

Curriculum design at The Cambridge:

A variety of narrative and non-narrative genres are taught at The Cambridge and throughout the year the children are exposed to a variety of these. The writing lessons are taught in 3 week cycles and this gives the children the opportunity to become immersed within the genre, learn the skills that are specific to the genre and then independently plan, write and edit a piece of writing in the genre that they have been learning. Each week within the cycle follows an explicit style of teaching which is outlined below:

Week 1 – Exploration (Years 1, 2 and 3 only)

- Audience, purpose and outcome will be discussed with the children from the start of the cycle.
- The genre will be discussed with the children so that children understand what they are writing.
- Model texts written by the teachers will be shared and will have the skills and features within it that the children will be learning.
- Key Stage 1 children will be learning the model text to identify the features and the vocabulary used and will then re-write the model text at the end of the week. This promotes oral rehearsal of sentences and will support the children with practising their transcription skills.
- Key Stage 2 children will participate in immersion activities exploring the model text, the genre and studying different models as well as looking at the features of the genre which will then be taught to the children.

Week 2 – Implementation

- This week focusses on the composition skills of the genre and what is required to be taught using the National Curriculum.
- Children will have the opportunity to consider the audience, purpose and outcome for their piece of writing and complete short burst writes towards these.
- An I do, We do, You do approach will be used in all of these lessons.
- Modelling will be used in the I do and We do approaches using metacognitive talk and oral rehearsal.
- The implementation phase also links to the Simple View of Writing.
- Formative assessment of these skills will take place on feedback sheets using the triangle system.

Week 3 – Application

Children will follow The Writing Process to complete an independent piece of writing.

Planning:

- Different planning templates will be used depending on the age of the children and genre of writing.
- Pictorial representations can be used on Key Stage 1
- Prior knowledge activation can be used in Key Stage 2.
- Oral rehearsal will be a focus during this process to support sentence construction.

Drafting:

- Children will use their plan to write their independent piece.
- Children will independently use oral rehearsal to support them with their sentence construction, coherence and cohesion.

Revising:

- Refocus children back to the audience and the purpose.
- Success criteria will be used to ensure that the children have included the taught composition features from week 2.

Editing:

- Focusses on transcription.
- Y2 children to focus on spelling and punctuation whereby Key Stage 2 children will focus on spelling, grammar and punctuation.
- Teacher modelling of deliberately incorrect work can be supportive to embed this skill.

Sharing (publishing):

- Builds motivation and writing is seen as valued which has a huge impact on the children.
- Allows for feedback to be given which supports the children with next steps.