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Training • **Teaching Resources** • Books • Poetry • Research • News • Blog • About • Search 🔍 Account • Cart

All Teaching Resources

- Power of Reading teaching sequences
- Power of Pictures teaching sequences
- Power of Pictures videos
- Teaching notes
- Home Learning resources
- Teaching approaches
- Book lists
- English Curriculum Maps
- Reading and Writing Scales
- Free Whole School Teaching Units
- ALCS Resources on Copyright in the Classroom

Year Group

- Nursery and Reception (25)
- Years 1 and 2 (40)
- Years 3 and 4 (39)
- Years 5 and 6 (45)
- Years 7 and 8 (4)
- Key Stage 1 (39)
- Key Stage 2 (37)
- Key Stage 3 (4)
- Key Stage 4 (4)

CLPE partner v range of chil avail

ing Notes

and partners to produce teaching notes for a ry days. All of these free teaching notes are use and inspire readers of all ages.

Filters

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SEARCH

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**CLPE**

Encouraging children to love and care for their planet using One World: 24 Hours on Planet Earth by Nicola Davies

**CLIPPA**  
SHORTLISTED 2022

Cloud Soup  
BEING ME  
STARS WITH FLAMING TAILS  
2022  
Caterpillar CAKE  
Cloud Soup  
BEING ME  
STARS WITH FLAMING TAILS  
2022  
Caterpillar CAKE

**JOHN AGARD'S WINDRUSH CHILD**  
John Agard  
Illustrated by Sophie Bass

*Sarah Carter & Alison Colgate*  
**My Beautiful Voice**

**BECOME AN APP INVENTOR**  
THE OFFICIAL GUIDE FROM MIT APP INVENTOR  
Your Guide to Designing and Sharing Apps  
KAREN LANG AND SELIM TEZEL  
WITH COMPUTER SCIENCE AND ARTS, INCLUDED LESSONS

**A Best Friend for Bear**  
PETR HORÁČEK

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## Selection of Upcoming Training Opportunities:



**Working with high-quality texts in your classroom...**

Enhance creative learning in your school with CLPE's expert online and face-to-face courses

**Planning the Curriculum Around a Quality Text**  
Face-to-face Day Courses in London

Teachers on these year group focused courses will explore why creative learning is important in supporting children's literacy development, and will examine how to develop a cross-curricular unit of work inspired by a high-quality text that will support improved attainment in reading and writing across different subject areas.

*"Thank you for an amazing day. I have learnt lots that will positively impact my teaching and the children!"*  
Teacher, 2019

Courses in London coming up in June 2022.

**Planning a Text Based Curriculum**  
Webinars

These webinars are each based around a high-quality text and investigate what a text-based unit looks like in practice in your year group. These webinars are a great way to introduce yourself to our CLPE approaches and develop your curriculum.

*"Excellent webinar, I will be using the ideas and structure to help my future teaching from now on."*  
Teacher, 2020

Webinars coming up in June 2022.

Find out more at [clpe.org.uk/training](http://clpe.org.uk/training)


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## Aims:




- To discuss the most recent and relevant guidance and research to support you in developing your English curriculum in 2021-22.
- To consider what constitutes a quality English curriculum that enables engagement, progress and attainment for all pupils.


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## Key Documents and considerations:










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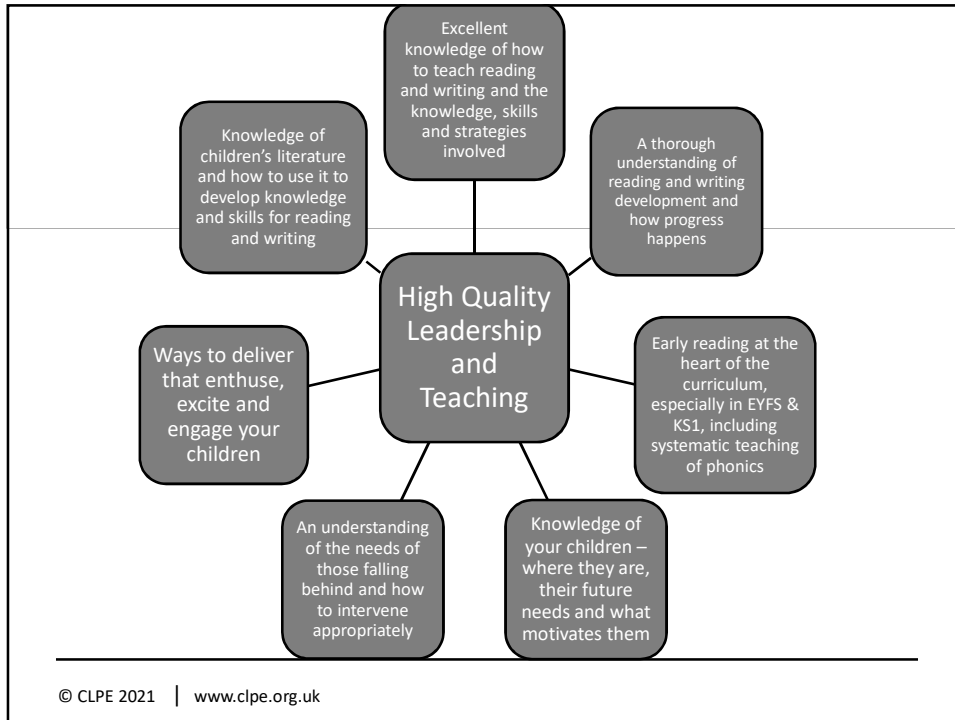
## An emphasis on Quality Teaching:

*'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this academic year.*


*Ensuring every teacher is supported and prepared for this academic year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development on whole class teaching—for example, to support curriculum planning or focused training on effective teaching using technology—is likely to be valuable.'*



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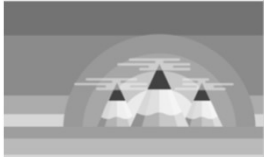


## Preparing for and Improving Literacy




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**PREPARING FOR LITERACY**  
Improving communication, language and literacy in the early years  
Guidance Report






**IMPROVING LITERACY IN KEY STAGE 1**  
Guidance Report




**IMPROVING LITERACY IN KEY STAGE 2**  
Guidance Report



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Research and analysis  
**Curriculum research review series:  
 English**  
 Published 23 May 2022

Contents

|                                     |   |
|-------------------------------------|---|
| Introduction                        | <p><b>Introduction</b></p> <p>More than any other subject, English – and especially reading – gives pupils access to the rest of the curriculum and is fundamental to their educational success. This is why the introduction to the national curriculum says: ‘Fluency in the English language is an essential foundation for success in all subjects’ <sup>[footnote 1]</sup></p> <p>But English is so much more than the gateway to success in other curriculum subjects. Through studying literature, pupils’ eyes are opened to the human experience; they</p> |
| Curriculum and pedagogy             |   |
| Assessment                          |   |
| Systems at subject and school level |   |
| Conclusion                          |   |

 Download this report

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**Teachers should prioritise:**

- Promoting, nurturing and monitoring pupils’ reading, including reading aloud and guided reading as a class, giving them time to read independently where their reading is secure, and supporting them to choose books
- Rich discussion that facilitates the sharing of ideas, knowledge and experiences
- Mastery of writing at sentence level, including modelling, practice, feedback and redrafting. Shared class readers provide ample opportunities for teachers to engage pupils in reading rich and challenging texts, model fluent reading and initiate discussion.

**Department for Education**  
*Teaching a broad and balanced curriculum for education recovery*  
 (July 2021)

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## Training @ CLPE 2022/23

- Language and Grammar in a Rich Reading Curriculum
- Phonics in a Rich Reading Curriculum (2-day course)
- Developing Early Readers in KS2 (2-day course)
- Effective Spelling
- Teaching Reading in EYFS / KS1 / Y3&4 / Y5&6
- Teaching Writing in EYFS / KS1 / Y3&4 / Y5&6

### Whole School INSET Bookings:

- Language and Grammar in a Rich Reading Curriculum
- Phonics in a Rich Reading Curriculum
- Effective Spelling

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## Key Stage 1 Writing 2019


**Table 5: Attainment in KS1 teacher assessments by gender**

England, 2016-2019 (all schools)

|                    | Boys                                      | Girls | All pupils | Attainment gap      | Change in gap |
|--------------------|---|-------|------------|---------------------|---------------|
|                    | (% working at expected standard or above) |       |            | (percentage points) |               |
| <b>Reading TA</b>  |   |       |            |                     |               |
| 2019 <sup>9</sup>  | 71%                                       | 79%   | 75%        | 8                   | 0             |
| 2018               | 71%                                       | 80%   | 75%        | 9                   | 0             |
| 2017               | 71%                                       | 80%   | 76%        | 9                   | 0             |
| 2016               | 70%                                       | 79%   | 74%        | 9                   |               |
| <b>Writing TA</b>  |   |       |            |                     |               |
| 2019               | 63%                                       | 76%   | 69%        | 13                  | 0             |
| 2018 <sup>10</sup> | 63%                                       | 77%   | 70%        | 13                  | 0             |
| 2017               | 61%                                       | 75%   | 68%        | 14                  | 0             |
| 2016               | 59%                                       | 73%   | 65%        | 14                  |               |
| <b>Maths TA</b>    |   |       |            |                     |               |
| 2019 <sup>9</sup>  | 74%                                       | 77%   | 76%        | 2                   | 0             |
| 2018               | 75%                                       | 77%   | 76%        | 2                   | 0             |
| 2017               | 74%                                       | 76%   | 75%        | 2                   | 0             |
| 2016               | 72%                                       | 74%   | 73%        | 2                   |               |

Source: Provisional KS1 data (2019) and final KS1 data (2016-2018)

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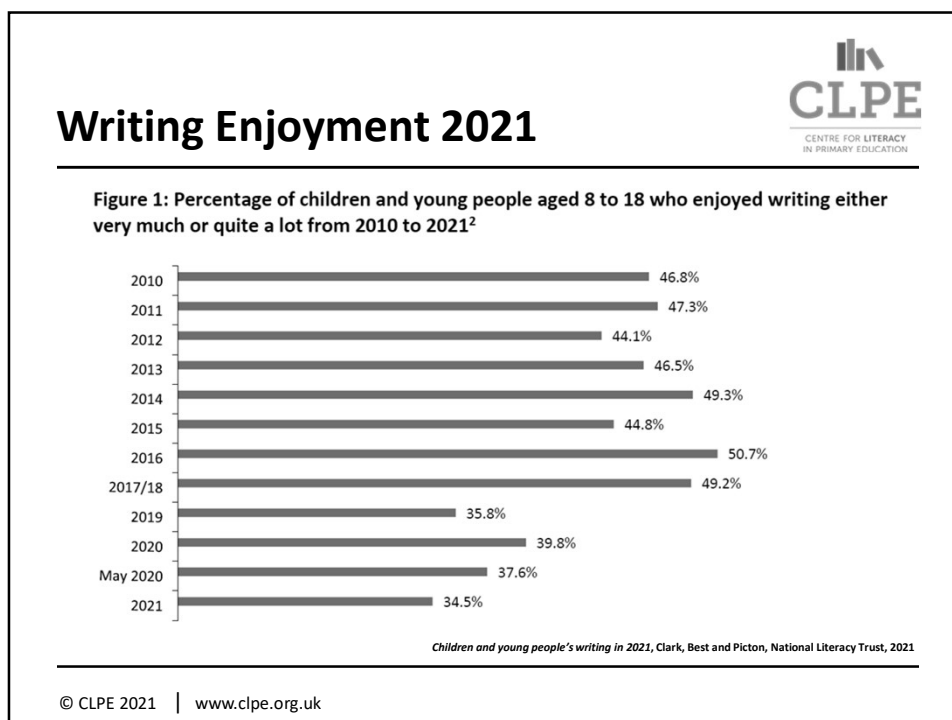


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## KS2 Attainment Data (2019)

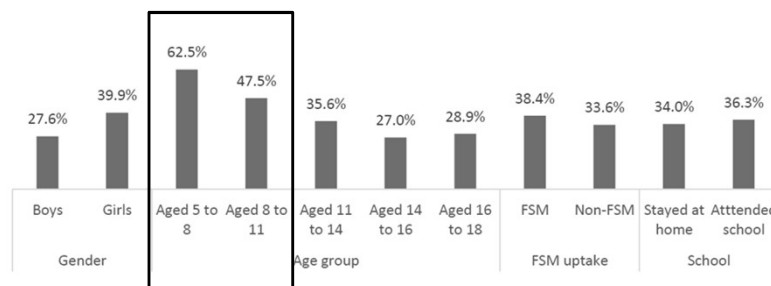
| All pupils   | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018    | 2019    |
|--------------|------|------|------|------|------|------|------|------|---------|---------|
| English      | 81   | 82   | 85   | 87   | 88   | 89   |      |      |         |         |
| Reading      | 84   | 84   | 86   | 87   | 89   | 90   | 66   | 71   | 75      | 73      |
| Writing      | 71   | 75   | 81   | 83   | 85   | 87   | 74   | 76   | 78      | 78      |
| <b>Boys</b>  |      |      |      |      |      |      |      |      |         |         |
| English      | 76   | 77   | 81   | 83   | 85   | 87   |      |      |         |         |
| Reading      | 81   | 80   | 83   | 84   | 86   | 86   | 62   | 68   | 71 (24) | 69 (22) |
| Writing      | 64   | 69   | 76   | 78   | 81   | 83   | 68   | 70   | 72 (15) | 72 (15) |
| <b>Girls</b> |      |      |      |      |      |      |      |      |         |         |
| English      | 85   | 86   | 89   | 90   | 91   | 92   |      |      |         |         |
| Reading      | 87   | 88   | 90   | 91   | 92   | 82   | 70   | 75   | 79 (33) | 78 (32) |
| Writing      | 79   | 82   | 87   | 88   | 90   | 91   | 81   | 82   | 84 (25) | 85 (25) |

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**Figure 2: Percentage of children and young people aged 5 to 18 who enjoyed writing in 2021 by gender, age group, free-school-meal uptake and school attendance during lockdown**

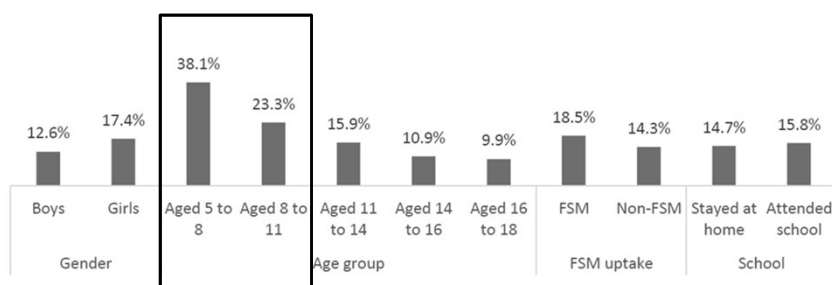


*Children and young people's writing in 2021, Clark, Best and Picton, National Literacy Trust, 2021*

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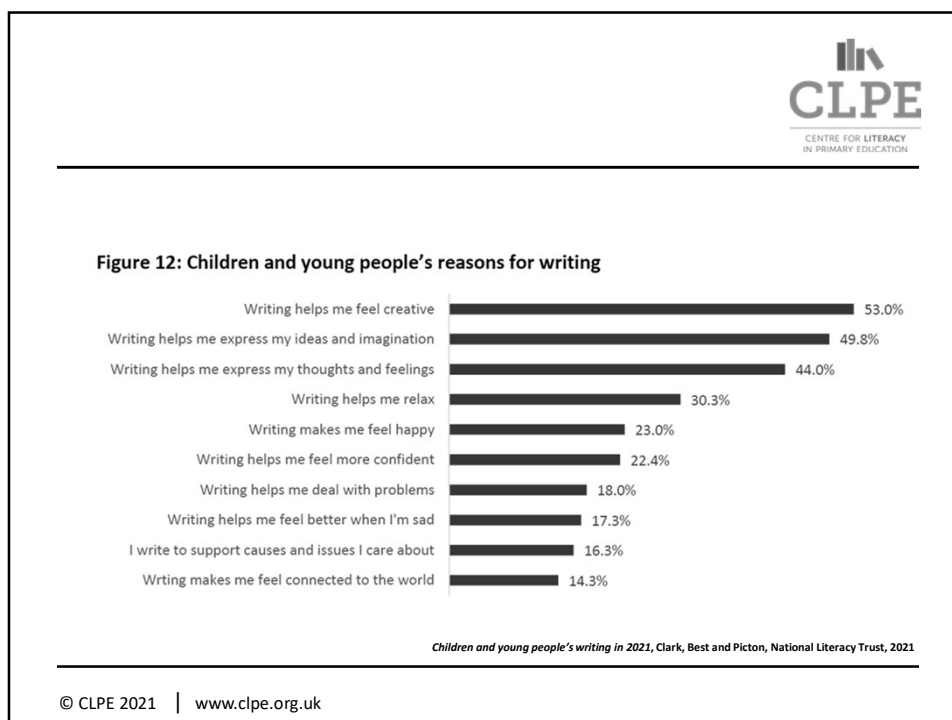
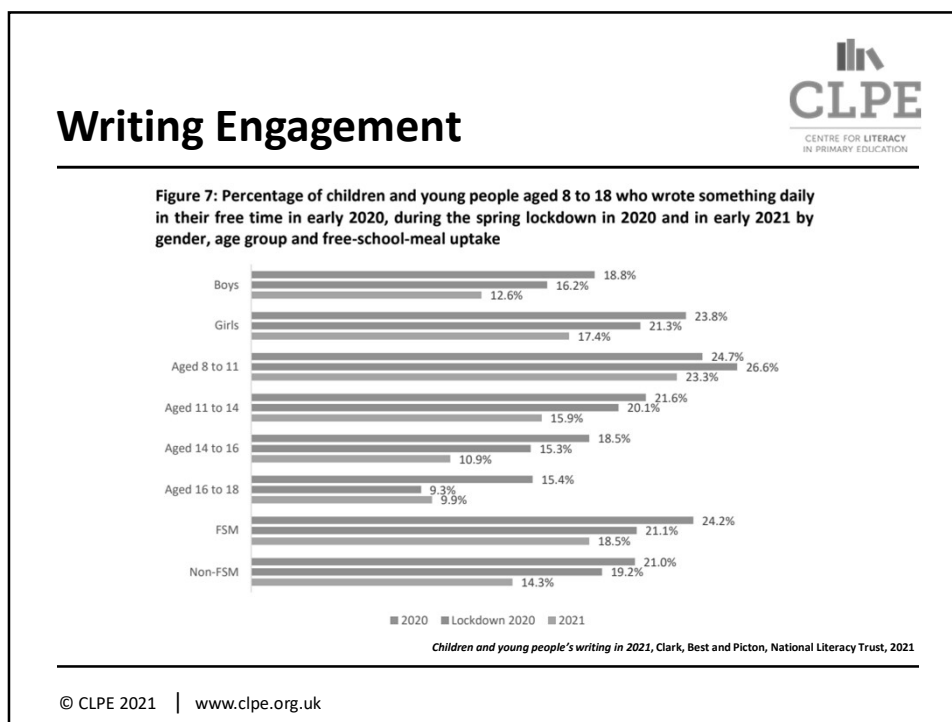
## Writing Engagement


**Figure 6: Percentage of children and young people aged 5 to 18 who said that they wrote something daily in their free time in 2021 by gender, age group, free-school-meal uptake and school attendance during lockdown**



*Children and young people's writing in 2021, Clark, Best and Picton, National Literacy Trust, 2021*

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## Discussion

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- *What would you draw out from these surveys?*
- *How much does this reflect your experiences and your current school cohort?*
- *What do you know? What would you like to know?*
- *What conversations would you like to have with colleagues and senior leaders in your setting?*
- *What impact might this information have on our classroom practice?*

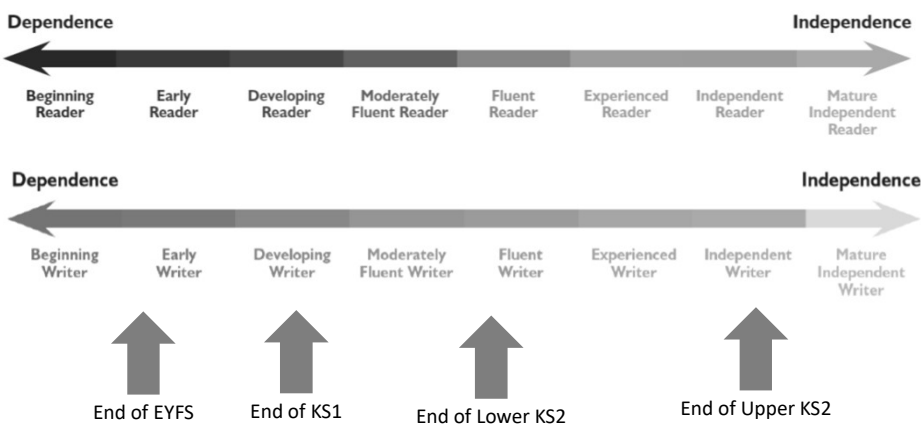
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## Formative Assessment using the CLPE Scales:

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The diagram illustrates the CLPE Scales for Reading and Writing, showing a progression from dependence to independence. The scales are divided into eight levels: Beginning, Early, Developing, Moderately Fluent, Fluent, Experienced, Independent, and Mature Independent. The writing scale is further linked to educational milestones: End of EYFS (Beginning Writer), End of KS1 (Early Writer), End of Lower KS2 (Fluent Writer), and End of Upper KS2 (Independent Writer).

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## A scale of development



| Stage                    | Describing the Child's Writing Behaviours  |
|--------------------------|--|
| <b>Developing Writer</b> | <p>Developing writers can write simple sentences without the need for mediation, as they are able to represent sounds phonetically and know an increasing number of words that are exceptions to phonic rules. They are increasingly confident, writing independently within a familiar range of genres (e.g. letters, lists, brief narratives), but still need support with extending and developing writing.</p> <p>Children at this stage are able to rehearse their ideas orally prior to writing, expanding on ideas and adding detail and description. They draw on models from reading in structuring and developing their own texts. They are aware of the need to add description to their writing, using simple adjectives to expand noun phrases. They use an increasing range of common conjunctions, such as <i>and</i>, <i>but</i>, <i>so</i> and <i>because</i> to develop, link or expand ideas.</p> <p>These children may show awareness of alternative representations for phonemes, although these may not always be accurately represented in spelling. They develop strategies for spelling (e.g. known words, phonetically based invented spellings), that enable texts to be read by others.</p> <p>They are aware of the need for spaces between words and use simple punctuation such as capital letters and full stops and commas in lists. Their handwriting becomes of a consistent size and letters are generally formed correctly.</p> <p>They can read back their own texts consistently, checking for sense and meaning and are able to edit with support where necessary.</p> <p>Older writers at this stage write confidently in familiar genres (e.g. simple narratives) and try out different forms of writing, drawing on experience of the models available across other genres. They mainly use language and sentence structures that are close to speech and still need support with the writing demands of the curriculum.</p> <p>They display a greater awareness of the visual structures and patterns of words to move towards greater accuracy in spelling. Spellings of familiar words are generally correct and attempts at unfamiliar spellings reveal a widening range of strategies.</p> <p>They use sentence punctuation more consistently, including full stops and capital letters and may use question marks, exclamation marks and commas in lists. They may also experiment with speech punctuation.</p> <p>Handwriting is usually consistent and legible and they may be experimenting with joined handwriting.</p> |

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## The Early Writer

Early writers are gaining confidence in **using writing conventionally for a range of personal purposes** (e.g. messages, notices, role-play). They can **draw on their experiences of seeing language written down** (e.g. in shared writing or as part of role-play) and demonstrate more understanding of the alphabetic nature of the English writing system.

They are **able to speak in simple and compound sentences**, ready for transcription. As their confidence increases, they are able to write more than one sentence and **begin to join sentences with simple joining words such as 'and' and 'but'**. They may use their oral language structures in their writing and so **need support in developing appropriate written structures**.

Children at this stage may still mix upper and lower case, reverse letters and may not yet have developed an awareness of spacing between words. **They begin to experiment with simple punctuation**.

Ideas for writing at this stage may be simple, **based on direct experience or inspired by reading**.

Children at this stage are **willing to have a go at writing independently, using a few early strategies for spelling** (e.g. use of initial letters, some known words, using letter strings as 'place holders'), so that **writing can be read back more consistently**.

As grapheme-phoneme correspondences develop, **children start to represent known sounds, particularly at the beginning and end of words, and may start to write familiar words such as their name and other words of personal importance**.

## The Independent Writer

Independent writers are **self-motivated**, can write at length and are beginning to use writing to refine their own ideas. They are developing **their own style and range as writers**, but may still need **support with the structuring of more complex narrative and non-narrative forms**. In understanding the purpose and audience of their writing, they can **select the appropriate form and style**.

Students at this stage **have a wide experience of writing across a range of genres** and can write at length; shaping and developing writing across a wide range of genres, **without first needing explicit teaching of genre features**. Having a broad range of experience across different types of writing, they now **choose and use language and features that are most appropriate and effective for the purpose and audience of their writing**.

They are able to follow the process of **drafting, redrafting and publishing, enhancing writing to meet the needs of the reader**, as they edit and respond to their own writing. They use a **range of techniques** to enhance reader response such as varied sentence structures, **precising** longer passages to enhance readability, using dialogue to shape characters and advance action and using a range of adverbials to improve cohesion. They use **more sophisticated punctuation** such as semi-colons, colons and hyphens, commas and brackets for parenthesis to improve readability or for effect.

They have sufficient **experience from reading** and extensive exploration of a range of texts across genres to form an understanding and appreciation of **how language functions and how best to use this to inform their choices when writing**.

Students show an ability to discriminate **between formal and informal voice**, and choose the appropriate voice to suit the purpose and audience. They are likely to reflect on their writing and revise texts for the reader, **choosing language for effect or to clarify meanings**.

## Using the CLPE Scales to support assessment and planning:



- *Where do your children sit in relation to age-expected goals?*
- *What are the challenges? How can these be best addressed?*
- *Who are the children who needed additional support in 2021–2022? What made an impact on engagement and/or attainment?*
- *Who are the children that will need additional support in 2022/23? What will best support them?*
- *What conversations are you having about handover as part of transition?*
- *What will the receiving teachers need to know to plan for effective provision and practice?*



Moderately  
Fluent Writer

### Supporting the Moderately Fluent Writer to develop independence as a writer – next steps

Continue to model writing across the curriculum, planning tasks that are relevant and authentic with content shaped by audience and purpose. Demonstrate how to plan more extensive writing by writing down key ideas and vocabulary, before sequencing writing in a series of sentences, structuring into sections where relevant.

Talk about and model the correct use of tense and style for different pieces of writing and explore the ways words are formed in different tenses. Model a greater range of sentence types and appropriate punctuation such as statements, questions, exclamations and commands to extend children's ability to engage with the reader and convey appropriate meaning. Model correct letter formation, including the use of appropriate joins to extend and improve children's own handwriting.

Regular teaching of spelling should be a part of the curriculum, including looking for and analysing patterns in words gleaned from shared texts and collating word banks and lists to illustrate spelling patterns and rules such as homophones, common prefixes and suffixes.

Adults should encourage an investigative approach to spelling, collecting and classifying words by their spelling patterns and drawing analogies between words to help children to understand different spellings of the same sounds. This should be evident in the displays in the environment and also in class and individual word/spelling logs or vowel dictionaries. Children need ready access to simple dictionaries and thesauri to use during and after writing and adults should model how to navigate and use these.

Provide opportunities to write for different purposes and in different contexts supporting them to develop their awareness of the reader and the fundamental function of writing as a means of communication and expression.

Ensure there is time in the curriculum for children to explore and develop imaginative ideas for writing and to write creatively. Encourage children to explore ideas prior to writing through art, role-play, movement, work with puppets, figures and storyboxes and provide opportunities to write independently to develop these ideas into writing. Provide writing journals for children to explore and develop their own compositions.

In shaping and responding to writing, help children to move from implicit to explicit knowledge about the writing process and the use of language through judicious use of comments and questions. Model the planning, drafting, responding, revising and editing process in shared and collaborative writing to demonstrate strengthening all parts of the writing, starting with response to structure and impact on the reader and later polishing with proofreading and editing. Plan opportunities for bookmaking, publishing (in both print and digital formats) and performance to bring pieces to a wider audience and create pride in finished pieces.


When working with older readers at this stage, the following points are also important:

Respond to the writing of older children with genuine interest and plan to teach explicitly a specific area of need, e.g. develop skills and knowledge, exploration of meanings, stylistic effects, grammatical features, spelling patterns, punctuation points and handwriting formations.

Encourage older children to work co-operatively to take risks in their writing and develop experience and pleasure in producing sustained pieces. Ensure children read freely to support spelling and hear books read aloud to deepen understanding of authorial voice. Plan opportunities to respond to and edit their own work and the work of others through the use of response and editing partners and the differences between these should be made clear. Plan opportunities for bookmaking, publishing and performance to bring pieces to a wider audience and create pride in finished pieces.

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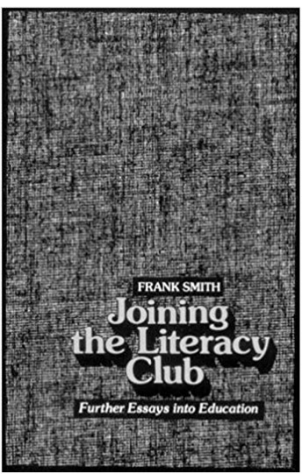
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## Writer Identity

*“Learning to write begins - whatever the learner’s age with seeing oneself as a writer, doing the things writers do, and thinking the way writers think. **This is a matter of identity, not of instruction, or of effort, or even of desire to learn. Teachers have a crucial role to play here, not in teaching the technicalities of writing, but in engendering appropriate attitudes to writing.**”*

**Smith, Frank (1994:180)**



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## Pupil Perception Survey



- *What is writing and why do we do it?*
- *Do you enjoy writing? Why? Why not?*
- *Are you a good writer? How do you know?*
- *What's the best piece of writing you've done recently? What was good about it?*
- *Do you ever write/draw at home? What kinds of things?*
- *What does the teacher need to know about you and your writing?*
- *What advice would you give to someone younger than you to help them get better at writing?*

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## Key considerations in approaching a piece of writing:



### Purpose

- **What** are you writing and **why**?

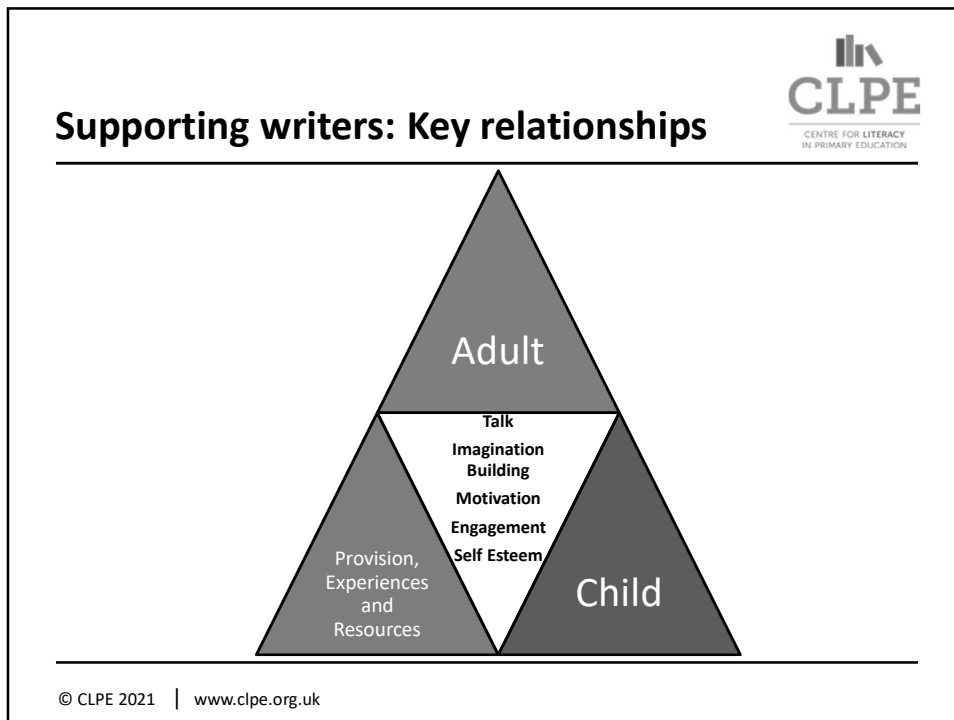
### Audience


- **Who** is it for?

### Form

- **How** will you present your writing to the intended reader?

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## Teacher as writer:

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- To what extent do all teachers see themselves as writers?
- In what ways do teachers engage with writing?
- How much do teachers talk about and share their own writing experience with the children?
- How confident are all teachers in drafting, refining and editing their writing in front of the class? How does it make them feel?
- How do these experiences shape the child's view of the purpose of writing and their relationship with it?
- What is the fundamental value of the writing teacher in your setting?

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## The roles a writing teacher needs to adopt:



- An engaged and reflective reader
- An authentic demonstrator of writing
- A scribe for class compositions
- A fellow writer, writing alongside younger learners
- A response partner
- An editor, co-editor and adviser
- A publisher of their own and their students' work
- A writer in their everyday lives

Teresa Cremin and Debra Myhill, *Writing Voices* (2012)

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## What does becoming a writer involve?

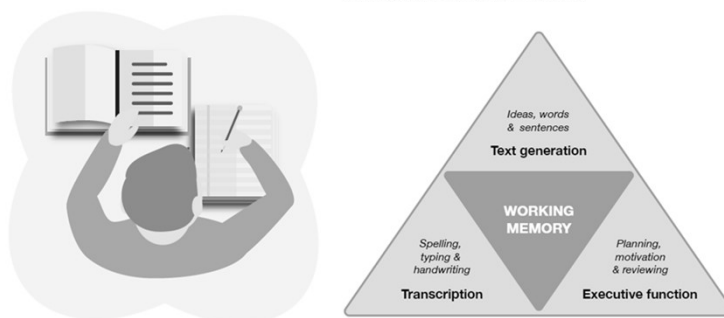


- Understanding what writing is and what it is for
- Wanting to be able to communicate in writing
- Having physical control over writing tools
- Grapho-phonetic knowledge
- Understanding the conventions of writing
- Having the confidence to have a go
- Enjoying writing activities and feel successful

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## Easing the Burden on Working Memory

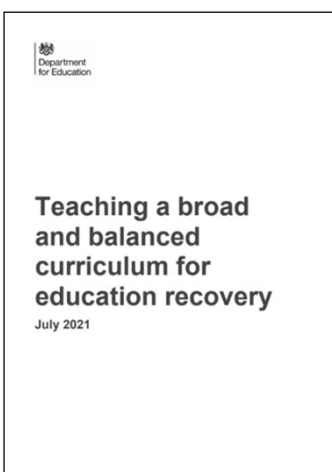
Figure 10: Based on 'The Simple View of Writing' developed by Beringer et al. (2002).<sup>56</sup>



From *Improving Literacy in Key Stage 2*, Education Endowment Foundation

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## Slow things down to speed them up...



- Shorter writing tasks rather than extended pieces allow pupils to focus on sentence structure and spelling.
- Dictation of sentences that includes the words pupils have been taught to spell can be effective in helping them to consolidate spelling, handwriting and punctuation. Dictation also provides a simple way of assessing what needs to be taught or re-learned, especially for spelling.
- Time should be given for pupils to practise their handwriting regularly to increase its fluency, legibility and quality.

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## Improving Literacy Research Summary and Guidance: EEF

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**5** Teach pupils to use strategies for planning and monitoring their writing

**4** Teach writing composition strategies through modelling and supported practice

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## Improving Literacy in Key Stage 2, EEF

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**Figure 11: The writing process**

**Planning**  
Generating ideas, setting goals, gathering information.

**Drafting**  
Writing down key ideas, setting out a structure for writing.


**Revising**  
Making changes in light of feedback and self-evaluation.

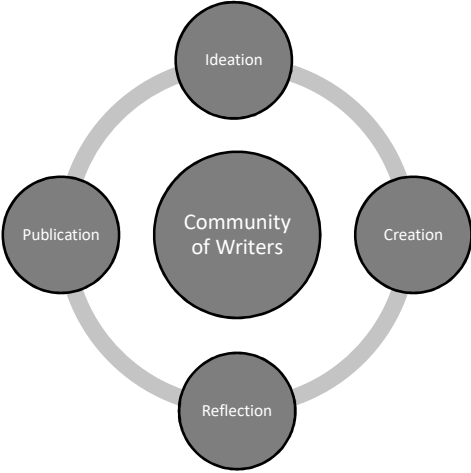
**Editing**  
Making changes to ensure writing is accurate and coherent, checking spelling and grammar.

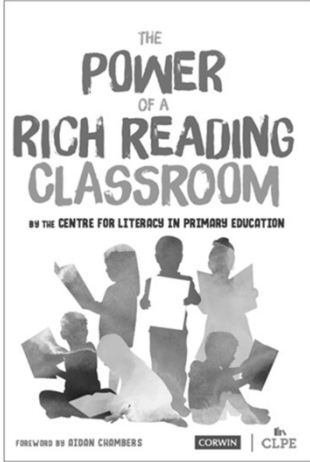
**Publishing**  
Presenting work for the target audience to read.

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## An Authentic Writing Process









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## Ideation





- What does 'ideation' mean to you?
- What do you do prior to engaging in a piece of writing?
- What elements of ideation are already embedded in school practice?
- Do teachers model and demonstrate the ways in which they might gather and play with ideas prior to writing?

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## Deeper Exploration of Character...

### Think more about the idea that the child is staying with Granny Sylvie for the summer:

- Where might he live? Do you think it is nearby or far away? What makes you think this?
- Do you think he gets to see Granny Sylvie very often? How might it feel to stay with her?
- Do you think the place they live is similar to or different from where Granny Sylvie lives? What might he be able to do here that he might not be able to do where they live?
- What kinds of things do you think the child and Granny Sylvie might do together during the stay?

## Creation



- What is the expectation for what a first draft might look like?
- Is the process of generating a first draft modelled for the children?
- How do you support and enhance children's independence at this stage of the writing process?
- What strategies have you used to support children in spelling unfamiliar words?
- Are all teachers confident in modelling this stage of the writing process 'live'?

## Writing in Role

- Begin to think in role as the child in the spread.
- Imagine that they are writing a letter home, either to a friend, a parent or another family member, to tell them how they are settling in at Granny Sylvie's.
- What would they want to talk about and share with the person they are writing to?
- You could make notes under different headings to record your thinking, such as:
  - What is it like at Granny Sylvie's? How is it different from home?
  - What is Granny Sylvie like?
  - What are you doing together?
  - What are you most looking forward to doing during your stay? Is there anything you miss about home?

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## Reflection



- How do children feel about reflecting on and refining their writing? Does it feel purposeful?
- How do teachers or writing partners approach children's writing drafts?
- What do they notice first and what do they focus on?
- How are observations or responses communicated to the writer?
- How involved is the writer in the reflection process?

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## Reading Writing Aloud



- Listen to a letter read aloud as the recipient...
  - How does it make you feel to receive a letter like this?
  - What would you want to say to him?
  - What would you want to ask them?


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## Teachers Responding to Writing as a Real Reader




- *When being asked to share your writing, how did you feel? What kind of response did you hope for?*
- *Why is it so important to respond to a piece of writing as a real reader first?*
- *Is this how adults always respond to children's writing at school?*

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## Publication


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- How often do children take writing through to publication?
- What impact have you observed –in engagement and quality of outcome - when writing has been published and shared?
- What forms of publication do children engage in?
- How else is children’s writing shared?
- What are the potential challenges and opportunities of publishing children’s work in this way?

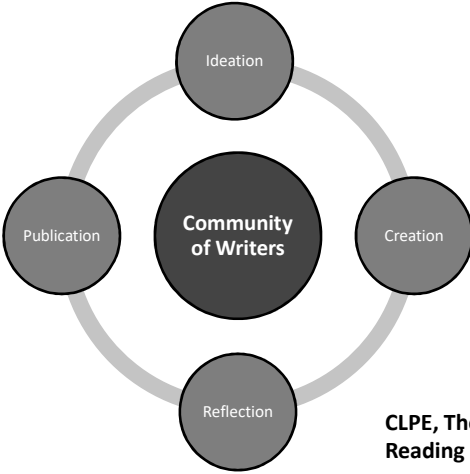
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## A Community of Writers

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**CLPE, The Power of a Rich Reading Curriculum 2019**

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## Giving children choice and voice in follow up writing



- Writing letters is a form that children don't engage with directly in real life as often, in an age of text and email.
- To lead on from this, you might investigate a way of encouraging children to correspond by letters as a way of supporting others.
- The UK charity Post Pals is a small charity run solely by volunteers who are dedicated to making seriously ill children and their siblings smile by the sending of cards, letters, little gifts, support and friendship.

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**Power of Reading**

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### Winter Sleep: A Hibernation Story by Sean Taylor and Alex Morris, illustrated by Cinyee Chiu (Words & Pictures)

Sean Taylor partners with ecologist Alex Morris and illustrator Cinyee Chiu to create the text for this quiet, enticing walk into the natural world. The story begins in summer, with a young boy straying at Granny Sylvia's, on a walk to their secret glade, taking in the wonder of the vibrant wildlife all around. Readers next meet them in winter, with the delights of the summer hidden; only able to be visualised by the boy through Granny Sylvia's rich and vivid descriptions. The pictures work alongside the rich, poetic language to create a sense of awe, wonder and joy in the natural world. An appended information section provides an illuminating guide for young explorers.

**Overall learning aims of this teaching sequence.**

- To write for meaning and purpose in a variety of non-narrative forms
- To know where information can be found in non-fiction texts
- To use talk to give explanations and opinions
- To identify some of the features of non-fiction texts
- To sustain relevant listening, responding to what they have heard with relevant comments and questions
- To use vocabulary influenced by books
- To enjoy an increasing range of books
- To compose and perform own poetry
- To use knowledge gained to write own narrative non-fiction

**This teaching sequence is designed for a Year 1 or Year 2 class.**

**Overview of this teaching sequence**

This teaching sequence is approximately 4 weeks long if spread out over 20 sessions. The expertly considered illustrations give the reader a unique view of animals in hibernation in their natural environment, which may be new to the children, offering a wonderful opportunity to explore and extend vocabulary and knowledge of concepts linked to the natural world.

The book links well with the National Curriculum schemes of work for science in Key Stage 1 and gives a wonderful opportunity for children to explore non-fiction writing around seasonal change and animals and their habitats as well as writing in role from the point of view of the key characters and poetry to explore seasons, natural settings and animals.


The carefully crafted text allows ample opportunity to highlight features of the KS1 curriculum focus on vocabulary, grammar and punctuation, which will be explored as the sequence unfolds. Links to film texts will extend children's knowledge of the purposes, audiences for and forms that information and explanation writing can take, inspiring them to consider their own audiences as they write themselves for a variety of purposes, supported by the context of the text.

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| Teaching Approaches   | Writing Outcomes   |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Response to illustration</li> <li>▪ Looking at Language</li> <li>▪ Reading Aloud</li> <li>▪ Shared Writing</li> <li>▪ Role on the Wall</li> <li>▪ Visualisation</li> <li>▪ Observational drawing</li> <li>▪ Text Marking</li> <li>▪ Using visual organisers</li> <li>▪ Using video texts</li> <li>▪ Engaging practically with concepts through investigation</li> <li>▪ Using digital texts</li> <li>▪ Booktalk</li> <li>▪ Independent reading for research</li> <li>▪ Bookmaking</li> </ul> | <ul style="list-style-type: none"> <li>▪ Free verse poetry about winter</li> <li>▪ Notes to record thinking and ideas</li> <li>▪ Expressive writing in role</li> <li>▪ Thoughts, ideas and inferences about characters</li> <li>▪ Setting illustrations</li> <li>▪ Comparative free verse poetry</li> <li>▪ Nature study drawings and annotations</li> <li>▪ Scripts for a documentary video</li> <li>▪ Referential writing – science experiment write up</li> <li>▪ Explanation writing</li> <li>▪ Instructions</li> <li>▪ Notes and illustrations to summarise learning</li> <li>▪ Storyboard for a picturebook narrative</li> <li>▪ Own picturebook narratives</li> </ul> |

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## Motivating Writers

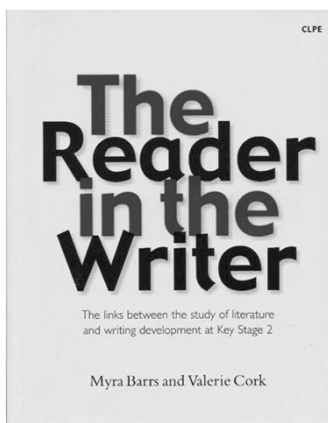
Teachers looking for opportunities in texts they are reading, or topics the children are enjoying, often find highly engaging contexts, which can provide real purpose and audience for children's work. Providing children with genuine purpose and audience for their writing can be highly effective in terms of motivation to write.



Consideration of purpose and audience can support effective writing. Like adults, children may benefit from having a reason to write and someone to write for. This can include pupils themselves being the audience, using their writing to clarify and organise understanding. There are four main purposes of writing: to describe, to narrate, to inform, and to persuade. It is important that pupils learn to modify their writing according to the audience for whom they are writing, which includes selecting an appropriate form or genre.

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## The links between quality literature and literacy development...



*"I think I see good reading as the best way of encouraging, and making possible, good writing."*

A. S. Byatt, On History and Stories

*"We found children learning many things about how writing works through the attentive reading of literature and its discussion in their classrooms. Their writing during the year has offered ample evidence of their growing ability to write from inside a fictional situation, to pick up on literary styles and rhythms, to imagine a reader and to work to influence a reader's response."*

Barrs & Cork, The Reader in the Writer

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### Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

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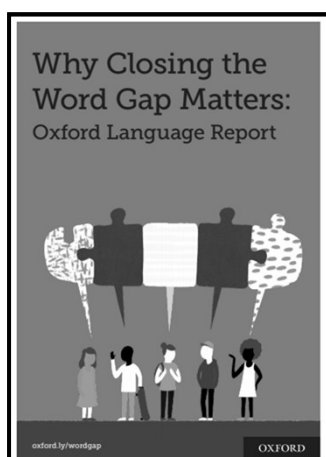
## A book based approach to the teaching of English: What the evidence says...



- The role of good quality texts in supporting children as writers
- The importance of reading aloud
- The role of drama and writing in role in entering fictional worlds
- The importance of visual approaches, particularly for those who traditionally have difficulties engaging in literacy activities
- The role of ICT
- The power of collaborative working – social aspects of reading and writing
- Working on a text over several weeks is very important, building knowledge and skills for reading and writing
- Contextualised teaching of language and grammar, phonics and spelling
- The role of oral rehearsal in preparing for writing
- Understanding an authentic writing process where there is a purpose to writing in an authentic context and where writing build from ideation to publication

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## Using quality texts to extend and enrich language...




*'Hearing stories exposes children to a wider vocabulary and range of grammatical structures than they would typically experience in everyday conversation. Rich literary language draws attention to itself, so the texts read aloud need to be stretching, with occasional pauses for informal discussions and explorations of word meanings.'*


**Professor Teresa Cremin, 2018**

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## Building a curriculum that supports engagement, progress and attainment:




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## Access an Award-winning English Resource



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**Take a look inside Hope Primary in Knowsley - A CLPE Associate School**

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**SUPPORTING MATERIALS**

- ↓ [FREE EYFS Teaching Sequence: Anna Hibiscus' Song by Atinuke](#)
- ↓ [FREE Year 1/2 Teaching Sequence: Beegu by Alexis Deacon](#)
- ↓ [FREE Year 3/4 Teaching Sequence: The Tin Forest by Helen Ward](#)
- ↓ [FREE Year 5/6 Teaching Sequence: Floodland by Marcus Sedgwick](#)
- ↓ [Sample Curriculum Map for Nursery](#)
- ↓ [Sample Curriculum Map for Year 4](#)
- ↓ [Read the Leeds Trinity University report on the impact of Power of Reading in the Exceed Academies Trust, Bradford.](#)
- ↓ [Read the CLPE Impact Report 2014-19](#)

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## Reflect and review:

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- *Do you use a book-based approach?*
  - *Which texts work well and why?*
  - *Are you encouraging staff to evaluate and reconsider text choices on a regular basis?*
  - *Have you ensured a range and breadth of writing opportunities across the school?*
  - *Is progression in the content of different types of writing built in?*
- 

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## OFSTED Curriculum research review series: English (23 May 2022)

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### WRITING

- *What **breadth** of purposeful opportunities do we offer to pupils?*
  - *How do we **balance** transcription and composition?*
  - *How does **fluent transcription** support the compositional aspects of writing?*
  - *What are the range of strategies used by **effective spellers**? What knowledge and skills are used and how does this support writing fluency and stamina?*
  - *How do writers use their **knowledge of grammar and syntax** to communicate their ideas more effectively?*
  - *Does **the writing teacher** model and directly teach all aspects of the writing process and the strategies that a writers uses?*
  - *How can we avoid a 'features-led' approach or writing as a tick-box exercise?*
  - *How do we support the **motivation** of our developing writers and what impact does this have on attainment?*
- 

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## What we know works...

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**The Power of Pictures**  
Summary of Findings from the research on the CLPE Power of Pictures Project 2013-19  
June 2020



**READING FOR PLEASURE**

What we know works

Centre for Literacy in Primary Education  
Research from the Power of Reading Project

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**CHOOSING & USING QUALITY CHILDREN'S TEXTS**

What we know works

Centre for Literacy in Primary Education  
Research from the Power of Reading Project

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**reading and writing scales**

**The Writing Scale**  
Understand what progression looks like in writing

**POETRY IN PRIMARY SCHOOLS**

What we know works

Centre for Literacy in Primary Education

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**WRITING IN PRIMARY SCHOOLS**

What we know works


Centre for Literacy in Primary Education

Research from CLPE projects:  
Reading Achievement in Writing  
The Power of Reading  
The Power of Poetry  
The Power of Pictures

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## Teaching Writing Day Courses

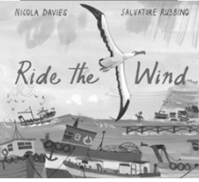
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**Course**




**Teaching Writing - Years 5 and 6** →  
28th June, 2022

[VIEW COURSE](#)




**Course**




**Teaching Writing - Years 1 and 2**  
30th June, 2022

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**Course**

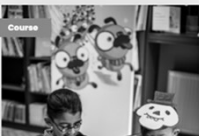


**Teaching Writing in the Early Years**  
4th July, 2022

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**Course**




**Teaching Writing - Years 3 and 4**  
6th July, 2022

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## Reflection:

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- What might you like to explore further from today's meeting?
- What do you still need to find out?
- What do you hope to gain for:
  - The children and their engagement, attainment and progress?
  - The development of your teaching staff?
  - Your subject and your leadership of it?
- What will you need to do to achieve your goals?
- What further support will you or your colleagues need?

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## Evaluation

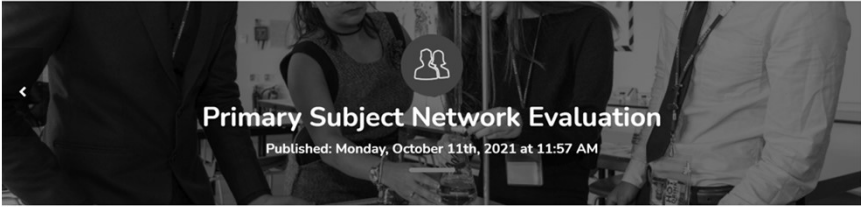
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← → ↻ hounsloweducationpartnership.co.uk/survey/primary-subject-network-evaluation/ ☆ ⓘ



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**Primary Subject Network Evaluation**  
Published: Monday, October 11th, 2021 at 11:57 AM

Primary Subject Networks

November 2021

**Primary Subject Network Evaluation**

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Website  
[www.clpe.org.uk](http://www.clpe.org.uk)

Email  
[info@clpe.org.uk](mailto:info@clpe.org.uk)

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