

A photograph of a wooden galleys with the words 'SHARE YOUR STORY' in raised letters, a quill pen, and an open book. The galleys are made of dark wood and the letters are a lighter, natural wood color. The quill pen has a reddish-brown handle and a silver band. The book is open, showing aged, yellowed pages. The background is a textured, brown surface.

# WRITE YOUR STORY

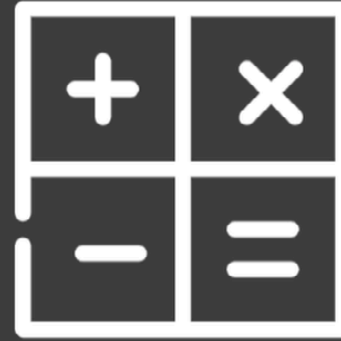
*West Meadows Primary School*



## INTENT - YEAR ON A PAGE AND THE NATIONAL CURRICULUM



**CHALLENGING,  
EXCITING,  
ENJOYABLE  
AND  
RELEVANT**



At West Meadows Primary School, we aim to develop creative, independent and confident writers. Our HCAT curriculum is based on the National Curriculum, and is split into writing composition, structure and purpose, grammar for writing, punctuation, spelling and handwriting. Through this document, we endeavour to ensure that all areas of the literacy curriculum are given due weight in the planning and teaching of literacy across school. Each year group bases their literacy teaching on their HCAT Year on a Page document, which has been tailored to each year group to ensure progressive coverage, high expectations and an exposure to high quality texts across school.

We have tailored the Year on a Page for individual year groups that cover the three main areas: Reading, Writing and Oracy to ensure progressive coverage and high expectations for all.

We use a Gather, Skills, Apply approach to structure out units of writing. This approach provides pupils with opportunities to analyse high-quality texts with a focus on vocabulary, develop new or refine existing skills linked to the text type and apply this writing throughout the sequence. Children are provided ample opportunities to write in 'Mini Applies' in which they practise the skills they have been developing.



## HCAT Literacy on a Page Year 5



Below is the coverage for Literacy on a page for Year 5:

The order of the genres below has been sequenced to support children in developing skills across a range of writing outcomes and text types, these genres of writing should be taught in the cycle outlined below. Pieces are developed independently over a period of time following our Gather, Skills, Apply approach, once completed these pieces are published and added to pupils' portfolios at the end of every half term (Mini applies can also be added to portfolios to provide further evidence of writing).

Autumn 1	Autumn 2	Spring 1
1. Narrative	2. Persuasive – Formal / Informal	3. Non-Chronological Report
<p><b>Example key texts and books:</b> <i>Scavenger, Viking boy, boy at the back of the class, Unspoken, Northern Lights, Boy in the striped Pyj, The Tempest, The House with Chicken Legs, The Odyssey, The Last Happy Ending.</i></p> <p><b>Example Mini Apply appropriate to text:</b></p> <ul style="list-style-type: none"><li>Setting description</li><li>Character description</li><li>Dialogue</li><li>Summary of events</li><li>Character profile</li></ul> <p><b>Example Final Outcome:</b></p> <ul style="list-style-type: none"><li>Alternative beginning/ending</li><li>Powerful description</li><li>Extra chapter</li><li>Monologue</li><li>Recount</li></ul>	<p><b>Example key texts and books:</b> <i>Hidden Figures, Northern Lights, the high-rise mystery, Children of the Devil Kingdom, House with Chicken Legs, Pirebird, The Hidden Forest, Can we save the tiger?</i></p> <p><b>Example Mini Apply appropriate to text:</b></p> <ul style="list-style-type: none"><li>Diary of character</li><li>Formal Report</li><li>Summary of main points</li><li>Verbal debate</li></ul> <p><b>Example Final Outcome:</b></p> <ul style="list-style-type: none"><li>Balanced Argument</li><li>Persuasive advertisement</li><li>Formal letter</li><li>Informal letter</li><li>Persuasive script for TV advert</li></ul>	<p><b>Example key texts and books:</b> <i>Secrets of the Sea, Viking Boy, Curiosity, Links to curriculum, The Hidden Forest.</i></p> <p><b>Example Mini Apply appropriate to text:</b></p> <ul style="list-style-type: none"><li>Information leaflet / Fact file</li><li>Summary of information</li><li>Short report</li><li>List of rules</li></ul> <p><b>Example Final Outcome:</b></p> <ul style="list-style-type: none"><li>Travel log</li><li>Non-chronological report</li><li>Fact file</li><li>Script for an educational video</li></ul>
HCAT Writing Curriculum Coverage	HCAT Writing Curriculum Coverage	HCAT Writing Curriculum Coverage
<p><b>Writing composition</b></p> <ul style="list-style-type: none"><li>To discuss and develop ideas to plan, draft and redraft during writing.</li><li>To analyse texts to identify text-specific features and the use of vocabulary, grammar, and punctuation.</li><li>To describe characters, settings, and plot, with growing precision.</li><li>To select appropriate vocabulary to suit or enhance the purpose of writing.</li><li>To link ideas across paragraphs using adverbials of time, place, number, or tense choice.</li><li>To organise writing into sections or paragraphs, create cohesion by linking ideas within paragraphs (going between sections may need development, coverage within sections may vary)</li><li>To evaluate own and others' writing: proofread, edit, and revise.</li></ul>	<p><b>Writing composition</b></p> <ul style="list-style-type: none"><li>To discuss and develop ideas to plan, draft and redraft during writing.</li><li>To analyse texts to identify text-specific features and the use of vocabulary, grammar, and punctuation.</li><li>To use different techniques to conclude work (e.g. opinion, summary, clear resolution)</li><li>To use a range of devices to support the reader.</li><li>To select appropriate vocabulary to suit or enhance the purpose of writing.</li><li>To write to suit the purpose and with a growing awareness of audience, using appropriate features (humour or suspense)</li><li>To evaluate own and others' writing: proofread, edit, and revise</li></ul>	<p><b>Writing composition</b></p> <ul style="list-style-type: none"><li>To discuss and develop ideas to plan, draft and redraft during writing.</li><li>To analyse texts to identify text-specific features and the use of vocabulary, grammar, and punctuation.</li><li>To use different techniques to conclude work (e.g. opinion, summary, clear resolution)</li><li>To use a range of devices to support the reader.</li><li>To select appropriate vocabulary to suit or enhance the purpose of writing.</li><li>To write to suit the purpose and with a growing awareness of audience, using appropriate features (humour or suspense)</li><li>To evaluate own and others' writing: proofread, edit, and revise</li></ul>
<p><b>Grammar</b></p> <ul style="list-style-type: none"><li>To use expanded noun phrases to convey complicated information concisely.</li><li>To use more sophisticated conjunctions to extend sentences.</li><li>To use verb form and tenses accurately (present, past, future, progressive, simple, perfect).</li><li>To use adverbial and prepositional phrases to add detail.</li></ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"><li>To use relative clauses beginning with who, which, where, whose, that.</li><li>To indicate degrees of possibility by using adverbs (perhaps, surely) or modal verbs (might, should, will, must).</li><li>To use expanded noun phrases to convey complicated information concisely.</li><li>To use more sophisticated conjunctions to extend sentences and/or indicate formality (although, however, nevertheless, despite, contrary to, even though)</li><li>To use verb form and tenses accurately (present, past, future, progressive, simple, perfect).</li></ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"><li>To use relative clauses beginning with who, which, where, whose, that.</li><li>To use expanded noun phrases to convey complicated information concisely.</li><li>To use more sophisticated conjunctions to extend sentences and/or indicate formality (although, however, nevertheless, despite, contrary to, even though)</li><li>To accurately identify all types of determiners (articles, quantifiers, demonstratives &amp; possessives)</li><li>To use adverbial and prepositional phrases to add detail.</li></ul>
<p><b>Punctuation</b></p> <ul style="list-style-type: none"><li>To use brackets, dashes, or commas to indicate parenthesis.</li><li>To use commas to clarify meaning or avoid ambiguity.</li><li>To use dashes to mark the boundaries between clauses.</li></ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"><li>To use commas to clarify meaning or avoid ambiguity.</li><li>To begin to use semi-colons to mark the boundary between clauses.</li></ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"><li>To use brackets, dashes, or commas to indicate parenthesis.</li><li>To use commas to clarify meaning or avoid ambiguity.</li><li>To begin to use semi-colons to mark the boundary between clauses.</li><li>To use dashes to mark the boundaries between clauses</li></ul>
<p><b>Spelling</b></p> <ul style="list-style-type: none"><li>To use knowledge of morphology and etymology in spelling.</li><li>To spell words that do not follow any pattern and just need to be learnt.</li><li>To use dictionaries to check the spelling and meaning of words.</li><li>To use a thesaurus to find synonyms or alternative vocabulary.</li></ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"><li>To use dictionaries to check the spelling and meaning of words.</li><li>To use a thesaurus to find synonyms or alternative vocabulary</li></ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"><li>To use dictionaries to check the spelling and meaning of words.</li><li>To use a thesaurus to find synonyms or alternative vocabulary.</li></ul>
<p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>To make accurate choices about whether to join handwriting or print letters.</li><li>To produce fluent, legible handwriting. (Quality may not be maintained when writing at speed).</li></ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>To produce fluent, legible handwriting. (Quality may not be maintained when writing at speed).</li></ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>To make accurate choices about whether to join handwriting or print letters.</li><li>To produce fluent, legible handwriting. (Quality may not be maintained when writing at speed).</li></ul>
<p><b>Discretely taught links to GPS:</b></p> <ul style="list-style-type: none"><li>To identify a range of word types and grammatical structures (e.g. nouns, adjectives, adverbs, verbs, conjunctions, prepositions, phrases, and clauses).</li></ul>	<p><b>Discretely taught links to GPS:</b></p> <ul style="list-style-type: none"><li>To identify relative pronouns.</li><li>To identify relative clauses beginning with who, which, where, when, whose or that</li><li>To identify types of determiners within sentences</li></ul>	<p><b>Discretely taught links to GPS:</b></p> <ul style="list-style-type: none"><li>To identify relative pronouns.</li><li>To identify relative clauses beginning with who, which, where, when, whose or that</li></ul>

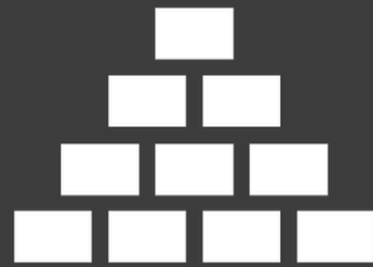
## HCAT Literacy on a Page Document



IMPLEMENTATION - GATHER, SKILLS APPLY & ACCELERATED  
LEARNING CYCLE



# **BUILDING PROGRESSIVELY ON SKILLS TAUGHT**



The Accelerated Learning Cycle, based on the work of Alastair Smith, is applied in all lessons. It stems from the idea of a supportive and challenging environment. The ALC encourages children to know more and remember more through metacognitive elements that make links to previous learning, which is then fed into the new learning of the lesson and is embedded through a variety of independent, collaborative and teacher-led activities.

At West Meadows Primary we want children to progress by building on their knowledge and skills each year. We believe that children should be able to think critically, creatively and confidently. Our writing curriculum focuses not only on the 'language' elements of English, but the 'literature' elements also in order to support children in becoming individuals who have the tools to enjoy and analyse the language around them. Our progressive curriculum document reflects this and support our teachers to deliver appropriate lessons for the children they teach.

Within each genre on the Year On A Page, a wealth of skills are included that are delivered progressively throughout a term, and built upon in each subsequent unit of writing. Literacy is taught daily using the Accelerated Learning Cycle, and the learning objective is shared with the children at the beginning of each lesson to ensure that children are being purposeful in, and taking ownership of, their learning. Objectives are carefully chosen and sequenced to ensure success and build upon learning. Lessons are planned to be engaging, with a variety of active, collaborative activities used to maintain focus and encourage understanding.

Our curriculum is ambitious for all pupils, including those children with SEND. Each lesson will involve a main activity in which children can practice and demonstrate their understanding, and we provide scaffolds and challenges that ensure all children can access the learning at their own level.

Curriculum designers and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupil's individual needs are carefully considered and adaptations are planned to ensure the success of pupils. The way that our curriculum is designed ensures that chunks of learning are sequenced in a coherent way to enable all pupils, including those with SEND, to build on prior knowledge.

Where pupils are identified with having complex needs it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil. Where working memory is an issue for pupils, including those with SEND, we look to reduce extraneous load as much as possible as well as identifying key information when teaching. Adaptations to support individual pupils will be recorded on personal school support plans.

We do not assume that pupils with SEND learn content better through practical work as this can cause distraction and cognitive overload rather than increase clarity or accessibility. Pupils' specific needs determine the types of adaptations which are required. These adaptations are in how the subject is taught rather than the content pupils are expected to learn. Where appropriate, learning will be chunked into smaller steps and pre learning and consolidation time is planned in to support need. Time is also planned to ensure pupils with SEND are pre taught vocabulary to support their understanding. Adaptations may include supporting pupils to pay attention to key aspects as well as reducing excessive or unhelpful demands on working memory.



# IMPACT - SUMMATIVE AND FORMATIVE ASSESSMENT

$$2 \times \square = 2$$






# **KNOWING MORE & REMEMBERING MORE**



At West Meadows Primary, formative assessment is ongoing throughout each lesson. It judges progress and enables teachers to make flexible adaptations to their planned teaching. Through this regular ongoing assessment, tasks are adapted to meet the needs and abilities of each child through scaffolds, challenged and adult support. We endeavour to provide challenges that are stimulating to pupils whilst enabling them to be successful in their learning.

Daily marking and feedback is highly prioritised in order to ensure children are both challenged and supported effectively in all lesson. All pupils are supported to develop, progress and move their learning forward through support, questioning and feedback. The impact this has on learning is demonstrated through editing and response to teacher comments.

Alongside our formative assessment strategies, summative assessment is conducted termly through the use of the HCAT trackers. Teachers evaluate a piece of writing according to the objectives on the tracker, which is carefully matched with the curriculum objectives appropriate for that year group. This process allows teachers to not only allocate levels to pupils, but to identify gaps and next steps to be given at targets. Cross moderation occurs across school every term to ensure consistency in our assessments.



Name		Class of	
<b>Year 2: Writing Assessment</b>			
Statements	4-8	9-14	15-18
Attainment	Year 2 Emerging	Year 2 Developing	Year 2 Secure
			Year 3 Emerging (GDS end of year)

Autumn Statements ( )	Spring Statements ( )	Summer Statements ( )
Assessment Score:	Assessment Score:	Assessment Score:

		Working towards the expected standard											
Writing Composition	Write sentences that are sequenced to form a short narrative.												
	Demarcate some sentences with capital letters and full stops.												
	Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others.												
	Spell some common exception words (NF Appendix 1).												
Spelling	Form lower case letters in the correct direction, starting and finishing in the right place.												
	Form lower case letters of the correct size relative to one another in some of their writing.												
	Use spacing between words.												
Above NC expectations	Working at the expected standard												
	1 Write simple, coherent narratives about personal experiences or those of others (real or fictional).												
	2 Write about real events, retelling these simply and clearly.												
	3 Demarcate most sentences in their writing with capital letters and full stops.												
	4 Use question marks correctly when required.												
	5 Use present and past tense mostly correctly and consistently.												
	6 Use co-ordination (and, or, but) to join clauses.												
	7 Use some subordination (when, if, that, because) to join clauses.												
	8 Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.												
	9 Spell many common exception words correctly.												
	10 Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.												
	11 Use spacing between words that reflect the size of letters.												
	12 Use interesting and ambitious vocabulary (words not usually used by a child of that age and technical words from a taught context).												
	13 Provide enough detail and additional information to interest the reader.												
	14 Vary the structure of sentences to interest the reader (manipulated sentences: questions or using a subordinate clause).												
	15 Use adjectives and expanded noun phrases for detail and emphasis.												
	16 Use past and present tenses correctly and consistently.												
	17 Use simple organisational devices (headings & subheadings).												
Above NC expectations	Working at greater depth												
	18 Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.												
	19 Make simple additions, revisions and proof-reading corrections to their own writing.												
	Punctuation	20 Full stop											
		21 Capital											
		22 Question mark											
		23 Commas for lists											
	Spelling	24 Apostrophes (possession or contraction)											
		25 Spell most common exception words correctly.											
	Handwriting	26 Add suffixes to spell most words correctly in their writing (-ment, -ness, -full, -less, -ly).											
		27 Use the diagonal and horizontal strokes needed to join some letters.											

Example of a HCAT Tracker