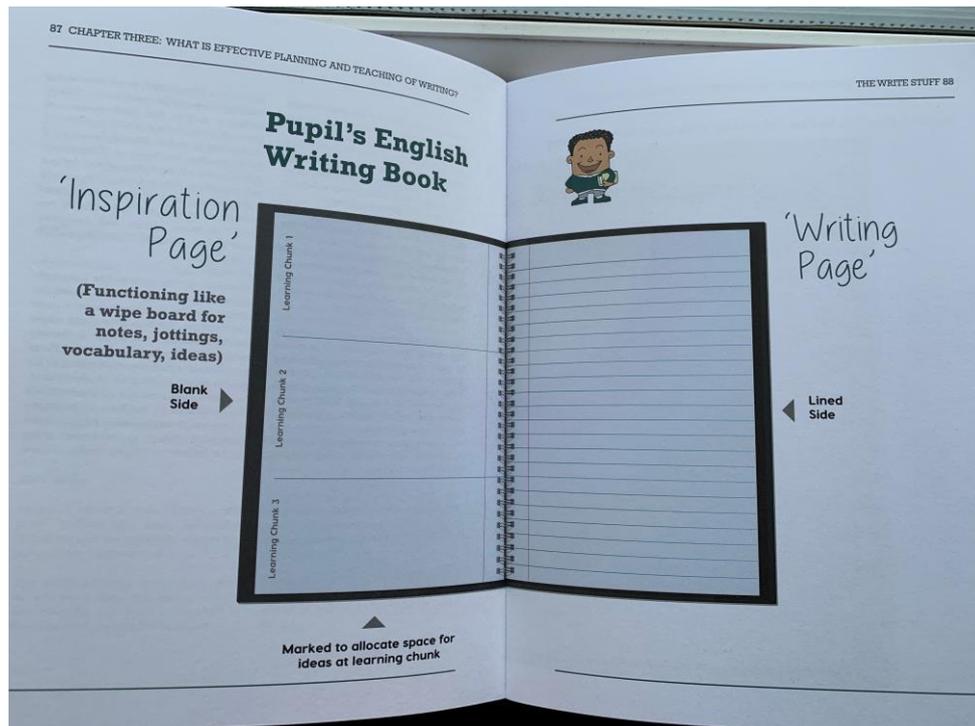
In this phase, pupils use the strategies provided in order to write their own narrative. Pupils will create a narrative map as part of their planning, identify the lens and consider vocabulary and grammar choices.

They will then draft their story – this may be spread over a series of lessons. Depending upon the year group, feedback will be provided on pupils draft in order to support pupils to identify errors and misconceptions to then. (From spring term in year 6, the feedback depth provided to pupils will be decreased in order to promote independence and gather evidence for writing moderation.)

The final piece will be marked to highlight (pink) features of the year group curriculum that are evident in the independent piece of work.

Books

During guided writing lessons, pupils will use a double page spread. On the left side they have an inspiration page where they make 'jottings' which support them to write sentences and construct paragraphs on the right hand side. The inspiration page on the left is split into three sections; one for each chunk of the lesson.



Deepen the moment

When writing, all children are writing about the same plot point in the story at the same time. Any children who work quickly and are finished before others are encouraged to 'deepen the moment'. This involves the pupils writing more about the moment that they are on by enriching the plot with more detail. This stops children from 'plot pushing' and moving on to the next section before the rest of the class. It means that everybody is writing about the same moment at the same time; enabling the teacher to model each plot point. This is one of the ways that we differentiate in our English lessons.

The teacher will provide a specific challenge for pupils to deepen the moment with. E.g. a specific fantastic or grammar feature to include.

Modelling writing

We want a mix of modelled writing and shared writing as both of these are extremely beneficial for our children.

Modelled writing is when a teacher writes a passage of text in front of the class. The teacher will carry out a process of 'thinking aloud' when they are modelling writing.

Shared writing is when a teacher writes a passage of text with the help of the children in the class. The teacher acts as a scribe, writing the children's ideas onto the board. The teacher has more of a facilitator role here, asking questions of the children to extend their thinking. The teacher contributes to the ideas too if the children's ideas are lacking in quality.

Grammar at OAB

Grammar will be taught discretely once per week as a standalone half hour lesson.

These sessions will use the OAB Grammar progression document to teach grammar through the age-appropriate sentence types. The focus of the lesson is to teach the grammar element that are present within the sentence types.

e.g.

BOYS sentences

These are compound sentences, where two main clauses have been joined by a coordinating conjunction

Both clauses must contain a subject and a verb.

FANBOYS are coordinating conjunctions.

Often, a comma is placed after the first main clause before the conjunction.

John liked apples, but Lucy prefers bananas.

Drop-in sentences

These are complex sentences.

The relative clause is a subordinate clause

The sentence must make sense without the relative clause.

The relative clause is parenthesised using commas (you may also use dashes for less formal pieces of writing)

The relative clause begins with a relative pronoun

The dragon, which is small and toothless, was unable to catch the fish.

Assessment of writing: comparative judgement

At Oasis Academy Broadoak, pupils' writing is assessed using comparative judgement. Comparative judgement is a method of assessment which relies on teachers comparing pupils' writing, rather than marking it absolutely. It is based on rigorous research and delivers highly reliable outcomes.

We participate in the Assessing Primary Writing national judging windows run by No More Marking. As part of these, we judge our pupils' work and the work of pupils from other schools, which allows us to see how our pupils are doing relative to pupils nationally. Each year group has one slot a year in the national judging windows. In addition, we also use comparative judgement to judge internal writing tasks at the end of each term. The outcomes from these judging windows support the teacher's termly assessments in writing.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1				National window			
Autumn 2						National window	
	Internal comparative judgement						
Spring 1		National window			National window		
Spring 2			National window			National window	
	Internal comparative judgement						
Summer 1							
Summer 2							
	Internal comparative judgement						

Teachers from all year groups are involved in the assessment of pupils from all year groups, so that all teachers can develop an understanding of the typical progress made by pupils in this school and nationally across the primary year groups. After each judging window, teachers work together to plan feedback for their class based on what trends and patterns were spotted during the judging.

For each window, we record a grade of WTS, EXS or GDS for each pupil. We also record the underlying scaled score (runs from 200-800) and writing age (National windows only). The scaled score and writing age run across the different year groups, so we can see progress across year groups.

