



English at Priory

What is going well? What is the next step on the journey?

Ensuring that learning chunk headings meet the needs of the children and are matched to the curriculum for that year



A new writing progression with writing rainbows that are explicitly linked to the NC and fit year group requirements

During independent writes, planning and writing became more 'hand-in-hand' – how could we support our children more?



Planning days have been refined to follow the 'plan and write' structure as our children often struggle to marry these two

Sometimes it is challenging to fit three chunks in every lesson



The amount of chunks per lesson is now progressive across school to build stamina. Teachers, if teaching new or challenging content, may only focus on one or two chunks to ensure it is understood

Some model texts aren't relevant to our children and their experiences



Teachers will write model texts to meet the needs of their children

Using the symbols would make it easier for the children



Symbols will be used across school for consistency

The structure of TWS sessions is clear and easy to follow



The 3-part model of lessons will still be used to ensure that we are using demonstration writing and word collecting

The use of figurative language in the given unit plans outweighs the explicit grammar teaching



A new BOOMTASTICS progression document, whereby the skills taught match to the writing grids

More time is needed to teach grammatical skills they are unsure of



Time given to be able to embed grammatical content (using repetition where needed)

Reception

Will focus on the FANTASTICS, introducing these one at a time (including incorporating them into child-initiated learning) so that, when they reach Year 1, they are confident in the 9 ideas for writing

Will incorporate Grandma Fantastic (the Priory version!) into sessions as a way to expose the children to higher-level vocabulary

Will use TWS units as a starting point (having not previously used them) and include meaningful moments. These are short experiences to help children to generate vocabulary.

Year 1 – each unit will last two weeks (3 plot points – 2 chunks per plot point)

First two units will be narrative

Monday	SPAG	Experience day	SPAG	Experience day
Tuesday	Handwriting	Sentence stacking day 1 – 2 chunks	Plan and write	
Wednesday	Handwriting	Sentence stacking day 2 – 2 chunks	Plan and write	
Thursday	SPAG	Experience day	Plan and write	
Friday	Handwriting	Sentence stacking day 3 – 2 chunks	Flexible – to include handwriting teaching, extra time for specific grammar elements	

Experience days and their placement are flexible and need to be considered carefully by staff. For independent writing, staff will help children to plan and write a 3 plot point narrative (based on start > middle > end).

Handwriting and short bursts of grammar are to be introduced at the start of lessons to ensure consistency.

Year 2 – each unit will last two weeks (3 plot points – 3 chunks per plot point)

First two units will be narrative

Monday	SPAG	Experience day	SPAG	Experience day
Tuesday	Handwriting	Sentence stacking day 1 – 3 chunks	Plan and write	
Wednesday	Handwriting	Sentence stacking day 2 – 3 chunks	Plan and write	
Thursday	SPAG	Experience day	Plan and write	
Friday	Handwriting	Sentence stacking day 3 – 3 chunks	Flexible – to include handwriting teaching, extra time for specific grammar elements	

Experience days and their placement are flexible and need to be considered carefully by staff. For independent writing, staff will help children to plan and write a 3 plot point narrative (based on start > middle > end).

Handwriting and short bursts of grammar are to be introduced at the start of experience days to ensure consistency.

Where the content is new or challenging, it is a teacher's discretion whether to use just one or two chunks for that day to ensure enough time is given to the new skill.

Year 3 – each unit will last approximately 2.5 weeks (4/5 plot points – 3 chunks per plot point)

First two units will be narrative

Monday	Handwriting or SPAG	Experience day	Handwriting or SPAG	Experience day	Plan and write
Tuesday	Sentence stacking day 1 – 3 chunks		Sentence stacking day 4 – 3 chunks		Plan and write
Wednesday	Sentence stacking day 2 – 3 chunks		Sentence stacking day 5 – 3 chunks		Editing and redrafting
Thursday	Handwriting or SPAG	Experience day	Handwriting or SPAG	Experience day	
Friday	Sentence stacking day 3 – 3 chunks		Plan and write		

Experience days and their placement are flexible and need to be considered carefully by staff. For independent writing, staff will help children to plan and write an extended piece.

Handwriting and short bursts of grammar are to be introduced at the start of experience days in order to secure basics and ensure that Kinetic Letters is consistent.

Where the content is new or challenging, it is a teacher's discretion whether to use just one or two chunks for that day to ensure enough time is given to the new skill.

Year 4 – each unit will last approximately 3 weeks (5-6 plot points – 3 chunks per plot point)

First two units will be narrative

Monday	Handwriting or SPAG	Experience day	Handwriting or SPAG	Experience day	Plan and write
Tuesday	Sentence stacking day 1 – 3 chunks		Sentence stacking day 4 – 3 chunks		Plan and write
Wednesday	Sentence stacking day 2 – 3 chunks		Sentence stacking day 5 – 3 chunks		Plan and write
Thursday	Handwriting or SPAG	Experience day	Sentence stacking day 6 – 3 chunks		Editing and redrafting
Friday	Sentence stacking day 3 – 3 chunks		Handwriting or SPAG	Experience day	Editing and redrafting

Experience days and their placement are flexible and need to be considered carefully by staff. For independent writing, staff will help children to plan and write an extended piece.

Handwriting and short bursts of grammar are to be introduced at the start of experience days in order to secure basics and ensure that Kinetic Letters is consistent.

Where the content is new or challenging, it is a teacher's discretion whether to use just one or two chunks for that day to ensure enough time is given to the new skill.

Year 5 – each unit will last approximately 3.5 weeks (6 - 7 plot points – 3 chunks per plot point)

First two units will be narrative

Monday	Handwriting or SPAG	Experience day	Handwriting or SPAG	Experience day	Handwriting or SPAG	Experience day	Editing and redrafting
Tuesday	Sentence stacking day 1 – 3 chunks		Sentence stacking day 4 – 3 chunks		Plan and write		Editing and redrafting
Wednesday	Sentence stacking day 2 – 3 chunks		Sentence stacking day 5 – 3 chunks		Plan and write		
Thursday	Handwriting or SPAG	Experience day	Sentence stacking day 6 – 3 chunks		Plan and write		
Friday	Sentence stacking day 3 – 3 chunks		Sentence stacking day 7 – 3 chunks		Plan and write		

Experience days and their placement are flexible and need to be considered carefully by staff. For independent writing, staff will help children to plan and write an extended piece.

Handwriting and short bursts of grammar are to be introduced at the start of experience days in order to secure basics and ensure that Kinetic Letters is consistent.

Where the content is new or challenging, it is a teacher's discretion whether to use just one or two chunks for that day to ensure enough time is given to the new skill.

Year 6 – each unit will last approximately 4 weeks (7 - 9 plot points – 3 chunks per plot point)

First two units will be narrative

Monday	Handwriting or SPAG	Experience day	Handwriting or SPAG	Experience day	Handwriting or SPAG	Experience day	Plan and write
Tuesday	Sentence stacking day 1 – 3 chunks		Sentence stacking day 4 – 3 chunks		Sentence stacking day 8 – 3 chunks		Plan and write
Wednesday	Sentence stacking day 2 – 3 chunks		Sentence stacking day 5 – 3 chunks		Sentence stacking day 9 – 3 chunks		Plan and write
Thursday	Handwriting or SPAG	Experience day	Sentence stacking day 6 – 3 chunks		Handwriting or SPAG	Experience day	Editing and redrafting
Friday	Sentence stacking day 3 – 3 chunks		Sentence stacking day 7 – 3 chunks		Plan and write		Editing and redrafting

Experience days and their placement are flexible and need to be considered carefully by staff. For independent writing, staff will help children to plan and write an extended piece.

Handwriting and short bursts of grammar are to be introduced at the start of experience days in order to secure basics and ensure that Kinetic Letters is consistent.

Where the content is new or challenging, it is a teacher's discretion whether to use just one or two chunks for that day to ensure enough time is given to the new skill.

Rationale

- Progression of plot points — we will build stamina as the children move through school
- Progression of writing skills — by highlighting the necessary parts of the rainbow, you will be teaching content specific to your year group or using some time to revisit skills from previous year groups
- Progression of BOOMTASTICS — KSI will focus solely on basics and grammar. All other year groups (except Y6) will have specific figurative language to focus on and teach.
- Time embedded for handwriting/SPAG will ensure we can address errors easier

What next?

- For a stimulus, please use videos or texts that you think will excite and inspire your children. Once decided on your first one, please email Alice (just so I can check crossover)
- We know some triangulation needs to happen between reading, writing and afternoon sessions. This is a big piece of work that we are beginning to look at.
- Non-fiction needs to be looked at in a bit more detail. Again, this is in the pipeline.
- An editing progression will be devised to ensure that we are helping children to proof-read and edit their work.
- We will need to look at working walls and which approaches we feel will best suit our children.
- Resources