

English at Abbey

1. To ensure there is a consistent handwriting scheme across the school that is accessed by staff and children across the week; improving handwriting standards.
2. To include grammar lessons within a cycle that are relevant to the piece of writing and year group.
3. To build in opportunities for oracy/speaking and listening within a unit of work
4. To plan for a poetry unit that encompasses the correct grammatical features for each year group
5. To explicitly teach new vocabulary within a unit of work
6. To ensure that pupil premium and disadvantage boys make progress with their writing.
7. Increase opportunities for Greater Depth Writing in year 6.
8. To incorporate reading objectives into a cycle of writing.
9. To introduce diverse texts within the Novel Led approach

English at Abbey

Handwriting



ABBEY MEAD
PRIMARY ACADEMY

Handwriting

Aims

- For all children to be able to write clearly and legibly and use their handwriting as an aid for spelling
- For all children to write fluently and at an acceptable speed
- For all work to be presented neatly and for pupils to have a positive attitude to handwriting
- For all children to feel proud of the presentation of their writing
- To enable children to develop their own joined handwriting style
- To teach the correct letter formation, modelling effective examples of handwriting at all times

Handwriting

Handwriting practice takes place up to four times a week discretely, reinforcing specific joins. The teacher will model the joins being taught to the whole class and may provide extra support for individuals as appropriate.

In order to help each child develop a fluent, legible style, children are taught to:

- Hold a pencil comfortably; promoting a legible style that reinforces writing from left to right, from the top to the bottom of the page and with a regularity of spacing between letters and words
- Develop a consistent size and shape for each letter
- Join letters correctly, developing greater control and consistency as they progress
- Consider their pencil grip and the amount of pressure that is transferred to the page
- Consider their body posture – their chair should be tucked in, their body should be aligned with the table, they should be sat up straight and have both feet on the floor
- Ensure that they are in a comfortable position, considering whether they are left, or right handed
- To use line guides to help improve their presentation when writing in their books, or on paper

Technical vocabulary used and taught: Capital letters, ascenders, descenders, ligatures, cursive, flourish, exit stroke, mid-line, diagonal, horizontal, vertical,

Year 1 – Week 1

Day 1

c c c c cc cc cc cc ccc ccc ccc ccc

a a a a aa aa aa aa aaa aaa aaa aaa

Day 2

d d d d dd dd dd dd ddd ddd ddd ddd

g g g g gg gg gg gg ggg ggg ggg ggg

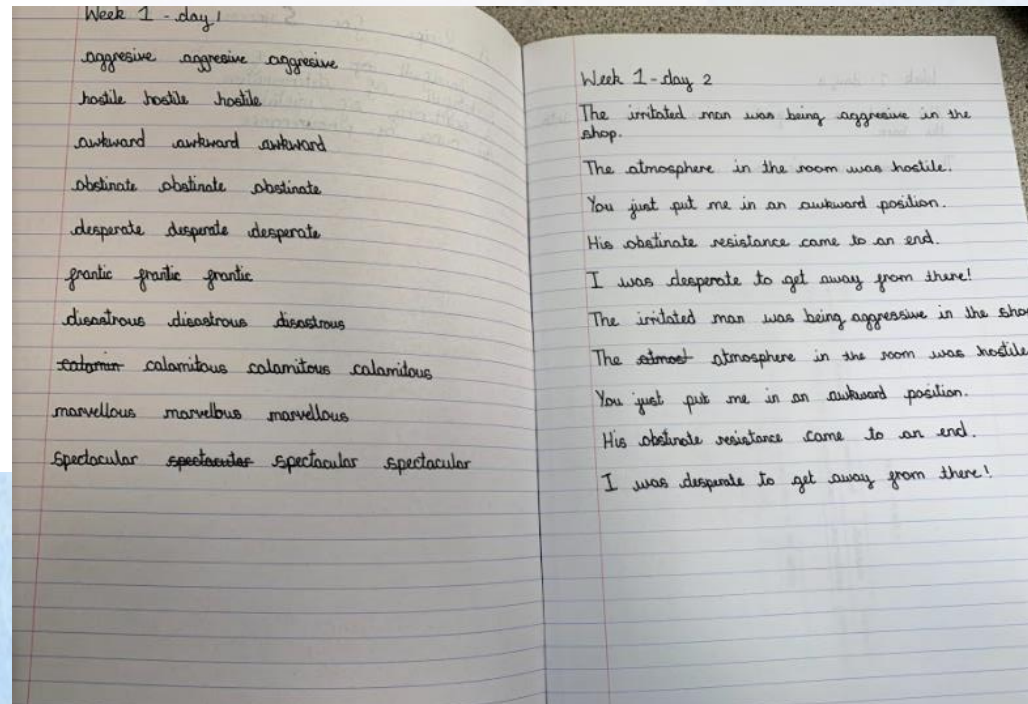
Day 3

off	if
puff	sniff

Day 4

miss	hiss
less	yes

Outcomes:



English at Abbey

Handwriting

How to make garlic bread

11.05.21: Assessment Writing: We are learning to write a set of instructions.

CL	time connectives	bossy verbs	conjunctions

You will need:

- bread
- butter
- herbs ✓
- garlic


What to do -

First, we took some bread and slice it into pieces so we all get one slice.

Next, we chopped the garlic in smaller pieces so it is good to eat.

Then, we mixed the butter and garlic so it makes more flavor.

Now, we spread the butter on the dry, crunchy bread.



Outcomes:

Year 1 writing outcomes.

English at Abbey

↳ Ruby Thandi Retweeted



Mrs Umerji @MissUmerji · Nov 24, 2020

...

Our time reading The Explorer has come to an end in Year 6. For our final piece, we have researched, collected vocabulary, understood semi-colons and parenthesis and finally written our own information leaflet on Sloths. Look at the final product 🥰 #edutwitter #creativity

A clear sequencing of lessons that build to a final outcome



English at Abbey

Oracy and vocabulary teaching

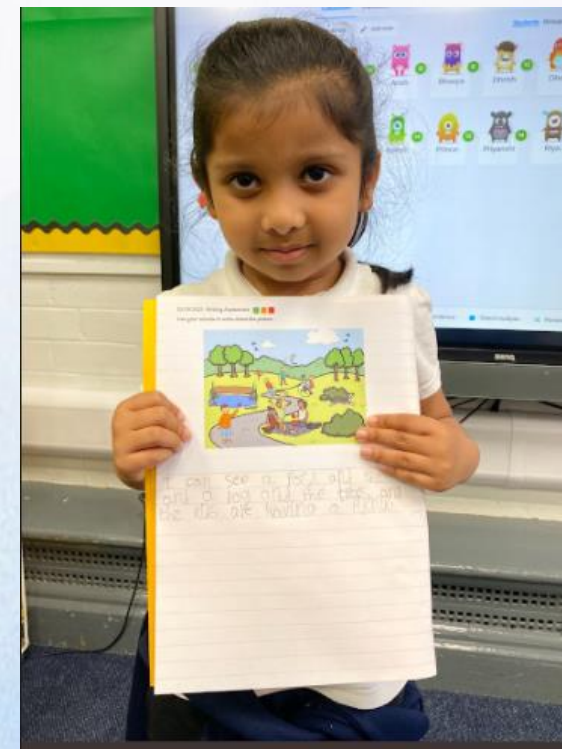


Curious, Tristan was. He examined cloudless skies and and lonely beaches. No one loved him.

As he grew older, he started to rummage through garbage dumps. Tristan wondered about the history of weird and wonderful objects. This was until he discovered a box. Millions of thoughts and questions infiltrated his mind.

A waft of entombed air overwhelmed his senses, as he carefully opened the indecipherable box. It was full of magnifying objects. His eyes glared to the corner of the box. It was an eye. A toy.

He placed his twitching eye against the eyepiece. Negativity struck. Lightning flashed.



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Poetry

A clear poetry unit plan with various opportunities considered:

1. NC objectives for year groups
2. Oracy and speaking and listening opportunities.

Poetry - Narrative, Sonnet, or poetry			
Year 6	<ul style="list-style-type: none">Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes.Explain the impact of figurative and expressive language, including metaphor.Comment on poems' structures and how these influence meaning.Revise different types covered, in addition, Shakespearean sonnet.	<ul style="list-style-type: none">Vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form.Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT.Learn a wide range of poetry by heart.	<ul style="list-style-type: none">Use language imaginatively to create surreal, surprising, amusing and inventive poetry.Use simple metaphors and personification to create poems based on real or imagined experience.Select pattern or form to match meaning and own voice.

Week 1 (3 lessons a week)

Day 1 (reading objective lesson)

- Make inferences, predictions and wonderances using clues from the text/front cover/ back cover.

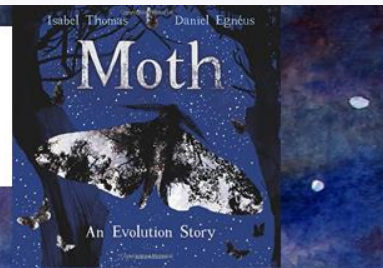
Day 2 (speaking and listening/discussion)

- Read the text and discuss and analyse how the book is one large poem. Analyse the language, choose different children to read out loud – comment on the structure and how it influences the meaning.

Day 3 (vocabulary collection)

- Introduce a range of new precise nouns/verbs, language that creates an image/ similes and metaphors. Children to analyse text and find own examples as well as come up with their own that will then be used in their version of the poem.

Poetry unit plan- 3 weeks
Text- Moth (an evolution story)



Week 2 (3 lessons a week)

Day 4 (performing and analysing a poem for imagery)

- Intro chn to teacher model of poem (perform and get feedback on performance), talk about language for imagery and how we can spot this. Perform poem to children and ask them to note down words that created an image in their minds. Act: Children to create images around words.

Day 5 (What is a metaphor? What is personification (Grammar focus))

- Using a variety of other poems, introduce chn to metaphors and personification.

English at Abbey

Poetry

Oracy/speaking and listening opportunities.



Abbey Mead Primary Academy Retweeted

Miss Patel @MissPatel_AMPA · Jun 14

Today in English, we have been busy writing rhyming couplets in preparation for our poetry writing. Listen to some of our wonderful ideas! My favourite is the 'shark trying to bark, a teacher trying to mark' 🤖🌊☀️

🐦 @AbbeyMead_TMET #edutwitter #writing #poetry



Abbey Mead Primary Academy @AbbeyMead_TMET · Apr 13

*** Year 3 have been looking at poems this week and discussing what they think of various poems. They then performed some. Have a look at KN and NB's performance in 3SS. Well done boys. 🙌😊🎬



English at Abbey

Poetry

Oracy/speaking and listening opportunities.



Miss Patel @MissPatel_AMPA · Jun 17

2SP have been [#workinghard](#) and using [#teamwork](#) to learn our poem based novel called 'The adventures of the owl and the pussycat' by Carol Rumble. After 5 takes of recording this and some very tired children we finally got there. How amazing is this! [@AbbeyMead_TMET](#) [#oracy](#)

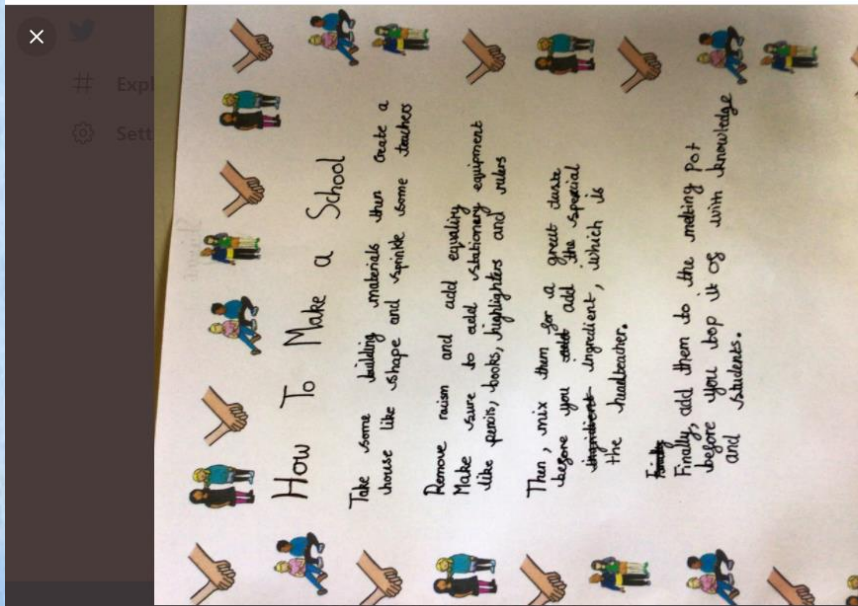


English at Abbey

Poetry

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twitter.com/AbbeyMead_TMET/status/1383006492253691908/photo/1



How To Make a School

Take some building materials then create a house like shape and sprinkle some windows

Remove ruin and add eyeing equipment like pins, books, highlighters and rulers

Then, mix them for a great taste before you add the special ingredients - ingredients, which is the headteacher.

Finally, add them to the making pot before you stop it of with knowledge and students.

Abbey Mead Primary Academy
@AbbeyMead_TMET

In PSHE, 5HF wrote poems about the school, inspired by the Benjamin Zephaniah's poem, The British. Here are the examples by F&S and V&S


11:36 AM · Apr 16, 2021 · Twitter for iPad

6 Likes

My favourite thing is a majestic pebble.
I found it under some trees
It's heavy but it never
Floats away in the breeze.

It cooks some fish everyday
And also pizza everyday
It's very delicious
But in the same way.

It does all my homework
It also helps me draw
It colours my pictures
Without making me roar



Strong poetry outcomes across different year groups after planning and teaching was implemented.

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Outcomes after grammar teaching within a cycle

George gazed up at the Dragon Machine, excitedly. Not slowly he pulled a lever to release a ladder and the ladder crashed to the concrete floor. Crash! Next he clambered up the wobble ladder. then he leapt into the dragon machine then he plopped into his seat.

The dragon machine began to rumble and vibrate. As the vibrating got stronger George began to jiggle in his seat. Suddenly the dragon machine started to move spelly then it start to move faster then it wooshed into night sky.



Miss Cogan

@MissCogan_AMPA

Excited to share some more of 2MCs fabulous writing about our dragon machine journey this week using powerful verbs and amazing vocabulary.

#year2 #thedragonmachine
@AbbeyMead_TMET

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Outcomes after grammar teaching within a cycle

Abbey Mead Primary Academy

twitter.com/MsSurani/status/1397945880179789824/photo/2

16.5.2021: We are learning to retell the story.

Ten days ago sunflower seed dried
far across the sandy land.
OH my gosh! One small seed got
bumped by the hot sun. One seed
landed on the big cold icy snowy grassy
and it grew on the mountain!
After that one big seed drops in the
dark blue cold sea will it be ok?
One seed landed in the hot dry
sandy desert. will it grow in the
desert? no go.
A beautiful bird spot a little
brown seed and she started
singing on it but the time seed
was very very still.
Deep in the ground there was a mole
it is so hungry.
It ate some seeds but not the
tiny seed because it was so
still.

Ms Surani_AMPA
@MsSurani

#EricCarle was our inspiration
for our retell this week... RIP
🙏 #EarlyWriters #Phonics
#YearOne #TMET
@AbbeyMead_TMET

5:00 PM · May 27, 2021 · Twitter for iPhone

1 Retweet 5 Likes

Miss Patel @MissP... · May 27
Replying to @MsSurani and
@AbbeyMead_TMET
This is incredible 1MS! Such
beautiful outcomes! ❤️

Use of phonics to
build up to a piece of
writing.

Including reading objectives within a writing cycle

Abbey Mead Primary Academy Retweeted



Miss Ingham @MissFIngham · Jun 17

We have been making predictions this week which have enabled us to write an alternative middle to the story 'When Titus took the train' 🐞🖋️ Huge well done to Rayna, Mansi, Anmol and Jai for their writing!

@AbbeyMead_TMET

