

Quality of Education in Writing at Ambleside Academy

Our Intent

At Ambleside Academy, our homegrown 'Authors in Training' Programme supports **all pupils** to **enjoy** and **succeed** in writing **effective** texts for a **range of purposes**. We understand that successful writing is built upon a strong foundation of **Transcription**, combined with skills of **Composition**. The seven phases of the 'Authors in Training' Programme guide pupils through the course of a Writing unit, to be able to: perform a range of texts using the spoken word, analyse models for features specific to the genre, understand the effect and purpose of vocabulary, plan and structure coherent narratives, apply grammatical concepts correctly and effectively review their work and the work of others. Where pupils are not working at age-related standards, gaps in learning are quickly identified and Transcription skills are prioritised through an adapted curriculum, to ensure pupils make accelerated progress.

We believe that with these range of skills, all pupils at Ambleside Academy become successful authors, who are motivated to write and take pride in creating effective pieces of work that show awareness of the reader.

This Statement of Learning sets out clear expectations for the high Quality of Education that **all pupils** should receive in Writing. It details the key ingredients required to equip all pupils with the **skills, knowledge, and expertise** that they need to be **successful writers**.

Long-Term Genre Overview

Our Long-Term Genre Overview maps out the text types that each child will be immersed in, in each term from EYFS through to Year 6. The themes are outlined for each unit – these either link to what the pupils are currently learning in their **foundation subjects**, or to our school **Reading Spine**. The genres have been mapped in a way that allows our children to build their knowledge and understanding of writing for a **range of purposes**, with opportunities for **repetition, consolidation, and vertical progression in challenge** year by year. It is our expectation that by the end of Primary School, our pupils will have been explicitly taught the features and purposes of a varied range of text types, and that they will be expert in their knowledge of these as writers.

Ambleside Authors in Training Programme and Statement of Learning Outline The Raleigh Learning Trust

Notes-Recount (1 or 2 Weeks) to be fluid across the year based on educational visits and enrichment. Blog will be created for our Ambleside's Website.



Ambleside's Authors in Training Programme

EYFS	Autumn Term				Spring Term				Summer Term			
	Non-Fiction	Non-Fiction	Narrative	Non-Fiction	Narrative (retelling narrative)	Narrative	Non-Fiction	Narrative	Non-Fiction Fact Files	Narrative	Non-Fiction Fact Files	Narrative
Themes	History	Diversity	Seasons (Natural World)	Celebrations	Seasons (Winter)	Adventure	The Natural World	The Natural World	The Natural World	Minibeasts and Science	Sustainable Development	Adventure Story Geography
Year 1	Traditional Tale Short Story	Explanation	Diary	Instructions	Short Story (retelling narrative)	Letter	Non Chronological Report	Instructions	Short Story (retelling narrative)	Shape Poetry	Diary	Letter Transition
Themes	Reading: Archaic Language	Science: The Seasons/Weather	History: Time-Travelling Shakespeare's Diary	History: How to Trick a Grumpy Granny	Reading Spine	Reading Spine	Science: All About Pets (focus on 1 animal)	Geography	Reading Spine	Reading Spine	History	PSHCE
Year 2	Traditional Tale Short Story	Explanation	Diary	Instructions	Short Story (retelling narrative)	Letter	Non Chronological Report	Instructions	Short Story (retelling narrative)	Shape Poetry-Senses/Vocab	Diary	Letter Transition
Themes	Reading: Archaic Language	Science: Food Chains	History: Diary of Samuel Pepys	History: How to Trick a Trick-Deceiving Dragon	Reading Spine	Reading Spine	Science: Animal Habitats	Geography	Reading Spine	Reading Spine	History	PSHCE
Year 3	Traditional Tale 3 rd Person Short Story	Explanation	Diary	Advanced Instructions	3 rd Person Adventure Story	Formal Letter Complaint	Advanced Non Chronological Report	Advanced Instructions	Short Story Myths and Legends	Emotive Poetry	Diary	Letter Transition
Themes	Reading: Archaic Language	Science: Rocks: How to find a fossil	History: Diary of a Stone Age boy	History: How to Tame a Woolly Mammoth	Reading Spine	Reading Spine	Science: Parts of a Flowering Plant	Geography	Reading Spine	Reading Spine	History	PSHCE
Year 4	Traditional Tale 3 rd Person Short Story	Explanation	Diary	Advanced Instructions	3 rd Person Adventure Story	Formal Letter Complaint	Advanced Non Chronological Report	Advanced Instructions	Short Story Myths and Legends	Emotive Poetry	Diary	Letter Transition
Themes	Reading: Archaic Language	Science	History: Diary of an Anglo-Saxon Soldier	History: How to Trick a Bear with	Reading Spine	Reading Spine	Science: Types of Teeth or The Digestive System	Geography	Reading Spine	Reading Spine	History	PSHCE
Year 5	Traditional Tale 3 rd Person Short Story Moral	Explanation	Diary	Advanced Instructions	1 st person Flashback Narrative	Letter Balanced Argument	Biography	Advanced Instructions	Extended 3 rd Person Adventure Story	Shakespeare Sonnets	Autobiography	Formal Letter of application Year 6 Job
Themes	Reading: Archaic Language	Science: How do we change into adults?	History: Diary of an Ancient Greek child	History: How to Trick Medusa	Reading Spine	Reading Spine	Science: Mae Jemison	Geography	Reading Spine	Reading Spine	History	PSHCE
Year 6	Traditional Tale 3 rd Person Short Story Moral	Explanation	Diary	Advanced Instructions	1 st person Flashback Narrative	Letter Balanced Argument	Biography	Advanced Instructions	Extended 3 rd Person Adventure Story	Shakespeare Sonnets	Autobiography	Formal Letter of application Big Day
Themes	Reading: Archaic Language	Science: The Journey of your Blood	History: Diary of a WW2 soldier	History: How to Escape from Danger (e.g. build a portal, action-ent)	Reading Spine	Reading Spine	Science	Geography	Reading Spine	Reading Spine	History	PSHCE

The Seven Phases of an 'Ambleside Authors in Training' Unit

Our programme provides a **coherent and clearly sequenced planning formula** which is quick and simple to create and can be applied to any unit or genre of writing in any year group. Across a Unit of Work, children are expected to be engaged in the following seven phases of learning so that they make progress:

- **Connect**
- **Explicit Vocabulary Instruction**
- **Rehearse and Immerse**
- **Deconstruct**
- **Attempt**
- **Refine**
- **Challenge**







We believe that all these phases are essential for children to be explicitly taught the skills required to be successful writers. It is our aim that by the end of a Writing unit, all children will be able to write a **coherent** piece of writing **at length** which has a **clear audience and purpose** in mind. We teach our children the necessary skills of **Transcription** (Spelling and Handwriting) and **Composition** (Articulation of

Ambleside Authors in Training Programme and Statement of Learning Outline
The Raleigh Learning Trust

Ideas and Structure in Speech and Writing), as well as the skills of **Planning, Editing and Reviewing**.

Oracy underpins the high standards that we have in our teaching of Writing. We ensure that our children are exposed to a wide and ambitious diet of vocabulary that they are expected to know, use and explore in both the **spoken** and **written** forms. We explicitly teach vocabulary through direct instruction and understand the importance of daily opportunities to develop pupils' personal lexicons.

See these seven phases in more detail below:

Phase	Icon	Teaching Sequence and Activities	Examples of Lessons and Work								
<p style="text-align: center;">Connect</p>		<ul style="list-style-type: none"> Recaps and opportunities to consolidate prior learning 	<p>Connect: Adjective or Verb?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Adjective</th> <th style="width: 50%;">Verb</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">deploy</td> <td style="text-align: center;">  <p>Can you write the word to the left into the correct column?</p> </td> </tr> </tbody> </table> <p>Connect: Have these dashes for parenthesis been used correctly?</p> <p>These scarlet heroes – which are flat and disk-shaped - travel through your veins.</p> <p style="text-align: right;">Correct <input type="checkbox"/> Incorrect <input type="checkbox"/></p> 	Adjective	Verb	deploy	 <p>Can you write the word to the left into the correct column?</p>				
Adjective	Verb										
deploy	 <p>Can you write the word to the left into the correct column?</p>										
<p style="text-align: center;">Explicit Vocabulary Instruction</p>		<ul style="list-style-type: none"> Explicit teaching of key Tier 2 and 3 'Sparkle Vocabulary' from the unit: definitions, synonyms and shades of meaning Opportunities for pupils to explore morphology and etymology of words, and make links between them 	<div style="border: 1px solid orange; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; margin: 0;">Sparkle Vocabulary</p> <ul style="list-style-type: none"> • London • flammable • raced • abruptly • scorching • relentless • eventually • survived • gunpowder • ashes • relief </div> <p>Key Vocabulary: Let's Match</p> <table style="width: 100%;"> <tbody> <tr> <td style="border: 1px solid gray; border-radius: 10px; padding: 5px;">abruptly</td> <td style="border: 1px solid gray; border-radius: 10px; padding: 5px;">the capital city of England</td> </tr> <tr> <td style="border: 1px solid gray; border-radius: 10px; padding: 5px;">raced</td> <td style="border: 1px solid gray; border-radius: 10px; padding: 5px;">suddenly and unexpectedly</td> </tr> <tr> <td style="border: 1px solid gray; border-radius: 10px; padding: 5px;">flammable</td> <td style="border: 1px solid gray; border-radius: 10px; padding: 5px;">easily set on fire</td> </tr> <tr> <td style="border: 1px solid gray; border-radius: 10px; padding: 5px;">London</td> <td style="border: 1px solid gray; border-radius: 10px; padding: 5px;">to move quickly, at full speed</td> </tr> </tbody> </table>	abruptly	the capital city of England	raced	suddenly and unexpectedly	flammable	easily set on fire	London	to move quickly, at full speed
abruptly	the capital city of England										
raced	suddenly and unexpectedly										
flammable	easily set on fire										
London	to move quickly, at full speed										

Ambleside Authors in Training Programme and Statement of Learning Outline

The Raleigh Learning Trust

Rehearse
and
Immerse



- Guided read of model texts as worked examples
- Oral rehearsal of model text with actions, with explicit teaching of intonation and expression
- Analysis of model texts for both SPaG features and authorial intent, with a focus on the effect of vocabulary
- 'A Page for a Purpose': in depth discussion of the purpose of the text, and how the author has ensured impact on the reader
- Story Mapping/Boarding and Picture Plotting
- Sequencing activities
- Explicit teaching of spellings, with opportunities for sentence dictation
- Daily spelling warm-ups, focussing on 'what is tricky' about the spelling of each

Write these common exception words neatly onto your whiteboard.

uncertainly happened
diary
unfamiliar
called rather above

Knowledge Note

Year 6: What are the features of a diary entry?

- 1st person perspective
- Use of simple past and past perfect tense
- Accurately punctuated dialogue to advance action and convey character
- Use of dashes to add additional information
- Figurative language (e.g. similes and metaphors) to develop characters and atmosphere
- Emotive and sensory language

Friday 27th February 2013

Dear Diary,

The week before **uncertainly** as they begin to write. I was **called** to school. All things **unfamiliar** by water while searching for a corner. Where are they and the other way?

As I came to my senses, my memories flash back to me - a **diary** of events I had never thought of.

The **diary** had been in the Police Station. Perhaps of papers had **called** the way out and the **diary** had been **unfamiliar** as it was **called**. The **diary** was just about to begin when the news started.

Monday 27th February 2013

Dear Diary,

The news began **uncertainly** as they begin to write. I was **called** to school. All things **unfamiliar** by water while searching for a corner. Where are they and the other way?

As I came to my senses, my memories flash back to me - a **diary** of events I had never thought of.

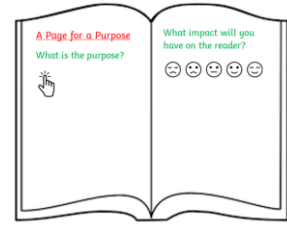
The **diary** had been in the Police Station. Perhaps of papers had **called** the way out and the **diary** had been **unfamiliar** as it was **called**. The **diary** was just about to begin when the news started.

Tuesday 27th November 2023

Diary - The Great Fire of London

Understanding the Purpose of the Text

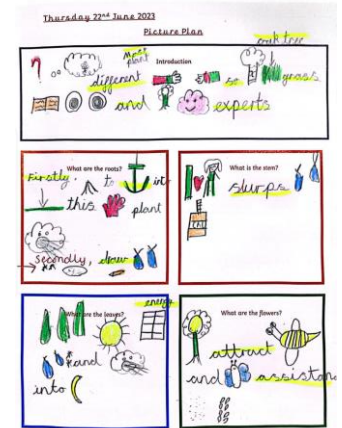
I can write effectively and coherently for different purposes.











Tuesday 20th June 2023

Treasure Hunt - Non-Chronological Report




Introduction	Would you like to learn about different plants?
Statement Sentence	Usually the roots help water to the plant into the ground and this stops the plant from dying.
Question Sentence	Did you know leaves are green because they have green-colored chloroplasts?
Subordinating conjunctions	Did you know leaves are green because they have green-colored chloroplasts?
Present tense verbs	Leaves absorb water and nutrients from the soil.
Organised subheadings	What is the stem? What are the flowers?
Precise, scientific vocabulary	energy process pollen



Ambleside Authors in Training Programme and Statement of Learning Outline
The Raleigh Learning Trust

<p style="text-align: center;">Deconstruct</p>		<ul style="list-style-type: none"> Spelling, Punctuation and Grammar skills explicitly taught in the context of the model text Simple Sentence Construction and further Dictation practise in KS1 	<p>Deconstruct: Tick the sentences to show which are using brackets correctly </p> <p>Our Turn</p> <p>The malevolent witch wrestled Hansel into (an old, rusted birdcage) and locked him in. Correct Incorrect <input type="checkbox"/> <input type="checkbox"/></p>  <p><small>Monday 7th October 2023</small></p> <div style="border: 1px solid green; padding: 5px;"> <p>Non-Chronological Report: Your Blood Superheroes Using Colons to Explain and Expand</p> <p>I can use colons <u>mostly</u> correctly in my writing. </p> </div> <p>Task 1: Tick the sentences below to show if they have used colons correctly or incorrectly.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Correct</th> <th style="text-align: center;">Incorrect</th> </tr> </thead> <tbody> <tr> <td>Well, look no further: the answers are here!</td> <td></td> <td></td> </tr> <tr> <td>The four components of your blood are WBC, RBC, Platelets and Plasma.</td> <td></td> <td></td> </tr> <tr> <td>Imagine RBC as a busy postman: carrying oxygen around your body in a tiny backpack.</td> <td></td> <td></td> </tr> <tr> <td>Meet the defenders of your body: White Blood Cells.</td> <td></td> <td></td> </tr> </tbody> </table> <p>Task 2: Edit the sentences below to include the colon in the correct place.</p> <ol style="list-style-type: none"> WBC act like soldiers they defend your body from illness. Next, we have platelets the tiny superhero sidekicks of your blood Platelets seal up injuries making scabs as a protective barrier. <p>Task 3: Rewrite the sentences below in your book and complete with a colon and another phrase.</p> <ol style="list-style-type: none"> Our final Superhero is Plasma. Plasma is like a busy motorway. We couldn't survive without these four important elements: 		Correct	Incorrect	Well, look no further: the answers are here!			The four components of your blood are WBC, RBC, Platelets and Plasma.			Imagine RBC as a busy postman: carrying oxygen around your body in a tiny backpack.			Meet the defenders of your body: White Blood Cells.		
	Correct	Incorrect																
Well, look no further: the answers are here!																		
The four components of your blood are WBC, RBC, Platelets and Plasma.																		
Imagine RBC as a busy postman: carrying oxygen around your body in a tiny backpack.																		
Meet the defenders of your body: White Blood Cells.																		
<p style="text-align: center;">Attempt</p>		<ul style="list-style-type: none"> Opportunities for shared, modelled writing of the original model text, to focus on and improve transcription skills Editing at sentence level, in the context of the model text, to explicitly teach the skills of self-correction (basic punctuation and common exception word spelling) 	<p>Attempt: Model Write - Part 2 </p> <div style="border: 1px solid gray; padding: 5px;"> <p>Sentence Starts</p> <p>Platelets: Meet up, where you meet up, if you.</p> <p>Plasma: Our blood, thick of it's job.</p> <p>Fracturing Text Did you know? Create here.</p> <p>Tricky Words gladden gladden throughout calla squaring differently through imagine soldiers being actually appear immediately</p> <p>Adjectives scarier wilder incredible remarkable busy rapid healthy strong life-giving</p> <p>Colours Note: use the defenders of your body: White Blood Cells or RBC.</p> <p>Comprehension not answer although on if when but and</p> <p>Let's model the first three sentences on flip paper</p> </div> <p><small>Activate W</small></p> <p>Tuesday 27th June 2023 </p> <p>Super Sentence Editing </p> <p><i>firstly the roots [redacted] the plant in the ground when it is windy.</i></p> <div style="border: 1px solid orange; padding: 5px;"> <p><i>Firstly, the roots anchor the plant in the ground when it is windy.</i></p> </div> <p><i>secondly, the roots draw up fresh-clean water and [redacted] from the soil.</i></p> <div style="border: 1px solid orange; padding: 5px;"> <p><i>Secondly, the roots draw up fresh, clean water and nutrients from the soil.</i></p> <p><i>@ nutrients x 2 nutrients nutrients</i></p> </div>															

Ambleside Authors in Training Programme and Statement of Learning Outline
The Raleigh Learning Trust

<p style="text-align: center; font-size: 24pt; font-weight: bold;">Refine</p>		<ul style="list-style-type: none"> • ‘Sprinkle some Sparkle’ Vocabulary Development lessons – whole class discussion to broaden and share vocabulary and ‘turn of phrase’ • Box it Up Planning: Opportunities for structured planning sessions to develop pupil ideas • Vocabulary and Feature planning sessions to help pupils prepare for final writes • Editing lessons, focussing on making additions and revisions to refine the writer’s impact on the reader • Drafting sessions • Assessed Writes • Sessions for Editing and Reviewing pupil work, supported by teachers 	<div style="border: 1px solid black; padding: 5px;"> <p style="font-size: 8pt; color: red;">Wednesday 18th October 2023</p> <p style="font-size: 8pt; color: red;">Vocabulary and Feature Planning</p> <div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid pink; padding: 5px; width: 50%;"> <p style="font-size: 8pt; text-align: center;">Introduction</p> <p style="font-size: 8pt; text-align: center;">Questions Clashes</p> </div> <div style="border: 1px solid orange; padding: 5px; width: 50%;"> <p style="font-size: 8pt; text-align: center;">Red Blood Cells</p> <p style="font-size: 8pt; text-align: center;">Metaphors Dashes</p> </div> <div style="border: 1px solid red; padding: 5px; width: 50%;"> <p style="font-size: 8pt; text-align: center;">White Blood Cells</p> <p style="font-size: 8pt; text-align: center;">Subordinate Clauses</p> </div> <div style="border: 1px solid blue; padding: 5px; width: 50%;"> <p style="font-size: 8pt; text-align: center;">Platelets</p> <p style="font-size: 8pt; text-align: center;">Subordinate Clauses</p> </div> <div style="border: 1px solid purple; padding: 5px; width: 50%;"> <p style="font-size: 8pt; text-align: center;">Plasma</p> <p style="font-size: 8pt; text-align: center;">Similes Dashes</p> </div> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="font-weight: bold; color: red;">Refine: Sprinkle some Sparkle - My Turn</p> <p style="font-size: 8pt;">We are learning how to edit and improve our sentences by sprinkling some sparkle!</p> <p style="font-size: 8pt;">First, we are going to highlight in green the parts of each sentence that we can improve and revise.</p> <p style="font-size: 8pt;">Then, we are going to collect alternative options for our sparkle on flip paper so we can all sparkle in our own, different and unique ways!</p> <p style="font-size: 8pt;">Then, we are going to rewrite the sentence again with a sprinkle of sparkle! We can then highlight the new sparkly part of our sentence in gold!</p> <p style="font-size: 8pt; font-weight: bold;">Let's give it a go! Who is ready to sparkle?</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="font-weight: bold; color: red;">Challenge: Using your Sparkle Journal</p> <div style="border: 1px solid gray; padding: 5px; width: 80%; margin: 0 auto;"> <p style="font-size: 8pt; color: red;">Date: 16.10.23</p> <ul style="list-style-type: none"> - uncover (to find out) - remarkable (striking, worth of attention) - pondered (wondered) </div> </div>
<p style="text-align: center; font-size: 24pt; font-weight: bold;">Challenge</p>		<ul style="list-style-type: none"> • Daily challenges, linked to prior learning to consolidate previously taught skills and challenge pupils to apply them in varied contexts 	<div style="border: 1px solid black; padding: 5px;"> <p style="font-size: 8pt; text-align: center;">Can you match the information to the correct, relevant subheading?</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="font-size: 8pt;">What are the roots?</p> <p style="font-size: 8pt;">What is the stem?</p> <p style="font-size: 8pt;">What are the leaves?</p> <p style="font-size: 8pt;">What is the flower?</p> </div> <div style="width: 50%;"> <p style="font-size: 8pt; border: 1px solid blue; padding: 2px;">The leaves use the sun's energy to turn water and air into plant food.</p> <p style="font-size: 8pt; border: 1px solid blue; padding: 2px;">The roots draw up water and nutrients from the soil.</p> <p style="font-size: 8pt; border: 1px solid blue; padding: 2px;">Brightly coloured flowers attract animals like bees and butterflies.</p> <p style="font-size: 8pt; border: 1px solid blue; padding: 2px;">The stem slurps up water to the top of the plant like a straw in a milkshake.</p> </div> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="font-size: 8pt; text-align: center;">Can you identify if dashes have been used correctly in the sentence below?</p> <p style="font-size: 12pt;">White blood cells also known as - RBC - help to defend your body against illness.</p> <div style="display: flex; justify-content: flex-end; align-items: center; gap: 10px;"> <p style="font-size: 8pt;">Correct</p> <input type="checkbox"/> <p style="font-size: 8pt;">Incorrect</p> <input type="checkbox"/> </div>  </div>

Ambleside Authors in Training Programme and Statement of Learning Outline
The Raleigh Learning Trust

Unit Map and Planning Formula

Our **simple and concise** Unit Map supports staff to have a clear overview of the teaching sequence in Writing. When planning a unit of work, staff at Ambleside complete Unit Maps to **plan out the learning journey** that pupils will embark on before producing a final piece. Staff include *Connect* and *Challenge* sections in each lesson, to recap on prior learning, before moving onto *Rehearse*, *Deconstruct*, *Attempt* and *Refine* in turn. Units roughly last around 15 sessions, however this is fluid and depends on the pupils and genre. We believe that pupils need **repetition**, regular opportunities to **consolidate skills** in different contexts and a **clear, coherent teaching sequence** to effectively write at length. This approach is tried and tested with strong impact at Ambleside.

See an Example Unit Map from a Y2 Unit below:

Ambleside's Authors in Training Programme

Unit Map

Year 2 ARE – Non-Chronological Report about Parts of a Plant

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Rehearse	Connect: Simple sentence editing Rehearse: Learn Text with Actions, Sequence and Spot Features	Connect: Match features of text with examples Rehearse: Treasure Hunt using Knowledge notes	Connect: Match features of text with examples Rehearse: Organising Information under Relevant Subheadings	Connect: Match subheading with statement Rehearse: Picture Plan	Connect: Match Subheading with statement Deconstruct: Sorting Questions and Statements
Week 2 Deconstruct and Attempt	Connect: Sort Questions and Statements Deconstruct: Using Subordinating Conjunctions	Connect: Extending with subordinating conjunctions Deconstruct: Sorting Present and Past tense verbs	Connect: Sorting Present and Past tense verbs Deconstruct: Using commas in a list	Connect: Using Commas in a List Attempt: Sentence Editing (for SPaG)	Connect: Sorting Questions and Statements Attempt: Model Write as is
Week 3 Attempt and Refine	Connect: Sentence Editing for SPaG Attempt: Model Write as is	Connect: Using Commas in a List Refine: Sprinkle some Sparkle	Connect: Extending with subordinating conjunctions Refine: Sprinkle some Sparkle	Connect: Using Commas in a List Refine: Assessed Write of Final piece + afternoon group editing	Connect: Sparkle Up-levelling Refine: Assessed Write of Final piece + afternoon group editing

High Quality Model Texts as a Worked Example

Our Ambleside teachers are authors of the model texts we use to hook the children into every Writing unit. They provide a **worked example** at the start of each unit, which is an **attainable model** for their pupils and shows what could be achieved. Pupils are explicitly taught the features and purpose of the text, to improve their understanding of genre and authorial intent. **Tier 2 and 3 Vocabulary** are incorporated, highlighted in blue, to broaden pupils' lexicon, along with the year

Ambleside Authors in Training Programme and Statement of Learning Outline
The Raleigh Learning Trust

group's **Common Exception Words** or **Statutory Spellings** in yellow. As well as this, elements of age-related punctuation and grammar are woven throughout to explicitly teach grammar and spelling within relevant and specific context. Staff at Ambleside enjoy writing these model texts and this really shines through in the quality of these Worked Examples – texts are engaging, exciting and inspire our pupil to write their own.

A Worked Example Age Related and Adapted

Year 2 ARE

Year 2 Adapted

ARE model text

What are the Parts of a Plant?

Would you like to learn about the different parts of a **plant**? **Most** plants share the same parts so a tall, towering oak tree is not too different from the **grass** that grows beneath it! Let's read on to **find** out more and become plant experts!



What are the roots?

Firstly, the roots help to **anchor** the plant into the ground and this stops the plant from blowing away in the strong winds. Secondly, the roots draw up **water** and **nutrients** from the soil.

What is the stem?

The stem supports the plant to stand up straight. It also slurps up water from the roots to the top of the plant like a straw in a milkshake!

What are the leaves?

The leaves use the sun's **energy** to turn water and air into food for the **whole** plant. Did you know leaves are green **because** this **process** uses green-coloured **chemicals**?

What are the flowers?

Flowers are brightly coloured to **attract** animals like bees and butterflies. Flowers need the **assistance** of animal helpers to spread **pollen** and create new seeds.

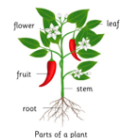


Now you are a plant expert! Next time you are out and about, see if you can spot all these parts of plants yourself!

Written by Miss Townsend

Parts of a Plant

Do you know the parts **of a plant**? Let's **find** out now!



What are the roots?

The roots **anchor** the plant in the ground and draw up **water** from the soil.

What is the stem?

The stem helps **the** plant to stand up. It slurps up **water** too!

What are the leaves?

The leaves turn the sun's **energy** into plant food.

What are the flowers?

Flowers **attract** bees to **them**. Flowers need insects to help them make new seeds.

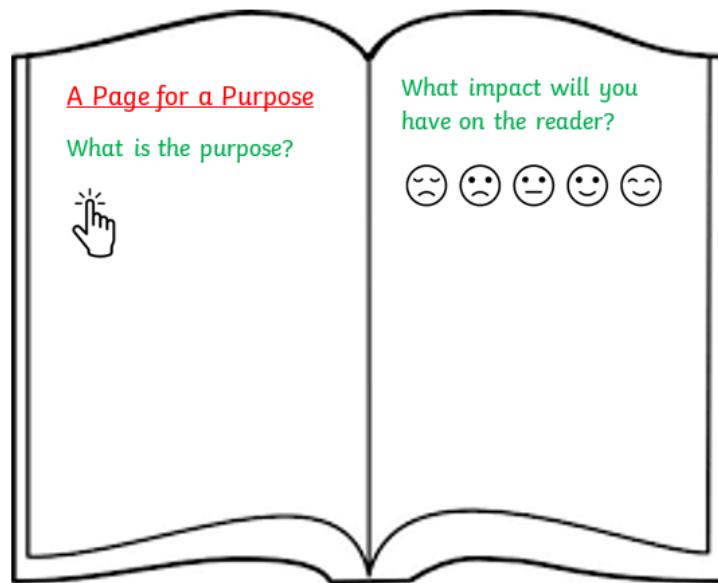


Written by Miss Townsend

A Page for a Purpose

During the *Rehearse* stage of our Programme, our pupils use 'A Page for a Purpose' at the beginning of each writing unit to draw attention to **authorial intent** and **purpose for writing**. Pupils are explicitly taught to identify the purpose for writing in each model text analysed, and to understand the **impact** intended on the reader. Pupils complete their 'Page for a Purpose' and then can refer back to throughout the unit. Students are guided through an in-depth analysis of the model text, looking at vocabulary with a zoomed-in lens to understand the purpose of the words chosen by the author, and the intended impact on the reader.

Ambleside Authors in Training Programme and Statement of Learning Outline
The Raleigh Learning Trust



Wider Reading

At Ambleside, we understand that when pupils read widely, they have broader and richer lexicons and a developed sense of authorial intent. During the course of the unit, pupils are exposed to short extracts of other worked examples of text that align with the purpose of the model. Pupils are taught to 'magpie' vocabulary that they feel will have impact in their own writing, and understand how other authors use punctuation, sentence length and word choice to build a particular feeling or mood.

Sparkle Journals

Our pupils are encouraged to collect key vocabulary and definitions or synonyms in their individual '**Sparkle Journals**'. Journals are kept on pupils' tables for children to add to during class 'Sprinkle some Sparkle' lessons and independently throughout the school day, for example – in Reading lessons. These journals can then be used to add to, magpie from and allow high level of independence from the children, in terms of broadening and enriching their lexicons.

Knowledge Notes

Knowledge Notes are intrinsic to the success of our pupils knowing the grammar features of each text type. They support our pupils to understand how to write effectively by selecting different authorial features and grammatical forms. Pupils study these in depths at the beginning of each unit and refer to them throughout.


Ambleside Authors in Training Programme and Statement of Learning Outline The Raleigh Learning Trust


Knowledge Notes include Dual Coding Icons, to support retention and retrieval. Knowledge Notes are adapted for our Priority 20% of pupils, where needed.


See exemplar below:


ARE


Year 2: What are the features of a non-chronological report?


- Introduction with reference to format** 


Include information that explains to the reader what or who the report is about and a summary of the things it will cover, e.g. *They may look different, but did you know that most plants are comprised of the same basic parts?*
- Statement sentence** 

A statement sentence tells you something. It starts with a capital letter and ends with a full stop, e.g. *These are the foodproduction areas of the plant.*
- Question sentence** 

A question sentence is a sentence that asks you something. It always ends with a question mark, e.g. *Can you explain why?*
- Subordinating conjunction** 

A word used to connect a clause which adds extra information of lesser importance to the main clause, e.g. *The leaves are usually green because this process uses green-coloured chemicals.*
- Present tense** 

For something that is happening now or generally happens frequently or regularly, e.g. *First, they anchor the plant.*
- Organise my writing** 

Presenting key information in a way that is easy for the reader to understand, e.g. using headings and sub-headings.
- Precise selection of vocabulary** 

To explain an idea, e.g. nutrients, energy.

Adapted Version


Year 2: What are the features of a non-chronological report?

- Statement (full stop) sentence** 
- Question sentence** 
- Present tense** 
- Organise my writing** 
- Precise selection of vocabulary** 

Assessed Writing and ARE Grids

Each year group has carefully constructed, incremental ARE Grids for Year groups 1-6. These have been taken from that National Curriculum expectations and have been cross referenced to the statutory exemplification for Years 2 and 6. End of unit pieces are assessed by staff using the ARE grids to inform next steps. Year group teams have termly allocated time to moderate their judgements and ensure consistency and accuracy of assessments.

Year 3 Exemplar ARE Grid

Year 3 Writing Assessment	Age Related Expectations Statements		Year 3 Writing Assessment	Age Related Expectations Statements																																																											
Child: _____			Child: _____																																																												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">I can use the first letters of a word to check spelling in a dictionary.</td> <td style="width: 30%;"></td> </tr> <tr> <td style="text-align: center;">Genre</td> <td></td> </tr> <tr> <td style="text-align: center;">Date Achieved</td> <td></td> </tr> <tr> <td style="background-color: #e0e0e0;">3S</td> <td></td> </tr> <tr> <td>I can use the forms <i>a, an</i> according to whether the next word begins with a consonant or a vowel.</td> <td></td> </tr> <tr> <td>I can use past and present tense correctly in many pieces of writing.</td> <td></td> </tr> <tr> <td>I can identify subordinate clauses and sometimes use them correctly in my writing.</td> <td></td> </tr> <tr> <td>I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined.</td> <td></td> </tr> <tr> <td>I can develop characters and describe settings, feelings and emotions.</td> <td></td> </tr> <tr> <td>I can make writing lively and interesting, varying sentence length and using a range of punctuation for effect.</td> <td></td> </tr> <tr> <td style="background-color: #e0e0e0;">3S+</td> <td></td> </tr> <tr> <td>I can link ideas and events, using strategies to create flow (e.g. last time, also, after, then, soon, at last, and another thing).</td> <td></td> </tr> <tr> <td>I can evaluate and edit grammar and vocabulary to improve my work.</td> <td></td> </tr> <tr> <td>I can evaluate and edit my own writing and suggest improvements.</td> <td></td> </tr> </table>	I can use the first letters of a word to check spelling in a dictionary.		Genre		Date Achieved		3S		I can use the forms <i>a, an</i> according to whether the next word begins with a consonant or a vowel.		I can use past and present tense correctly in many pieces of writing.		I can identify subordinate clauses and sometimes use them correctly in my writing.		I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined.		I can develop characters and describe settings, feelings and emotions.		I can make writing lively and interesting, varying sentence length and using a range of punctuation for effect.		3S+		I can link ideas and events, using strategies to create flow (e.g. last time, also, after, then, soon, at last, and another thing).		I can evaluate and edit grammar and vocabulary to improve my work.		I can evaluate and edit my own writing and suggest improvements.				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"></td> <td style="width: 30%; text-align: center;">Date Achieved</td> </tr> <tr> <td style="background-color: #e0e0e0;">3D</td> <td></td> </tr> <tr> <td>I can use a range of prefixes correctly in my work (super-, anti-, auto-).</td> <td></td> </tr> <tr> <td>I can use some suffixes correctly in my work (ly, -ness).</td> <td></td> </tr> <tr> <td>I can spell many of the year 3 and 4 common exception words correctly.</td> <td></td> </tr> <tr> <td>I can experiment with a wide range of punctuation, although use may not be accurate (e.g. commas, brackets, ellipsis, dashes).</td> <td></td> </tr> <tr> <td>I can use prepositions, conjunctions and adverbs to express time and cause (e.g. before, after, during, so, because, if).</td> <td></td> </tr> <tr> <td>I can arrange my writing after reading referring what I want to say.</td> <td></td> </tr> <tr> <td>I can produce work which is organised, imaginative and has a clear structure.</td> <td></td> </tr> <tr> <td style="background-color: #e0e0e0;">3D+</td> <td></td> </tr> <tr> <td>I can spell common homophones and use them correctly (e.g. quiet and quite, was and with).</td> <td></td> </tr> <tr> <td>I can sometimes punctuate direct speech correctly using inverted commas.</td> <td></td> </tr> <tr> <td>I can group ideas into paragraphs accurately around a theme.</td> <td></td> </tr> <tr> <td>I can proof read for spelling and punctuation errors.</td> <td></td> </tr> <tr> <td>I can develop and extend ideas logically in sequenced sentences.</td> <td></td> </tr> </table>		Date Achieved	3D		I can use a range of prefixes correctly in my work (super-, anti-, auto-).		I can use some suffixes correctly in my work (ly, -ness).		I can spell many of the year 3 and 4 common exception words correctly.		I can experiment with a wide range of punctuation, although use may not be accurate (e.g. commas, brackets, ellipsis, dashes).		I can use prepositions, conjunctions and adverbs to express time and cause (e.g. before, after, during, so, because, if).		I can arrange my writing after reading referring what I want to say.		I can produce work which is organised, imaginative and has a clear structure.		3D+		I can spell common homophones and use them correctly (e.g. quiet and quite, was and with).		I can sometimes punctuate direct speech correctly using inverted commas.		I can group ideas into paragraphs accurately around a theme.		I can proof read for spelling and punctuation errors.		I can develop and extend ideas logically in sequenced sentences.			
I can use the first letters of a word to check spelling in a dictionary.																																																															
Genre																																																															
Date Achieved																																																															
3S																																																															
I can use the forms <i>a, an</i> according to whether the next word begins with a consonant or a vowel.																																																															
I can use past and present tense correctly in many pieces of writing.																																																															
I can identify subordinate clauses and sometimes use them correctly in my writing.																																																															
I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined.																																																															
I can develop characters and describe settings, feelings and emotions.																																																															
I can make writing lively and interesting, varying sentence length and using a range of punctuation for effect.																																																															
3S+																																																															
I can link ideas and events, using strategies to create flow (e.g. last time, also, after, then, soon, at last, and another thing).																																																															
I can evaluate and edit grammar and vocabulary to improve my work.																																																															
I can evaluate and edit my own writing and suggest improvements.																																																															
	Date Achieved																																																														
3D																																																															
I can use a range of prefixes correctly in my work (super-, anti-, auto-).																																																															
I can use some suffixes correctly in my work (ly, -ness).																																																															
I can spell many of the year 3 and 4 common exception words correctly.																																																															
I can experiment with a wide range of punctuation, although use may not be accurate (e.g. commas, brackets, ellipsis, dashes).																																																															
I can use prepositions, conjunctions and adverbs to express time and cause (e.g. before, after, during, so, because, if).																																																															
I can arrange my writing after reading referring what I want to say.																																																															
I can produce work which is organised, imaginative and has a clear structure.																																																															
3D+																																																															
I can spell common homophones and use them correctly (e.g. quiet and quite, was and with).																																																															
I can sometimes punctuate direct speech correctly using inverted commas.																																																															
I can group ideas into paragraphs accurately around a theme.																																																															
I can proof read for spelling and punctuation errors.																																																															
I can develop and extend ideas logically in sequenced sentences.																																																															

Moderation

We pride ourselves in the accuracy of assessment at Ambleside. We prioritise moderation within and between year groups to ensure that children's writing is accurately assessed. We have local authority moderators working within our school

Ambleside Authors in Training Programme and Statement of Learning Outline
The Raleigh Learning Trust

staffing and this ensures that we keep up-to-date with current training and that we remain accurate and consistent. We are encouraged to externally moderate with other schools. Across school, staff attend moderation events run by the local authority.

Handwriting Statement of Learning

Fluent and legible handwriting is of key importance to the staff and pupils at Ambleside. Our children are proud when they produce beautifully presented writing of a high standard. Its success is due to daily practise and explicit instruction and careful feedback that children receive to improve. (See Ambleside Handwriting Scheme).

'Handwriters in Training' Intervention

Our Writing Programme's intervention – 'Handwriters in Training' – supports pupils handwriting, spelling and basic punctuation skills so they become transcriptionally fluent. Staff delivering interventions are supported with coaching from expert leaders, with proven success. Interventions are most often delivered as a 1:1 during the school day, however they are sometimes delivered as a before- or after-school tuition group with no more than 3 pupils to 1 adult. We know that when our pupils are transcriptionally fluent, and 'handwriting is a habit', they can begin to enjoy the creativity of composition.

Priority 20% Pupils and Adapted Curriculum

The 'Ambleside Authors In Training Programme' offers an adapted curriculum for all of our pupils who need it. Model texts are specifically written to met the learning needs of all groups, focussing on the specific skills pupils need to work on. Where pupils are not transcriptionally fluent, the sequence of a Writing unit is underpinned by explicit teaching of spelling (including Phonics), basic punctuation and handwriting (letter formation).

Learning Walls

Learning Walls and displays within classrooms scaffold pupils' learning and celebrate their success in Writing. Each classroom displays the seven stages of learning so that pupils can identify and articulate their personal learning journey in Writing. Pupils' work is celebrated and displayed with pride and key vocabulary is

Ambleside Authors in Training Programme and Statement of Learning Outline
The Raleigh Learning Trust

displayed prominently to support spelling. Teachers refer to the learning walls throughout the lesson sequence to promote pupils' independent use of their environment.

Resourcing in Books

Staff at Ambleside have high expectations of pupils' presentation in their books. The learning journey is clear, identified through the use of title strips and colour coding where work is adapted. We know that when resourcing is familiar and clear, pupils can focus on the content of learning rather than processing what they need to do. Pupils take pride in their books and beautiful work is celebrated through Writing rewards, handwriting pens, school displays and positive praise.