The Mill Academy Approach to teaching of Literacy

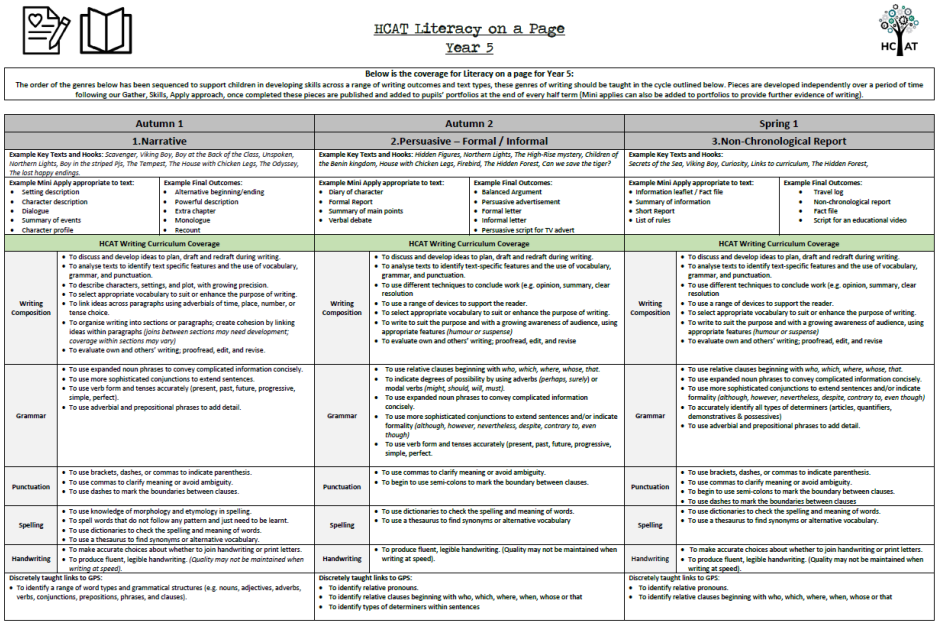
Intent

At The Mill Academy, 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.

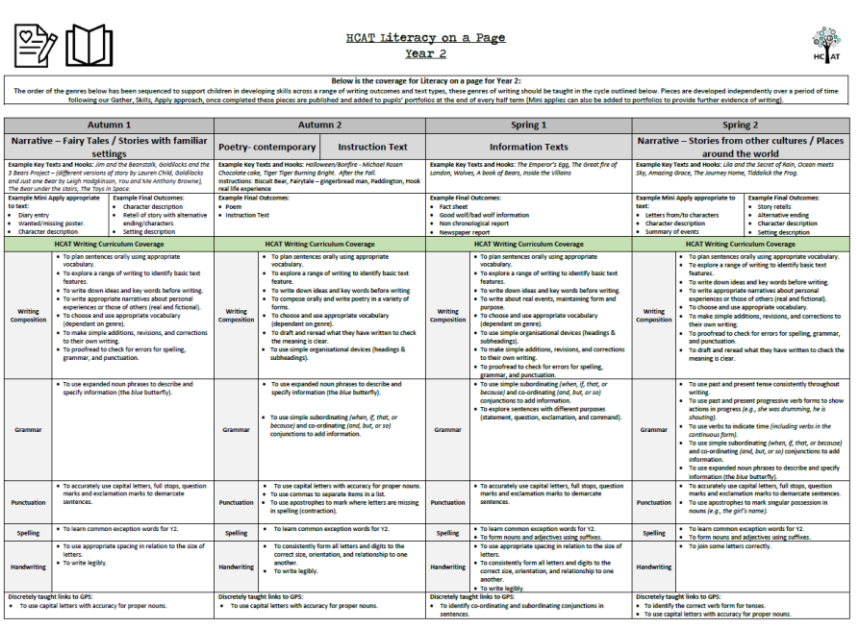
Example YOAPs



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**	
Example Key Texts and Hooks: *Scavenger, Viking Boy, Boy at the Back of the Class, Unspoken, Northern Lights, Boy in the striped Pjs, The Tempest, The House with Chicken Legs, The Odyssey, The lost happy endings.*		**Example Key Texts and Hooks:** *Hidden Figures, Northern Lights, The High-Rise mystery, Children of the Benin Kingdom, House with Chicken Legs, Firebird, The Hidden Forest, Can we save the tiger?*		**Example Key Texts and Hooks:** *Secrets of the Sea, Viking Boy, Curiosity, Links to curriculum, The Hidden Forest,*	
Example Mini Apply appropriate to text: • Setting description • Character description • Dialogue • Summary of events • Character profile	**Example Final Outcomes:** • Alternative beginning/ending • Powerful description • Extra chapter • Monologue • Recount	**Example Mini Apply appropriate to text:** • Diary of character • Formal Report • Summary of main points • Verbal debate	**Example Final Outcomes:** • Balanced Argument • Persuasive advertisement • Formal letter • Informal letter • Persuasive script for TV advert	**Example Mini Apply appropriate to text:** • Information leaflet / Fact file • Summary of information • Short Report • List of rules	**Example Final Outcomes:** • Travel log • Non-chronological report • Fact file • Script for an educational video
HCAT Writing Curriculum Coverage		**HCAT Writing Curriculum Coverage**		**HCAT Writing Curriculum Coverage**	
Writing Composition	• To discuss and develop ideas to plan, draft and redraft during writing. • To analyse texts to identify text specific features and the use of vocabulary, grammar, and punctuation. • To describe characters, settings, and plot, with growing precision. • To select appropriate vocabulary to suit or enhance the purpose of writing. • To link ideas across paragraphs using adverbials of time, place, number, or tense choice. • To organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs *(joins between sections may need development; coverage within sections may vary)* • To evaluate own and others' writing; proofread, edit, and revise.	**Writing Composition**	• To discuss and develop ideas to plan, draft and redraft during writing. • To analyse texts to identify text-specific features and the use of vocabulary, grammar, and punctuation. • To use different techniques to conclude work (e.g. opinion, summary, clear resolution • To use a range of devices to support the reader. • To select appropriate vocabulary to suit or enhance the purpose of writing. • To write to suit the purpose and with a growing awareness of audience, using appropriate features *(humour or suspense)* • To evaluate own and others' writing; proofread, edit, and revise	**Writing Composition**	• To discuss and develop ideas to plan, draft and redraft during writing. • To analyse texts to identify text-specific features and the use of vocabulary, grammar, and punctuation. • To use different techniques to conclude work (e.g. opinion, summary, clear resolution • To use a range of devices to support the reader. • To select appropriate vocabulary to suit or enhance the purpose of writing. • To write to suit the purpose and with a growing awareness of audience, using appropriate features *(humour or suspense)* • To evaluate own and others' writing; proofread, edit, and revise
Grammar	• To use expanded noun phrases to convey complicated information concisely. • To use more sophisticated conjunctions to extend sentences. • To use verb form and tenses accurately (present, past, future, progressive, simple, perfect). • To use adverbial and prepositional phrases to add detail.	**Grammar**	• To use relative clauses beginning with *who, which, where, whose, that.* • To indicate degrees of possibility by using adverbs *(perhaps, surely)* or modal verbs *(might, should, will, must).* • To use expanded noun phrases to convey complicated information concisely. • To use more sophisticated conjunctions to extend sentences and/or indicate formality *(although, however, nevertheless, despite, contrary to, even though)* • To use verb form and tenses accurately (present, past, future, progressive, simple, perfect.	**Grammar**	• To use relative clauses beginning with *who, which, where, whose, that.* • To use expanded noun phrases to convey complicated information concisely. • To use more sophisticated conjunctions to extend sentences and/or indicate formality *(although, however, nevertheless, despite, contrary to, even though)* • To accurately identify all types of determiners (articles, quantifiers, demonstratives & possessives) • To use adverbial and prepositional phrases to add detail.
Punctuation	• To use brackets, dashes, or commas to indicate parenthesis. • To use commas to clarify meaning or avoid ambiguity. • To use dashes to mark the boundaries between clauses.	**Punctuation**	• To use commas to clarify meaning or avoid ambiguity. • To begin to use semi-colons to mark the boundary between clauses.	**Punctuation**	• To use brackets, dashes, or commas to indicate parenthesis. • To use commas to clarify meaning or avoid ambiguity. • To begin to use semi-colons to mark the boundary between clauses. • To use dashes to mark the boundaries between clauses
Spelling	• To use knowledge of morphology and etymology in spelling. • To spell words that do not follow any pattern and just need to be learnt. • To use dictionaries to check the spelling and meaning of words. • To use a thesaurus to find synonyms or alternative vocabulary.	**Spelling**	• To use dictionaries to check the spelling and meaning of words. • To use a thesaurus to find synonyms or alternative vocabulary	**Spelling**	• To use dictionaries to check the spelling and meaning of words. • To use a thesaurus to find synonyms or alternative vocabulary.
Handwriting	• To make accurate choices about whether to join handwriting or print letters. • To produce fluent, legible handwriting. *(Quality may not be maintained when writing at speed).*	**Handwriting**	• To produce fluent, legible handwriting. (Quality may not be maintained when writing at speed).	**Handwriting**	• To make accurate choices about whether to join handwriting or print letters. • To produce fluent, legible handwriting. (Quality may not be maintained when writing at speed).
Discretely taught links to GPS: • To identify a range of word types and grammatical structures (e.g. nouns, adjectives, adverbs, verbs, conjunctions, prepositions, phrases, and clauses).		**Discretely taught links to GPS:** • To identify relative pronouns. • To identify relative clauses beginning with who, which, where, when, whose or that • To identify types of determiners within sentences		**Discretely taught links to GPS:** • To identify relative pronouns. • To identify relative clauses beginning with who, which, where, when, whose or that	



HCAT Literacy on a Page
Year 2

Below is the coverage for Literacy on a page for Year 2:
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		Spring 2	
Narrative – Fairy Tales / Stories with familiar settings		**Poetry- contemporary**	**Instruction Text**	**Information Texts**		**Narrative – Stories from other cultures / Places around the world**	
Example Key Texts and Hooks: *Jim and the Beanstalk, Goldilocks and the 3 Bears Project – (different versions of story by Lauren Child, Goldilocks and Just one Bear by Leigh Hodgkinson, You and Me Anthony Browne), The Bear under the stairs, The Toys in Space.*		**Example Key Texts and Hooks:** *Halloween/Bonfire - Michael Rosen Chocolate cake, Tiger Tiger Burning Bright. After the Fall.* **Instructions:** Biscuit Bear, Fairytale – gingerbread man, Paddington, Hook real life experience		**Example Key Texts and Hooks:** *The Emperor's Egg, The Great fire of London, Wolves, A book of Bears, Inside the Villains*		**Example Key Texts and Hooks:** *Lila and the Secret of Rain, Ocean meets Sky, Amazing Grace, The Journey Home, Tiddalick the Frog.*	
Example Mini Apply appropriate to text: • Diary entry • Wanted/missing poster. • Character description	**Example Final Outcomes:** • Character description • Retell of story with alternative ending/characters • Setting description	**Example Final Outcomes:** • Poem • Instruction Text		**Example Final Outcomes:** • Fact sheet • Good wolf/bad wolf information • Non chronological report • Newspaper report		**Example Mini Apply appropriate to text:** • Letters from/to characters • Character description • Summary of events	**Example Final Outcomes:** • Story retells • Alternative ending • Character description • Setting description
HCAT Writing Curriculum Coverage		**HCAT Writing Curriculum Coverage**		**HCAT Writing Curriculum Coverage**		**HCAT Writing Curriculum Coverage**	
Writing Composition	• To plan sentences orally using appropriate vocabulary. • To explore a range of writing to identify basic text features. • To write down ideas and key words before writing. • To write appropriate narratives about personal experiences or those of others (real and fictional). • To choose and use appropriate vocabulary (dependant on genre). • To make simple additions, revisions, and corrections to their own writing. • To proofread to check for errors for spelling, grammar, and punctuation.	**Writing Composition**	• To plan sentences orally using appropriate vocabulary. • To explore a range of writing to identify basic text feature. • To write down ideas and key words before writing • To compose orally and write poetry in a variety of forms. • To choose and use appropriate vocabulary (dependant on genre). • To draft and reread what they have written to check the meaning is clear. • To use simple organisational devices (headings & subheadings).	**Writing Composition**	• To plan sentences orally using appropriate vocabulary. • To explore a range of writing to identify basic text features. • To write down ideas and key words before writing. • To write about real events, maintaining form and purpose. • To choose and use appropriate vocabulary (dependant on genre). • To use simple organisational devices (headings & subheadings). • To make simple additions, revisions, and corrections to their own writing. • To proofread to check for errors for spelling, grammar, and punctuation.	**Writing Composition**	• To plan sentences orally using appropriate vocabulary. • To explore a range of writing to identify basic text features. • To write down ideas and key words before writing. • To write appropriate narratives about personal experiences or those of others (real and fictional). • To choose and use appropriate vocabulary. • To make simple additions, revisions, and corrections to their own writing. • To proofread to check for errors for spelling, grammar, and punctuation. • To draft and reread what they have written to check the meaning is clear.
Grammar	• To use expanded noun phrases to describe and specify information (the *blue* butterfly).	**Grammar**	• To use expanded noun phrases to describe and specify information (the *blue* butterfly). • To use simple subordinating (*when, if, that, or because*) and co-ordinating (*and, but, or so*) conjunctions to add information.	**Grammar**	• To use simple subordinating (*when, if, that, or because*) and co-ordinating (*and, but, or so*) conjunctions to add information. • To explore sentences with different purposes (statement, question, exclamation, and command).	**Grammar**	• To use past and present tense consistently throughout writing. • To use past and present progressive verb forms to show actions in progress (*e.g., she was drumming, he is shouting*). • To use verbs to indicate time (*including verbs in the continuous form*). • To use simple subordinating (*when, if, that, or because*) and co-ordinating (*and, but, or so*) conjunctions to add information. • To use expanded noun phrases to describe and specify information (the *blue* butterfly).
Punctuation	• To accurately use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	**Punctuation**	• To use capital letters with accuracy for proper nouns. • To use commas to separate items in a list. • To use apostrophes to mark where letters are missing in spelling (contraction).	**Punctuation**	• To accurately use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	**Punctuation**	• To accurately use capital letters, full stops, question marks and exclamation marks to demarcate sentences. • To use apostrophes to mark singular possession in nouns (*e.g., the girl's name*)
Spelling	• To learn common exception words for Y2.	**Spelling**	• To learn common exception words for Y2.	**Spelling**	• To learn common exception words for Y2. • To form nouns and adjectives using suffixes.	**Spelling**	• To learn common exception words for Y2. • To form nouns and adjectives using suffixes.
Handwriting	• To use appropriate spacing in relation to the size of letters. • To write legibly.	**Handwriting**	• To consistently form all letters and digits to the correct size, orientation, and relationship to one another. • To write legibly.	**Handwriting**	• To use appropriate spacing in relation to the size of letters. • To consistently form all letters and digits to the correct size, orientation, and relationship to one another. • To write legibly.	**Handwriting**	• To join some letters correctly.
Discretely taught links to GPS: • To use capital letters with accuracy for proper nouns.		**Discretely taught links to GPS:** • To use capital letters with accuracy for proper nouns.		**Discretely taught links to GPS:** • To identify co-ordinating and subordinating conjunctions in sentences.		**Discretely taught links to GPS:** • To identify the correct verb form for tenses. • To use capital letters with accuracy for proper nouns.	

Implementation

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 TMA, 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.

Impact

At The Mill Academy, formative assessment is ongoing throughout each lesson. It judges progress and enables teachers to make flexible adaptions 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	
Year 2: Writing Assessment			

Statements	4-8	9-14	15-18	19+ (Must have all EXS)
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	*Not ARE statements*	Write sentences that are sequenced to form a short narrative.	
Punctuation		Demarcate some sentences with capital letters and full stops.	
Spelling		Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others.	
Handwriting		Spell some common exception words (NC Appendix 1).	
		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.	
Working at the expected standard			
Writing Composition	1	Write simple, coherent narratives about personal experiences or those of others (real or fictional).	
	2	Write about real events, recording these simply and clearly.	
Punctuation	3	Demarcate most sentences in their writing with capital letters and full stops.	
	4	Use question marks correctly when required.	
Grammar	6	Use present and past tense mostly correctly and consistently.	
	7	Use co-ordination (and, or, but) to join clauses.	
	8	Use some subordination (when, if, that, because) to join clauses.	
Spelling	9	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.	
	10	Spell many common exception words correctly.	
Handwriting	11	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	
	12	Use spacing between words that reflect the size of letters.	
Above NC expectations	13	*Use interesting and ambitious vocabulary (words not usually used by a child of that age and technical words from a taught context).*	
	14	*Provide enough detail and additional information to interest the reader.*	
	15	*Vary the structure of sentences to interest the reader (manipulated sentences: questions or using a subordinate clause).*	
	16	*Use adjectives and expanded noun phrases for detail and emphasis.*	
	17	*Use past and present tenses correctly and consistently.*	
	18	*Use simple organisational devices (headings & subheadings).*	
Working at greater depth			
Writing Composition	19	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.	
	20	Make simple additions, revisions and proof-reading corrections to their own writing.	
Punctuation	21	Use of punctuation taught at KS1 mostly correctly (full stop, capital letter, question mark, exclamation mark, commas to separate items in a list	Full stop
	22		Capital
	23		Question mark
	24		Commas for lists
	25		Apostrophes (possession or contraction)
Spelling	26	Spell most common exception words correctly.	
	27	Add suffixes to spell most words correctly in their writing (-ment, -ness, -full, -less, -ly).	
Handwriting	28	Use the diagonal and horizontal strokes needed to join some letters.	

Example of an assessment tracker

Adaptations

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 in 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.