



Our P.U.R.P.L.E. Curriculum Intent, Implementation and Impact Model

P.U.R.P.L.E. is an acronym that stands for the qualities that we believe all children need to possess to be successful in life. It doesn't just involve implementing a series of learning experiences, but is a complete values set that encompasses everything that we do. It shapes every minute, of every day, for every child in every class at the school. Our aim is that every single child leaves our school, equipped with a toolbox packed full of knowledge, skills and experiences that enables them to confidently shout: 'I AM P.U.R.P.L.E.' ...and that they keep shouting it for the rest of their lives! Our Curriculum Intent, Implementation, and Impact Model for 2021-2022 describes how we plan to achieve that. Staff, children, and governors at Littleton Green Community School have all contributed to this document.

	<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
	<u>What do we want our children to say?</u>	<u>What will we focus on in 2021-2022?</u>	<u>What will success look like in all subjects?</u>
PROUD	'I am Proud. I am proud of the quality of my learning and the effort that I have put into producing it.'	Ensuring that learning and effort is of the highest order and that this is being celebrated in all subjects.	All children are able to showcase their best learning in pupil interviews, work scrutinies, displays and on dojo.
UNIQUE	'I am Unique. I am an individual who offers many talents. Everybody is good at something.'	Ensuring that all children are supported accordingly by all staff in all subjects.	Every teacher and LSA knows who their SEND and gifted and talented children, and this can be found in their Record Keeping Folder. Children receive the appropriate level of support from adults. This includes the suitable use of targeted questioning, scaffolding of tasks, deployment of adults in the classroom and where necessary additional small group/ one to one interventions. This is visible in work scrutinies, pupil interviews, chequebook walks, provision maps, iep's and planning.
REFLECTIVE	'I am Reflective. I learn from my mistakes and get better at things as a result.'	Ensuring children know how to reflect on their own learning in all subjects.	Children are able to reflect on their learning, demonstrating what has worked well and how they can improve further in work scrutinies, pupil interviews and/ or chequebook walks.
POSITIVE	'I am Positive. I always try my hardest. If at first I don't succeed, I try, try, and try again.'	Ensuring that children use resources appropriately in all subjects.	Children can demonstrate in work scrutinies, pupil interviews and/ or chequebook walks how they use a range of concrete and pictorial resources to become 'unstuck' in all subjects.
LOVING	'I am Loving. I respect and love the world that I live in. I respect and love other people. I respect and love myself.'	Ensuring that children are taught how to work collaboratively with one another in all subjects.	Children can demonstrate in work scrutinies, pupil interviews and/ or chequebook walks how they are able to work effectively with others during partner and group work.
EMPOWERED	'I am Empowered. I can overcome any challenge that comes my way because I own a toolkit packed full of skills and knowledge that I will use for the rest of my life.'	Ensuring that children can retrieve previously taught information in all subjects.	Children can demonstrate in work scrutinies, tests, pupil interviews and/ or chequebook walks previously they can recall and apply previously taught knowledge/ , vocabulary and skills.



How do we teach Writing?

- During Writing lessons, children are referred to as Writers.
- **Writing in EYFS** In EYFS, children spend a daily session in the Writing zone. In this session, children take part in an adult led session focusing on Early Writing. They also choose from a selection of activities and games designed to promote early Numeracy
- **Writing in Years 1 to 6**

Writing is taught daily using the Language and Literacy scheme; 2 weeks fiction with a big write; 2 weeks non-fiction with a big write; two weeks topic based writing with an applied write, for which the Authentic Author Award will be awarded. Children are given the skills to write confidently and expressively for a range of different purposes. Children spend time learning to retell a text. They are immersed in this text and spend time looking at its structure, the vocabulary and the plot. The children then use this text to support them with their writing.

In each year group children explore a range of genres and text types across the year, including fiction, poetry, information texts, dialogue and plays, biography and so on.

Teachers give guidance and instruction to children to improve writing skills. This includes grammatical accuracy and correct use of punctuation. We involve pupils in their own learning by sharing assessments with them, agreeing individual targets and sharing success criteria.

We use Read Write Inc. Spelling to support the teaching of spelling rules and the children practise and improve handwriting daily.

Progression of Knowledge and skills

EYFS

<u>Birth to 11 months</u>	<ul style="list-style-type: none"> • Children’s later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language).
<u>8-20 months</u>	<ul style="list-style-type: none"> • Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).
<u>16-26 months</u>	
<u>22-36 months (3)</u>	<ul style="list-style-type: none"> • Distinguishes between the different marks they make
<u>30-50 months (4)</u>	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places.
<u>40-60 months+ (5)</u>	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p><u>Early Learning Goal</u></p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are</p>



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<u>Year 1</u>	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught; common exception words; the days of the week. • Name the letters of the alphabet in order and using letter names. • Add prefixes and suffixes (s or es; un; ing, ed, er, est). • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • How words can combine to make sentences. • Joining words and joining clauses using 'and'. • Sequencing sentences to form short narratives. • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. • Write sentences by re-reading what they have written to check that it makes sense. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Form capital letters • Form digits 0-9. • "Use the grammatical terminology in English Appendix 2 in discussing their writing: letter, capital letter; word, singular, plural; sentence; punctuation, full stop, question mark, exclamation mark"
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<u>Year 2</u>	<ul style="list-style-type: none"> • Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • Develop their understanding of the concepts set out in English Appendix 2 (Year 2): Formation of nouns and adjectives using suffixes such as -ness, -er -ful -less and by compounding. • Develop their understanding of the concepts set out in English Appendix 2 (Year 2): Use of the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs. • Correct choice and consistent use of present tense and past tense throughout writing. • Use of the progressive form of verbs in the present and past tense to mark actions in progress • Subordination (using when, if, that, because) and co-ordination (using or, and, but). • Expanded noun phrases for description and specification. • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list. • Apostrophes to mark where letters are missing (contracted forms) in spelling and to mark singular possession in nouns. • Develop positive attitudes towards and stamina for writing by writing for different purposes. • Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. • Proof-read to check for errors in spelling, grammar and punctuation. • Form lower-case letters of the correct size relative to one another. • Use spacing between words that reflects the size of the letters. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • "Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: compound, suffix; tense (past, present); noun, noun phrase; statement, question, exclamation, command; adjective, adverb, verb; apostrophe, comma."
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<p><u>Year 3</u></p>	<ul style="list-style-type: none"> • Spell words that are often misspelt. • Use further prefixes and suffixes and understand how to add them. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by expressing time, place and cause using conjunctions, adverbs, or prepositions • Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by use of the present perfect form of verbs instead of the simple past. • Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by introduction to paragraphs as a way to group related material. • Place the possessive apostrophe accurately in words with regular plurals. • Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by introduction to inverted commas to punctuate direct speech. • Draft and write by using simple organisational devices [for example, headings and sub-headings] in non-narrative material. • Draft and write by creating settings, characters and plot in narratives. • Proof-read for spelling, grammar and punctuation errors and suggest improvements. • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. • "Use and understand the grammatical terminology in English Appendix 2 (Year 3) accurately and appropriately when discussing their writing and reading: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; inverted commas (or 'speech marks')."
<p><u>Year 4</u></p>	<ul style="list-style-type: none"> • Spell words that are often misspelt. • Use further prefixes and suffixes and understand how to add them. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. • Use of paragraphs to organise ideas around a theme. • Fronted adverbials. • Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by: Standard English forms for verb inflections instead of local spoken forms. • Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by: Use of commas after fronted adverbials. • Draft and write by using simple organisational devices [for example, headings and sub-headings] in non-narrative material. • Draft and write by creating settings, characters and plot in narratives. • Proof-read for spelling, grammar and punctuation errors and suggest improvements. • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • "Use and understand the grammatical terminology in English Appendix 2 (Year 4) accurately and appropriately when discussing writing and reading: determiner; pronoun, possessive pronoun; adverbial."
<p><u>Year 5</u></p>	<ul style="list-style-type: none"> • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use further prefixes and suffixes and understand the guidance for adding them. • Develop their understanding of the concepts set out in English Appendix 2 (Year 5) by: Converting nouns or



	<p>adjectives into verbs using suffixes.</p> <ul style="list-style-type: none">• Using expanded noun phrases convey complicated information concisely.• Devices to build cohesion within a paragraph.• Linking ideas across paragraphs using adverbials of time, place and number.• Indicating degrees of possibility using adverbs or modal verbs.• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.• Use of commas to clarify meaning or avoid ambiguity.• Brackets, dashes or commas to indicate parenthesis• Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own compositions.• In narratives, describing settings, characters and atmosphere, integrating dialogue to convey character and advance the action.• Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, statements, underlining].• Proof-read for spelling grammar and punctuation errors and suggest improvements.• Evaluate and edit by assessing the effectiveness of their own and others' writing.• Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.• "Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; cohesion, ambiguity."
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<u>Year 6</u>	<ul style="list-style-type: none">• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.• Use further prefixes and suffixes and understand the guidance for adding them.• Develop their understanding of the concepts set out in English Appendix 2 (Year 6) by how words are related by meaning as synonyms and antonyms.• Develop their understanding of the concepts set out in English Appendix 2 (Year 6) by use of the passive to affect the presentation of information in a sentence.• Develop their understanding of the concepts set out in English Appendix 2 (Year 6) by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.• Develop their understanding of the concepts set out in English Appendix 2 (Year 6) by the difference between structures typical of informal speech and structures appropriate for formal speech and writing.• Use of the semi-colon colon and dash to mark the boundary between independent clauses• Use of the colon to introduce a list and use of semi-colons within lists.• How hyphens can be used to avoid ambiguity.• Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own compositions.• In narratives, describing settings, characters and atmosphere, integrating dialogue to convey character and advance the action.• Précising longer passages.• Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, statements, underlining].• Proof-read for spelling grammar and punctuation errors and suggest improvements.• Evaluate and edit by assessing the effectiveness of their own and others' writing.• Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.• "Use and understand the grammatical terminology in English Appendix 2 (Year 6) accurately and appropriately when discussing their writing and reading: subject, object; active, passive; synonym, antonym; ellipsis, hyphen, colon, semi-colon, bullet points
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Writing at
Littleton Green Community School

