

Literacy: Unlocking Potential and Raising Achievement

Writing Conference 1
Foundations of writing across the curriculum

Shannon Smith & Rob Dangerfield
School Improvement Team | Matrix Academy Trust

Universal RISE



Department
for Education



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| | |
|-------------------|--|
| 8:45 am | Welcome and refreshments |
| 9:00 am | Overview of the day |
| 9:15 – 10:15 am | The Problem(s) with Writing in a Secondary Setting |
| 10:15 – 11:15 am | The Writing Curriculum |
| 11:15 – 11:30 am | Break |
| 11:30am -12:30 pm | Common Approach: Before, During and After Writing (Links between Reading and Oracy) |
| 12:30pm – 13:15pm | Lunch |
| 13:15pm – 14:15pm | Writing and Pedagogy |
| 14:15pm – 14:45pm | Action Planning and Reflection |
| 14:45pm – 15:00pm | Closing Remarks |

1

Prioritise 'disciplinary literacy' across the curriculum



- Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.
- Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.
- All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.
- School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.

2

Provide targeted vocabulary instruction in every subject



- Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
- Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
- Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
- Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

3

Develop students' ability to read complex academic texts



- Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.
- To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.
- Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.
- Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.

4

Break down complex writing tasks



- Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.
- Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.
- Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.
- Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.

5

Combine writing instruction with reading in every subject



- Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.
- Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.
- Students should be taught to recognise features, aims and conventions of good writing within each subject.
- Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.

6

Provide opportunities for structured talk



- Talk matters: both in its own right and because of its impact on other aspects of learning.
- High quality talk is typically well-structured and guided by teachers.
- Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.
- Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.

7

Provide high quality literacy interventions for struggling students



- Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.
- Developing a model of tiered support, which increases in intensity in line with need is a promising approach.
- Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.
- Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.

Session 1: The Problems with Writing in a Secondary Setting

Reflection & Discussion Point:

What are the problems with writing, in your subject, and across disciplines, in your setting?

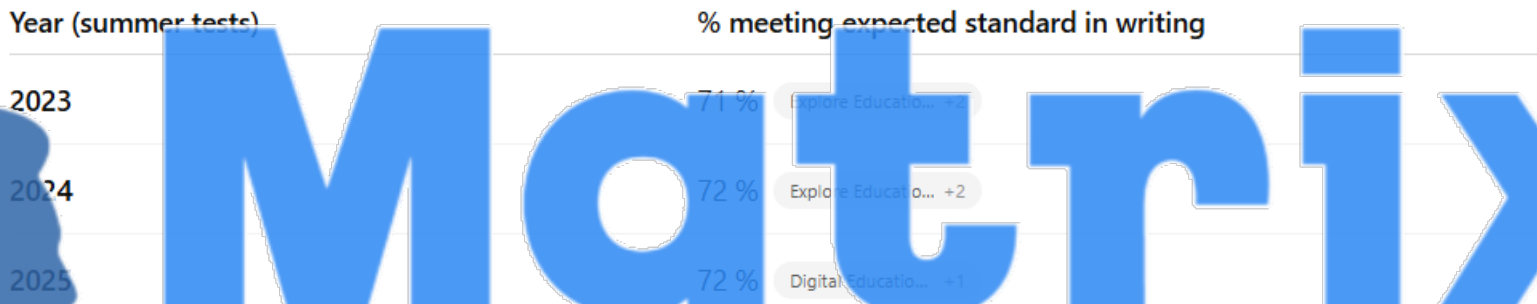
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The Problem(s) with Writing in a Secondary Setting -Context



Writing (Year 6 / Key Stage 2) — 3-year trend



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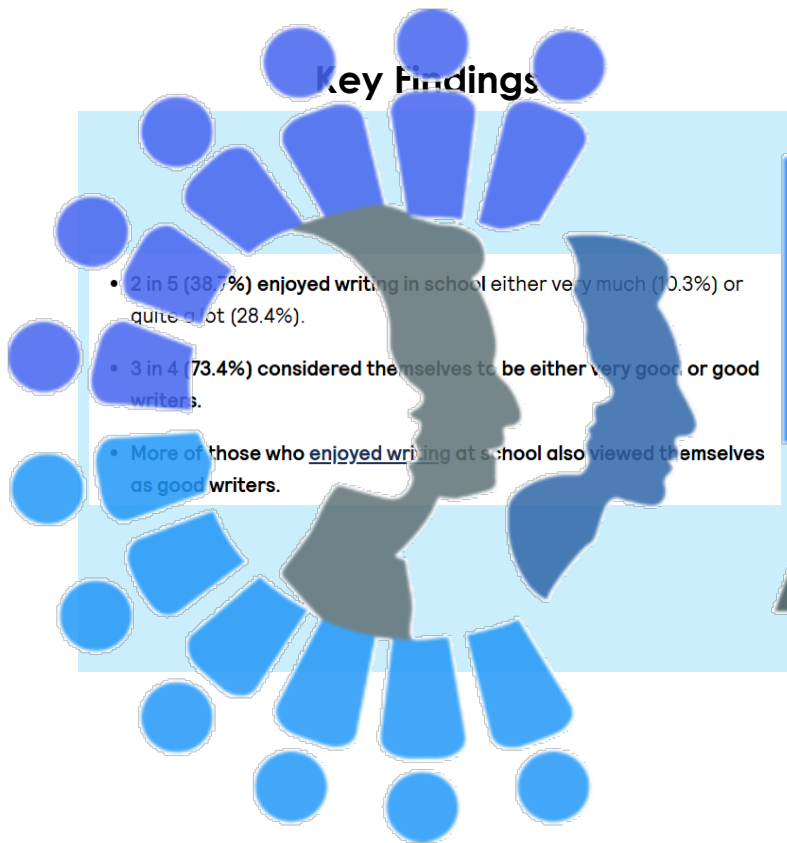
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What does this mean for us?

- 70.5% of Year 11 pupils achieved Grade 4 or above in English. (UK – 2025)
- 181,600 pupils do not achieve a Grade 4 or above in English. (UK – 2025)

The Problem(s) with Writing in a Secondary Setting

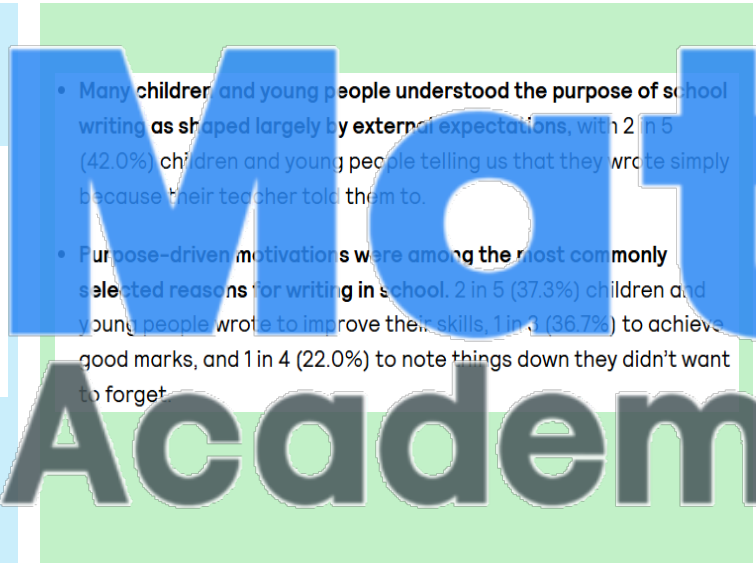
-Context



Key Findings

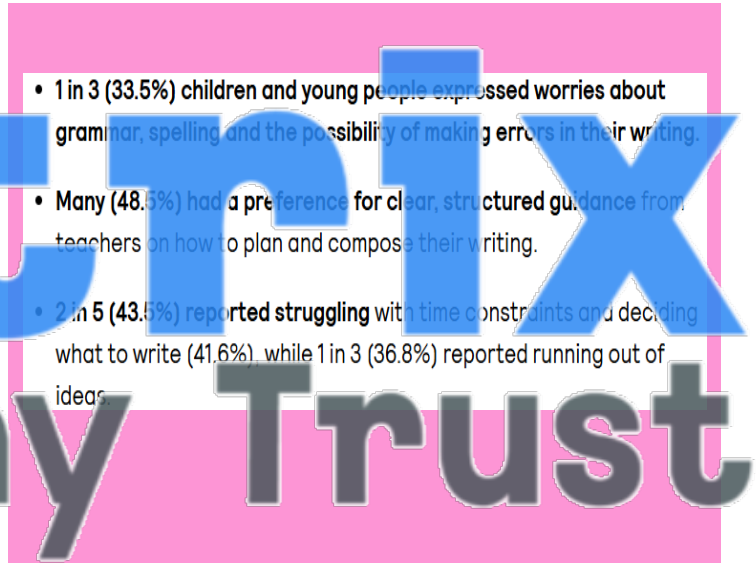
- 2 in 5 (38.7%) enjoyed writing in school either very much (10.3%) or quite a lot (28.4%).
- 3 in 4 (73.4%) considered themselves to be either very good or good writers.
- More of those who enjoyed writing at school also viewed themselves as good writers.

Motivation

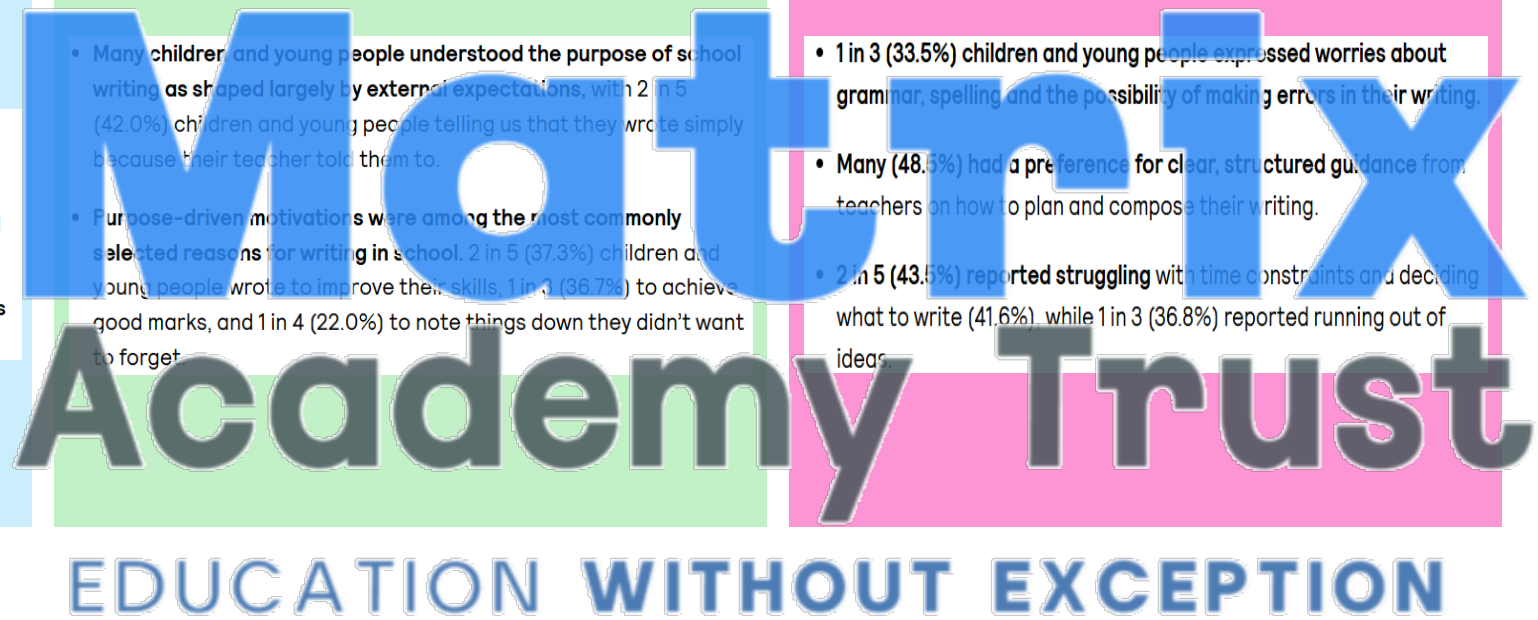


- Many children and young people understood the purpose of school writing as shaped largely by external expectations, with 2 in 5 (42.0%) children and young people telling us that they wrote simply because their teacher told them to.
- Purpose-driven motivations were among the most commonly selected reasons for writing in school. 2 in 5 (37.3%) children and young people wrote to improve their skills, 1 in 3 (36.7%) to achieve good marks, and 1 in 4 (22.0%) to note things down they didn't want to forget.

Attitudes and Beliefs



- 1 in 3 (33.5%) children and young people expressed worries about grammar, spelling and the possibility of making errors in their writing.
- Many (48.5%) had a preference for clear, structured guidance from teachers on how to plan and compose their writing.
- 2 in 5 (43.5%) reported struggling with time constraints and deciding what to write (41.6%), while 1 in 3 (36.8%) reported running out of ideas.



<https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-writing-in-school-in-2025/>

The Problem(s) with Writing in a Secondary Setting

-Barriers

- Lack of diagnostic assessment of writing
- Lack of pupil motivation
- Limited capacity for professional development
- The complexities of writing: beyond transcription and composition
- Cultural capital

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The Problem(s) with Writing in a Secondary Setting

-Curriculum

- Incoherent sequencing; lack of writing cohesion
- Lacking specificity – ‘broad’ tasks and unrealistic expectations
- GCSE style assessments
- Limited opportunities for feedback and improvement
- Over reliance on scaffolds and frameworks

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The Problem(s) with Writing in a Secondary Setting

-Case Studies

What influences (both in and out of the classroom) have meant that Jamal is now a proficient writer?

Jamal

Now in year 6, Jamal is a confident and competent writer. He thinks of himself as a writer and that what he writes is of value and worth reading.

Before reception: Jamal was encouraged to speak and share his ideas at home. He enjoyed listening to stories read by his father. He learned to associate text with illustrations and benefited to write his own stories. Jamal developed good hand strength and coordination through nursery activities.

Reception and key stage 1: Daily handwriting lessons helped Jamal develop proper writing posture and pencil grip. Jamal was able to apply his handwriting skills in his phonics lessons, and he quickly developed an understanding of the grapheme-phoneme correspondences (GPCs) he was learning through writing them and then writing the words he could read at a glance. He developed good spelling through applying the patterns of the alphabetic code he had learnt in his spelling lessons. Exposure to stories in school and at home helped him understand written language. His teacher used visual prompts and oral composition to support him to organise his ideas before writing sentences.

Key stage 2: Jamal's handwriting, spelling, and sentence structure improved, allowing him to focus on communicating ideas. He became ambitious to add more details to his writing and learned to use paragraphs effectively. His teacher's demonstrations of revising and improving work inspired Jamal to adopt the same practice. His love for writing grew. He felt confident in structuring his writing and expressing himself in different forms, using techniques he had been taught to enhance cohesion.

Key stage 3: Jamal's writing skills will help him focus on content demands in secondary school. He will express himself clearly, take effective notes, revise for exams, and become an articulate speaker. His writing will enhance his reading comprehension and engagement.

Sophie

Now in year 6, Sophie is talkative, reads fluently, and has a good vocabulary. She finds writing demanding, often struggles to start, sticks closely to her plan, and is reserved in writing lessons.

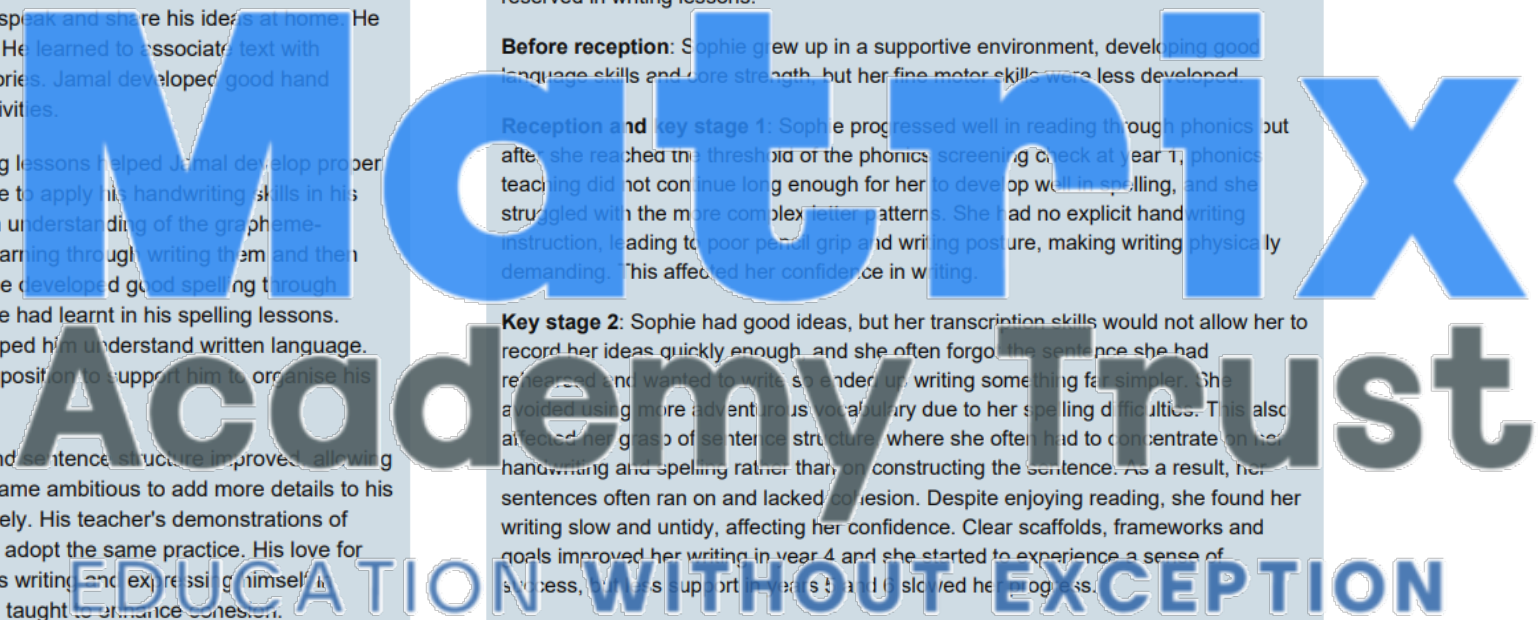
Before reception: Sophie grew up in a supportive environment, developing good language skills and core strength, but her fine motor skills were less developed.

Reception and key stage 1: Sophie progressed well in reading through phonics but after she reached the threshold of the phonics screening check at year 1, phonics teaching did not continue long enough for her to develop well in spelling, and she struggled with the more complex letter patterns. She had no explicit handwriting instruction, leading to poor penial grip and writing posture, making writing physically demanding. This affected her confidence in writing.

Key stage 2: Sophie had good ideas, but her transcription skills would not allow her to record her ideas quickly enough, and she often forgot the sentence she had researched and wanted to write so ended up writing something far simpler. She avoided using more adventurous vocabulary due to her spelling difficulties. This also affected her grasp of sentence structure, where she often had to concentrate on her handwriting and spelling rather than on constructing the sentence. As a result, her sentences often ran on and lacked cohesion. Despite enjoying reading, she found her writing slow and untidy, affecting her confidence. Clear scaffolds, frameworks and goals improved her writing in year 4 and she started to experience a sense of success, which was supported by her staff and facilitated her progress.

Key stage 3: Sophie may find the increased writing demands in secondary school intimidating, affecting her ability to express herself across subjects. Support in English lessons might help, but she may find it increasingly difficult to take effective notes, articulate her ideas and adapt her writing style to the requirements of different disciplines.

What challenges is Sophie facing?



The Problem(s) with Writing in a Secondary Setting

-Case Study

Presenting Difficulty

Daniel struggles with **writing fluently** across subjects. While he understands lesson content and can explain ideas verbally in detail, his written work is often short, incomplete, and produced very slowly. In timed tasks, such as assessments or extended writing activities, he frequently fails to finish.

Observations in the Classroom

- Daniel takes a long time to get started on writing tasks and often appears unsure how to begin.
- His handwriting is legible but inconsistent, and he frequently stops to erase or rewrite words.
- Written sentences are grammatically simple and lack detail, despite complex ideas being shared orally.
- He shows visible frustration during extended writing, sometimes putting his head down or disengaging.
- When allowed to talk through his ideas first, his confidence improves, but this does not always translate into written output.

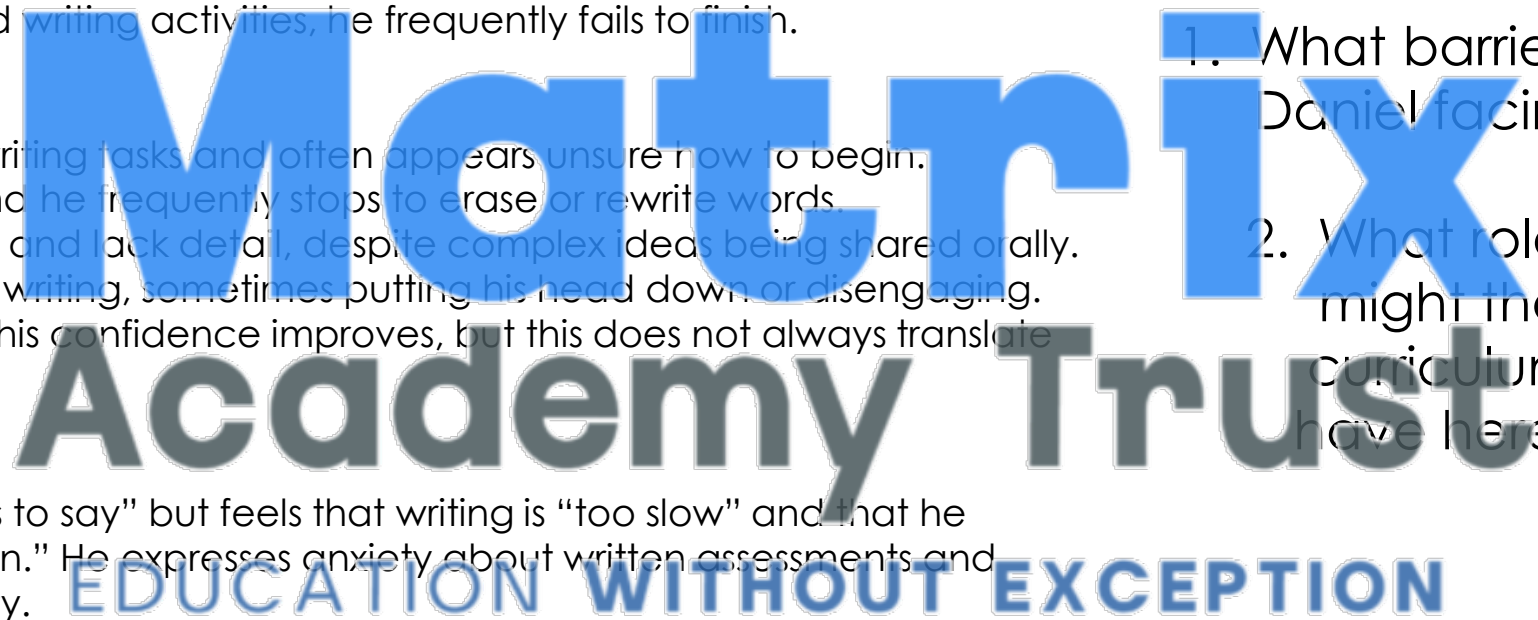
Pupil Voice

Daniel reports that he "knows what he wants to say" but feels that writing is "too slow" and that he "forgets ideas while trying to write them down." He expresses anxiety about written assessments and worries that his work does not reflect his ability.

Impact on Learning

Daniel's difficulties with writing fluency affect his performance across the curriculum, particularly in subjects that rely heavily on extended written responses. Teachers note that his written work often underrepresents his understanding, leading to lower attainment than expected.

1. What barriers is Daniel facing?
2. What role might the curriculum have here?



The Problem(s) with Writing in a Secondary Setting

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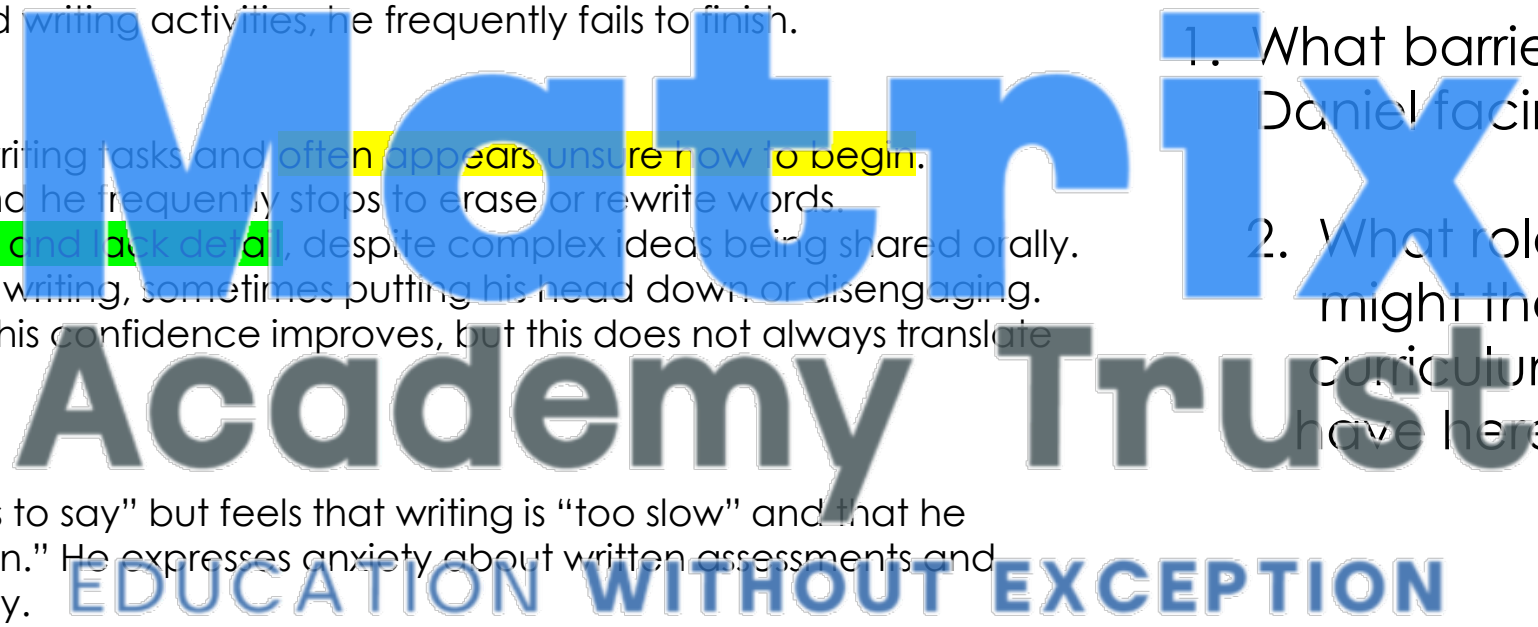
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The Writing Rope...
The Strands That Are Woven Into Skilled Writing
 (Sedita, 2019)

Critical Thinking

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

Syntax

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

Text Structure

- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words

Writing Craft

- Word choice
- Awareness of task, audience, purpose
- Literary devices

Transcription

- Spelling
- Handwriting, keyboarding

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Jane Sedita's Writing Rope

Disciplinary Knowledge:
 Critical Thinking

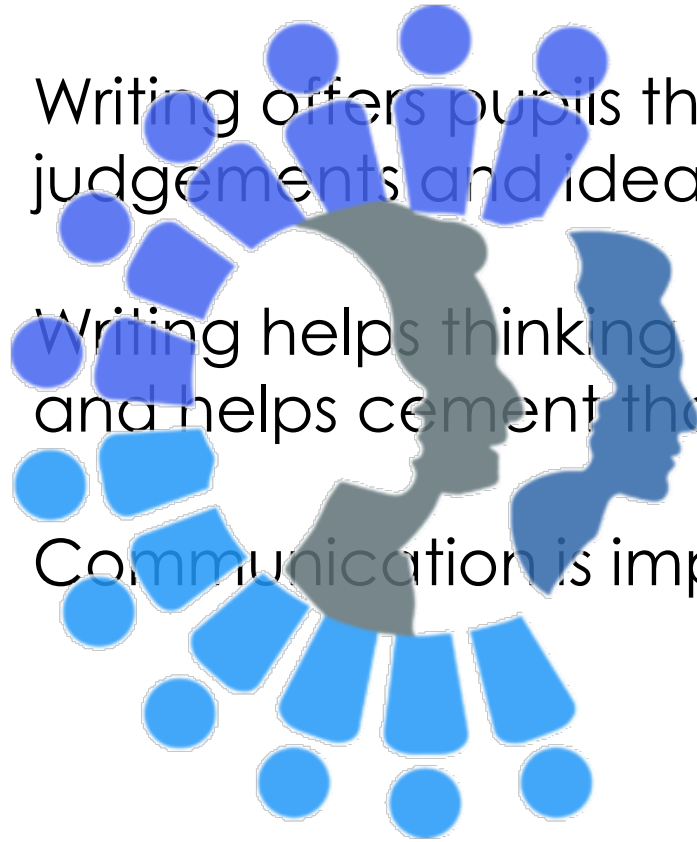
Procedural Knowledge:
 Syntax
 Text structure
 Writing Craft
 Transcription

Why make writing a priority?

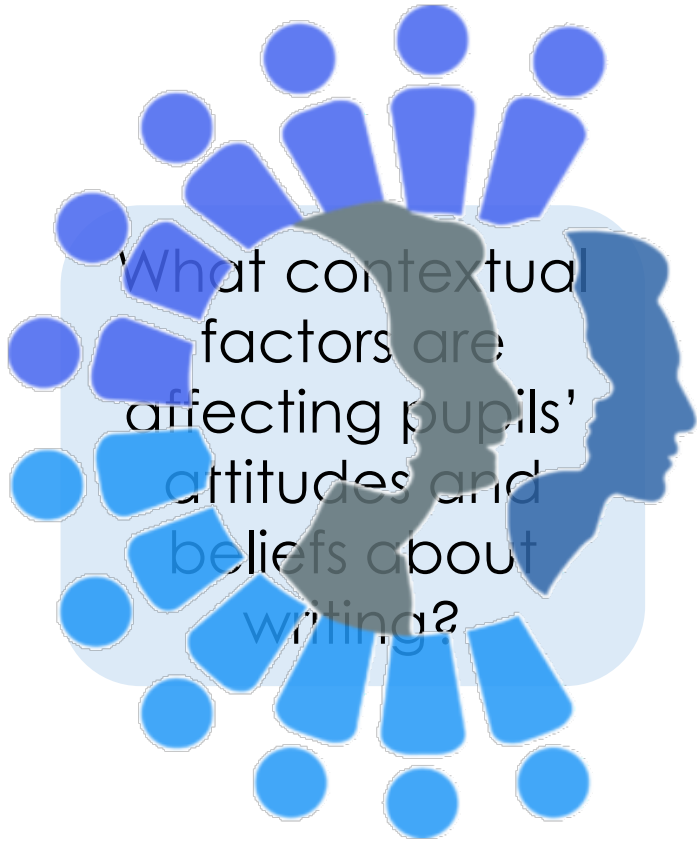
- Writing offers pupils the opportunity to express their attitudes, opinions, judgements and ideas.
- Writing helps thinking and learning; it enhances the learning of subject matter and helps cement that learning in long-term memory.
- Communication is important in developing social relationships.

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Reflection:



What barriers to writing are you facing?

What problems are there with your writing curriculum?

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Session 2: The Writing Curriculum

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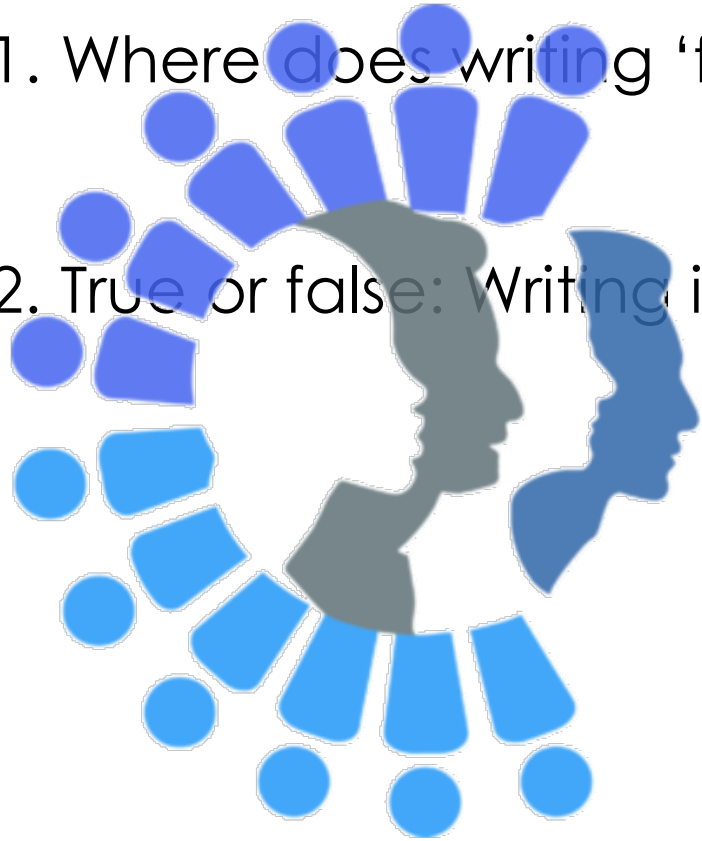
Writing and the Whole School Vision



Writing through an Ofsted Lens

1. Where does writing 'fit' within the new framework?

2. True or false: Writing is less important under the new framework



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Writing through an Ofsted Lens

Where does **writing** appear?

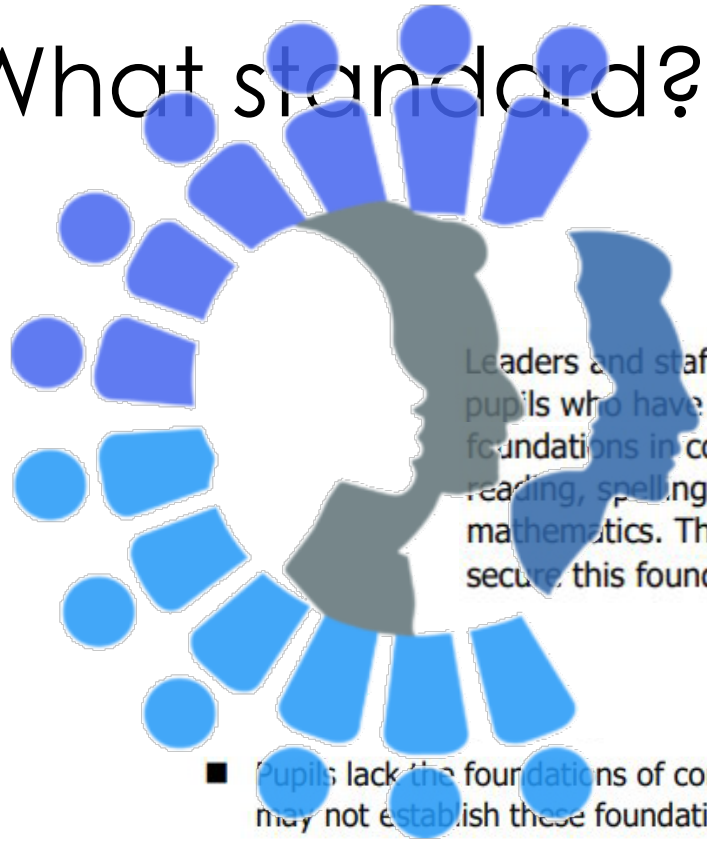
Focus on:

- Curriculum & Teaching
- Achievement
- Behaviour & Attendance
- Personal Development & Well-being

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Writing through an Ofsted Lens

What standard?



Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge.

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Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects.

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- Pupils lack the foundations of communication, reading, writing or mathematical knowledge (taking into account that some pupils with SEND may not establish these foundations). Gaps in foundational knowledge are not tackled quickly or effectively.

Writing through an Ofsted Lens

- Literacy/communication is not a separate meeting (unless they want one)
- Strong link between reading, writing and oracy
- Handwriting intervention
- Lead with impact
- They like a common approach
- “What would you expect teachers to do if...”
- Condense your crib sheet
- Do not overcomplicate

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Reflection & Discussion Point:



Why, even though we all have MTPs, is writing still an area of development?

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Writing skill is built from three interacting elements:

- Disciplinary knowledge - the content, concepts, and ways of thinking in a subject
- Procedural knowledge - the routines and processes of writing (planning, sentence construction, paragraphing, revising)
- Fluency over time - achieved through repeated, subject-specific practice

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Pupils can't write well about what they don't understand



Curriculum: Golden Threads



Curriculum golden threads are core, recurring themes, concepts, or skills intentionally woven throughout to ensure a cohesive and progressive curriculum. They connect disparate topics, allowing pupils to build deeper, long-term schema by revisiting and connecting core knowledge and/or skill.

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“Concepts provide the schema through which meaning is made and connections are formed.” – Mary Myatt

“All our focus is on the texts/topics we’ve selected rather than the underpinning concepts that lead to mastery of the subject.” – David Didau

English

- How to establish tone for effect
- How to use language and structure to shape meaning
- How to demonstrate grammatical control and technical accuracy
- How to structure a text for effect
- How to write with a clear purpose and audience in mind
- How to compare ideas, perspectives, characters etc
- Support ideas with quotes and/or references from texts

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RE

- How to engage with and/or interpret sacred texts and religious sources
- Discuss significance of beliefs, practices and values
- Compare viewpoints
- Evaluate religious responses to moral and social issues
- Supporting ideas with quotes and/or references from sacred texts and/or case studies
- How to apply religious teachings to ethical dilemmas
- How to organise ideas with logic and cohesion

Long-Term End Points

Composite –

A multi-faceted summary, involving a range of knowledge and skill.

Component –

A manageable chunk of core knowledge.



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Whole School Curriculum Intent

Subject Curriculum Intent

Long term Key Stage end points

Composites

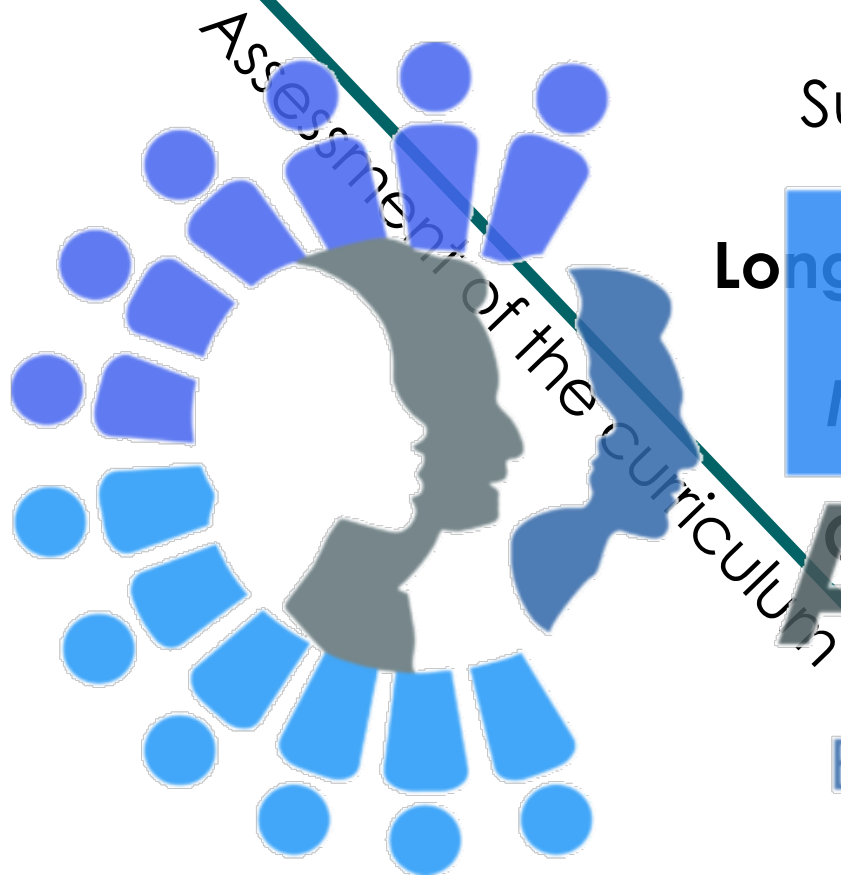
Medium term end points

Component end points Component

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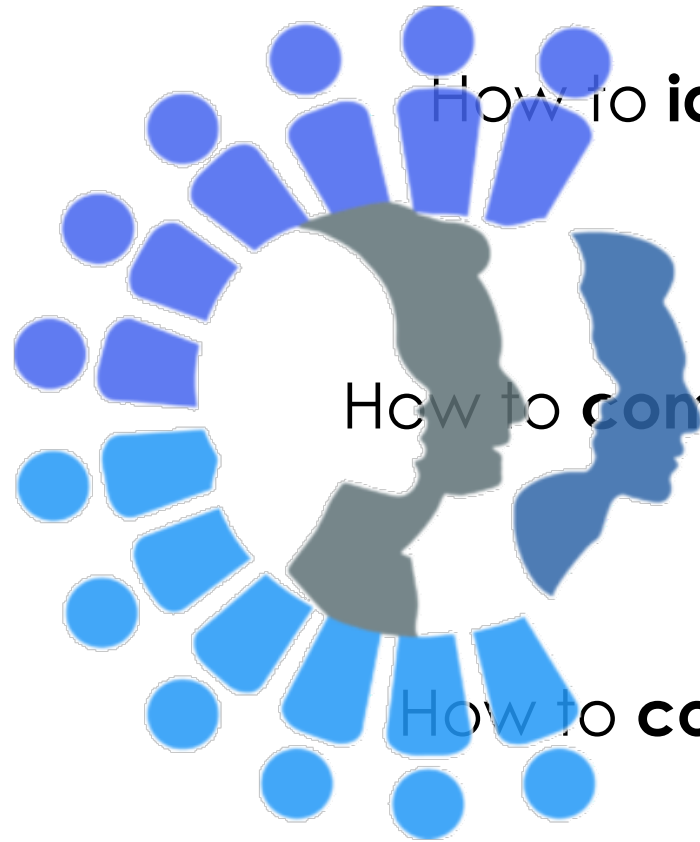
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Key concepts

Long-Term End Points



How to **identify** the presentation of key characters

How to **comment** on the presentation of key characters

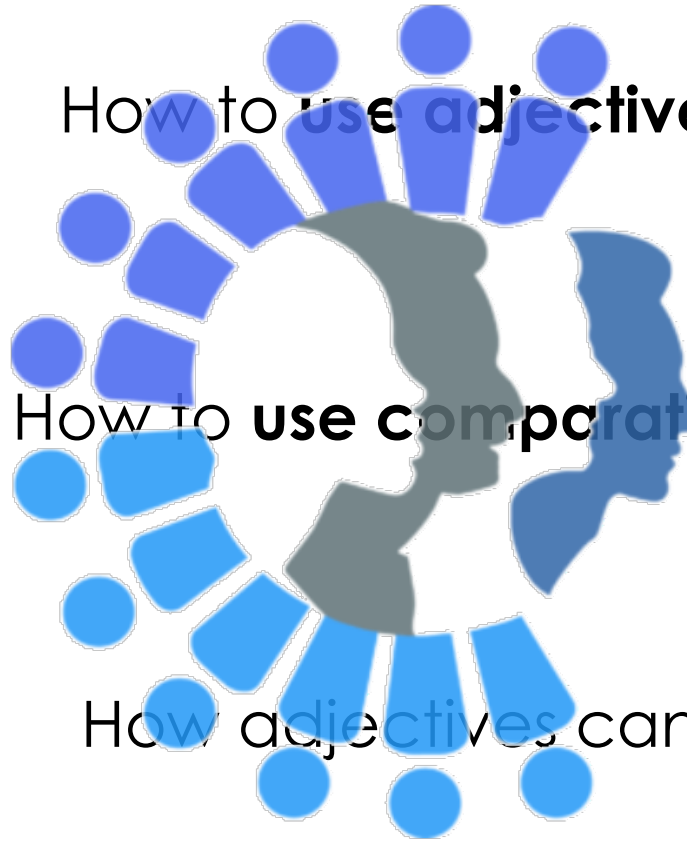
How to **compare** the presentation of key characters

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Long-Term End Points

How to **use adjectives** to drive a sentence or clause through description



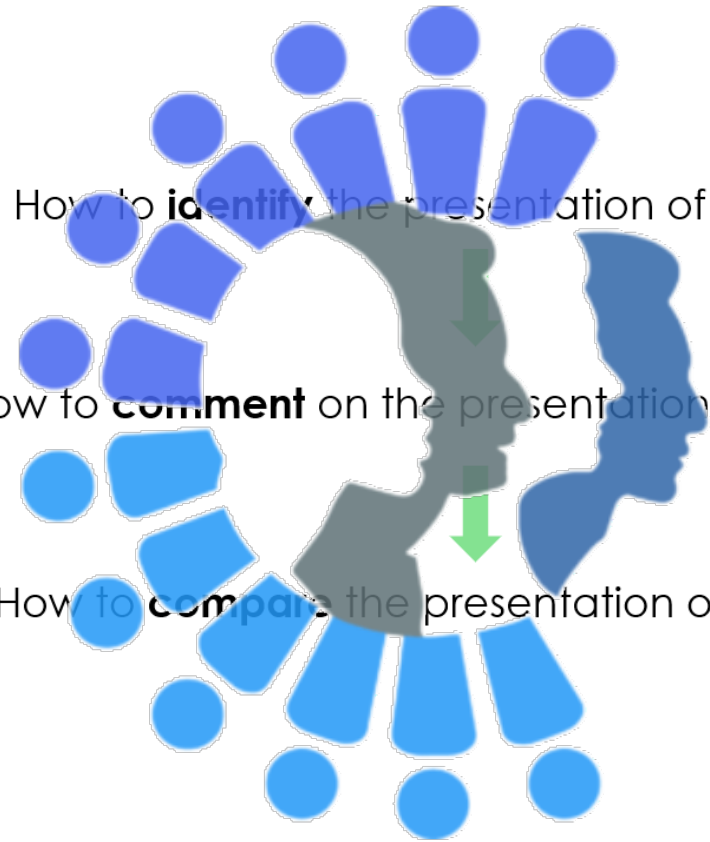
How to **use comparative and superlative adjectives** to develop description

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How **adjectives** can be placed into **subordinate and main clauses** to develop description

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Long-Term End Points



How to **identify** the presentation of key characters

How to **comment** on the presentation of key characters

How to **compare** the presentation of key characters

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Science Example:

Y7:

State a claim or conclusion, linked to observation or result.

Y8:

Support conclusions, with appropriate evidence and data.

Y9:

Interpret data, identify patterns and justify conclusions with scientific reasoning.

PE Example:

Y7:

Record results or observations from physical activity.

Y8:

Use evidence from data or performance to support observations.

Y9:

Suggest improvements, explaining the expected impact on performance.

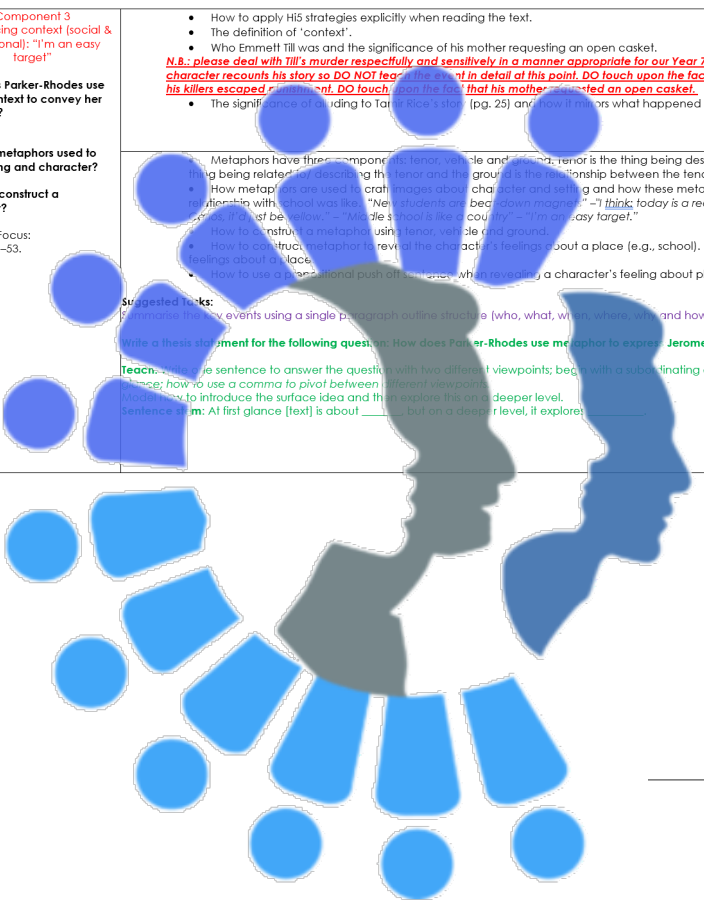
What should this look like in the curriculum?

| | |
|---|--|
| <p>Component 3 Introducing context (social & situational): "I'm an easy target!"</p> <p>How does Parker-Rhodes use social context to convey her message?</p> | <ul style="list-style-type: none"> How to apply HIS strategies explicitly when reading the text. The definition of 'context'. Who Emmett Till was and the significance of his mother requesting an open casket. <p>N.B.: please deal with Till's murder respectfully and sensitively in a manner appropriate for our Year 7 pupils. In the chapter 'Listening' Till's character recounts his story so DO NOT fear of the event in detail at this point. DO touch upon the fact that Till was killed and his killers escaped punishment. DO touch upon the fact that his mother requested an open casket.</p> <ul style="list-style-type: none"> The significance of alluding to Tamir Rice's story (pg. 25) and how it mirrors what happened to Jerome. |
| <p>How are metaphors used to craft setting and character?</p> | <p>Metaphors have three components: tenor, vehicle and ground. Tenor is the thing being described (the subject); the vehicle is the thing being related to; describing the tenor and the ground is the relationship between the tenor and vehicle.</p> <ul style="list-style-type: none"> How metaphors are used to craft images about character and setting and how these metaphors reveal what Jerome's relationship with school was like. "New students are beat down magnets" - "I think today is a red-hot EMERGENCY. Without me, it'd just be yellow." "Middle school is like a country" - "I'm an easy target." |
| <p>How do I construct a metaphor?</p> | <p>How to construct a metaphor using tenor, vehicle and ground.</p> <ul style="list-style-type: none"> How to construct metaphor to reveal the character's feelings about a place (e.g., school). Developing the ground to reveal feelings about a place. How to use a metaphorical push or pull away, when revealing a character's feeling about place. |
| <p>Reading Focus: pages 21 -53.</p> | <p>Suggested tasks:</p> <p>Summarise the key events using a single paragraph outline structure (who, what, when, where, why and how).</p> <p>Write a thesis statement for the following question: How does Parker-Rhodes use metaphor to express Jerome's feelings about school?</p> <p>Teach: write a topic sentence to answer the question with two different viewpoints; begin with a subordinating conjunction; Whereas, because of the difference; how to use a comma to pivot between different viewpoints.</p> <p>Use a key word to introduce the surface idea and then explore this on a deeper level.</p> <p>Sentence stem: At first glance [text] is about _____ but on a deeper level, it explores _____</p> |

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relationship between the situation of the beginning of the novel and the situation of the end in Chapter 9, including: health and treatment

fact of Moses' return pigs are portrayed of Boxer's maxims to manipulate on Animal Farm (is difficult rations, weather etc)

how Napoleon uses Animalism to manipulate the other animals into thinking this is how life should be

- How Napoleon undermines other animals when talking about his van
- What the Spontaneous Celebrations are what they allow Napoleon to do
- Boxer still believes that Napoleon has his best interests at heart
- How Boxer's weakness contrasts with his former strength and what this suggests about how the state has used him
- How Napoleon exploits Boxer's death

summarise the key events of Chapter 9

How does Napoleon exploit Boxer's death?

Topic sentence

Sentence stem: [Character] + [Noun Phrase] + [Verb] + [Big Idea/Point]

Support with a relevant quotation

Sentence stem: The writer describes [character] as "_____."

Analyse a writer's use of language

Sentence stem: [Writer's] use of _____ reveals/suggests/shows _____

- Understand how tone and delivery can influence the effect of a speech

Key piece:

How does Blackman present the differences between Callum and Sephy in Chapter 1?

*Pupils to be given the opportunity to apply the knowledge/skills from the lesson to write one comparative paragraph

WCF

How does Blackman present the differences between Callum and Sephy in Chapter 1?

Teach: how to comment on differences between the ways in which characters are presented.

Sentence stem: While Callum is presented as [insert character adjective], Sephy is presented as [insert contrasting character adjective].

Teach: the character adjective will become the main point of the next topic sentence. Adjectives must be turned into noun phrases. How to select evidence that relates to the point being made.

Sentence stem: Callum's [noun phrase] can be seen when [insert quotation]. This conveys a sense of [analysis]

Repeat the above sentence stem for Sephy. **Teach:** how to use 'expose' and 'challenge' to explore authorial intent. How to use an **adverb opener** with a comma to follow.

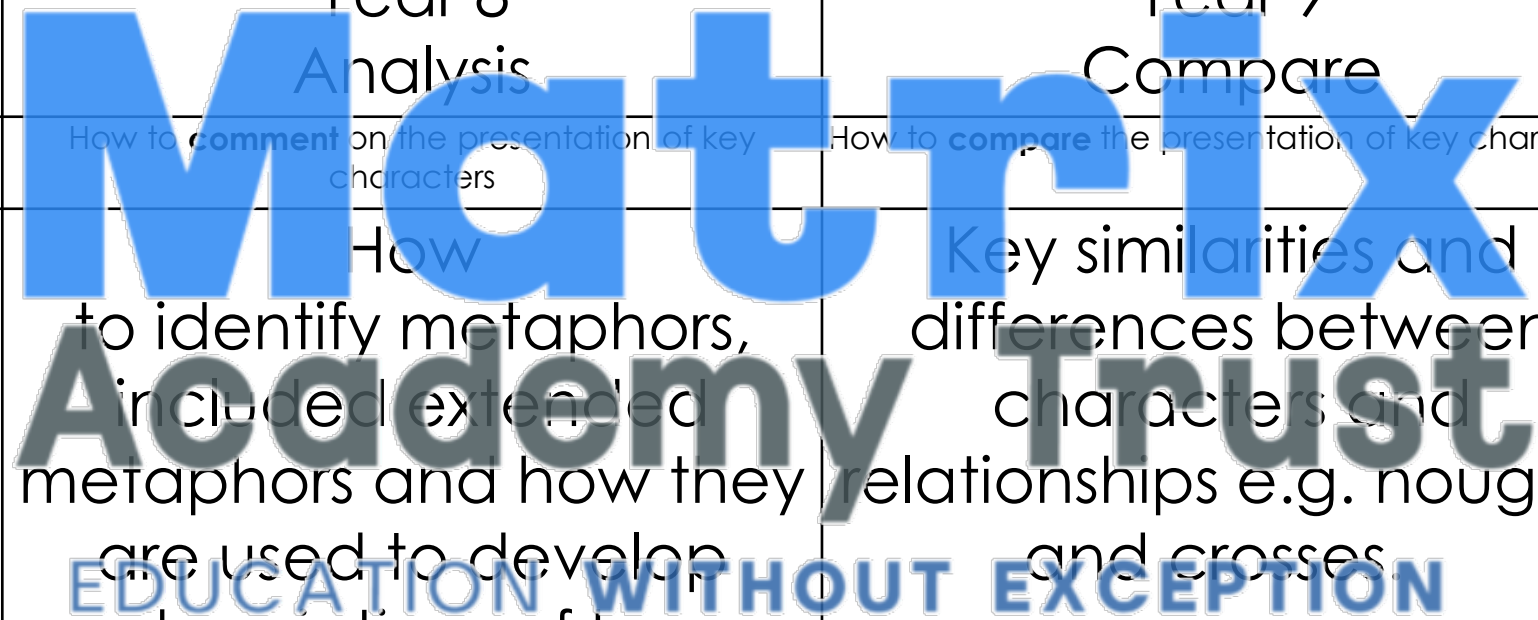
Sentence stem: **Consequently**, Blackman is [insert critical verb] ...

Key vocabulary: dual narrative and juxtaposes

Medium-Term End Points

Skill: Comparison

| Year 7 Ideas | Year 8 Analysis | Year 9 Compare |
|---|---|---|
| How to identify the presentation of key characters | How to comment on the presentation of key characters | How to compare the presentation of key characters |
| How Jerome is characterised; how his characterisation is developed by the perception of him that other characters have (such as Officer Moore). | How to identify metaphors, included extended metaphors and how they are used to develop descriptions of key characters. | Key similarities and differences between characters and relationships e.g. noughts and crosses. |

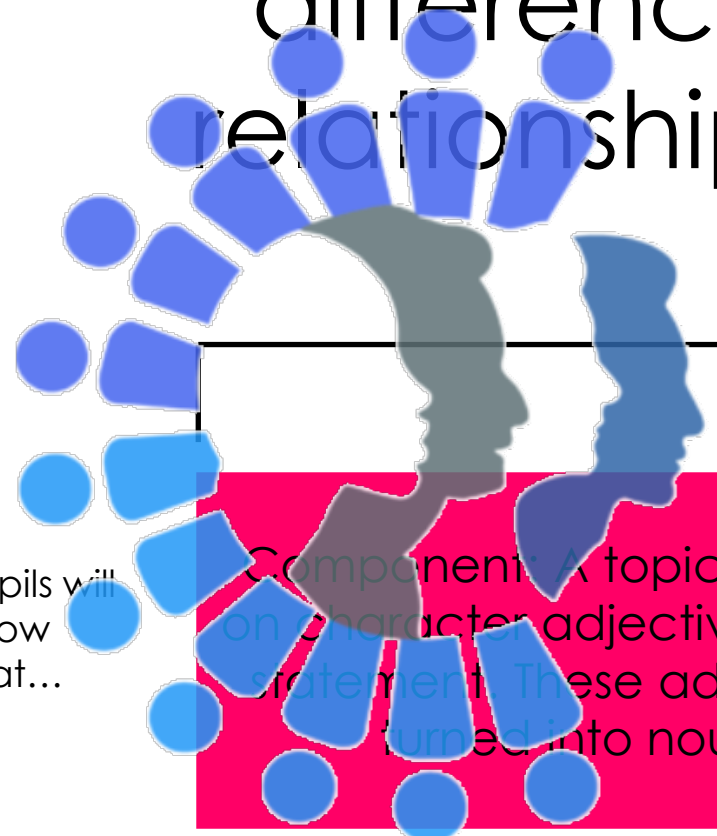


Composite: Key similarities and differences between characters and relationships e.g. noughts and crosses.

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Pupils will know that...

Component: A topic sentence draws on character adjectives from the thesis statement. These adjectives must be turned into noun phrases.

Component: 'juxtaposed' is used to explore differences whereas, 'mirrors' is used to comment on similarities.

Writing Framework

“...developing writers will need scaffolds and support to write accurately and confidently, they can still have agency to make choices within those structures...”
-The DFE Writing Framework (2025)

Pupils will know that...

Component: A topic sentence draws on character adjectives from the thesis statement. These adjectives must be turned into noun phrases.

Component: 'juxtaposed' is used to explore differences whereas, 'mirrors' is used to comment on similarities.

While Callum is presented as [insert character adjective], Sephy is presented as [insert contrasting character adjective].

Callum's [noun phrase] can be seen when [insert quotation].

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Components

How to **compare** the presentation of key characters

Key similarities and differences between characters and relationships e.g. noughts and crosses.

Component 2
What are the differences between the Noughts and Crosses?

Lesson 1/2
Chapters 2-3
Pages 31 – 46

Lesson 1/2:

- How Callum and Sephy's attitudes to school mirror their outlooks on life; link to how Sephy is both privileged and sheltered that she cannot see the wall between noughts and crosses
- Differences between Noughts and Crosses include their access to education
- Blackman's presentation of Callum and Sephy's relationship, it is one where feelings of friendship are confusingly intertwined with pain and one that is shaped by racism and segregation

Suggested Tasks:

Summarise the key events of Chapter 1 using a single paragraph outline structure (who, what, when, where, why and how)

In the exposition... (who/how)/ Then we realise... (what)/ Next we learn... (where)/ By the end of the chapter... (why)'

How does Blackman present the differences between Callum and Sephy in Chapter 1?

Teach: how to comment on differences between the ways in which characters are presented.

Sentence stem: While Callum is presented as **[insert character adjective]**, Sephy is presented as **[insert contrasting character adjective]**

Teach: the character adjective will be taken from main point of the next top 3 sentences / adjectives must be turned into noun phrases. How to select evidence that relates to the point being made.

Sentence stem: Callum's **[noun phrase]** can be seen when **[insert quotation]**. This conveys a sense of **[analysis]**

Repeat the above sentence stem for Sephy. Teach: how to use 'expose' and 'challenge' to explore authorial intent. How to use an **adverb opener** with a comma to follow.

Sentence stem: **Consequently**, Blackman is **[insert critical verb]** ...

Key vocabulary: dual narrative and juxtaposes

Key piece:

How does Blackman present the differences between Callum and Sephy in Chapter 1?

*Pupils to be given the opportunity to apply the knowledge/skills from the lesson to write one comparative paragraph

-WCE

Knowledge Quiz (2)

-To be completed at the end of

Lesson 4

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Components

How to **compare** the presentation of key characters

Key similarities and differences between characters and relationships e.g. noughts and crosses.

Component 6
What does the beach represent and how has this changed throughout the novel?

Chapters 9-12
Lesson 3/4
Pages 66-76

Lesson 3/4:

- What an internal monologue is (and how to summarise this using the reading resource)
- Callum's internal monologue reveals his anger towards the way the incident has been portrayed on the news
- The language used by the news reporter allows Blackman to criticise media bias
- Sephy's use of rhetorical question shows that she is selfishly putting her own needs and desires over Calum's (he acknowledges the risks that their friendship now holds)
- The symbolism of the beach and how this has continued to change throughout the novel

Suggested Tasks:

Summarise the key events of Chapter 9-12 using a single paragraph outline structure (who, what, when, where, why and how)

At the beginning of the chapter we see, ... (what/how)/Then we realise... (what) / Next we learn... (where)/ By the end of the chapter...(why)'

How has the significance of the beach changed throughout the novel?

Teach: how to pinpoint key moments (when talking about symbols) and identify how similarities or differences in these moments.

Teach: how to comment on **differences** between the ways in which they mention /s. much as the world.

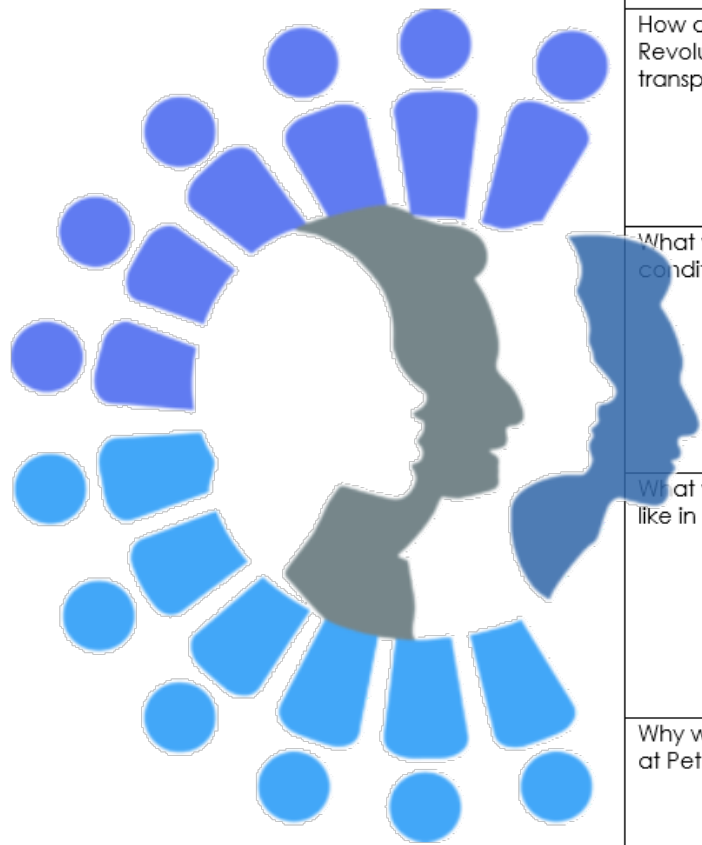
Sentence stem: Initially, the beach was presented as a place of **[setting adjective]**. However, as the novel progresses, the beach has now become **[contrasting setting adjective]**.

Teach: the epithet will become the main point of the next topic sentence. Adjectives must be turned into noun phrases. How to select evidence that relates to the point being made.

Sentence stem: The beach's loss of **[noun phrase]** particularly when we see **[insert quotation]** shows that **[analysis]**.

Key vocabulary: symbol

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| What am I Learning? | What do I need to know? | How will I be assessed? |
|--|---|---|
| Why did the Industrial Revolution occur in Britain? | To be able to develop understanding of the factors that enabled the Industrial Revolution to take place in Britain. Writing task: What factors influenced the Industrial Revolution? | Knowledge retrieval starter at the beginning of each lesson based upon knowledge accrued last year, last month, last 2 weeks and last lesson to promote knowledge recall and retrieval. |
| How did the Industrial Revolution improve transport? | To understand why the Industrial Revolution demanded an improved transport system and the technology and developments that led to this. Writing task: Why did the Industrial Revolution demand an improved transport system? | Regular opportunities to demonstrate the skills required for effective demonstration of historical knowledge and argument, which will help to develop your writing at GCSE and beyond. The skills that you are going to focus on are source analysis and explanation. |
| What were working conditions like in Britain? | To understand working conditions in both factories and coal mines with a focus on the role of children. To understand why there was little change in these conditions for the duration of the Industrial Revolution. Writing task: Describe the working conditions in factories and coal mines. | In the first part of the course you will be assessed specifically on Interpretation analysis with a summative assessment that will have the following 3 question types: |
| What were living conditions like in Britain? | To understand how people lived in the Industrial period and how these conditions had an effect on the health and wellbeing of the poorest and most vulnerable in society. Writing task: How did conditions in factories and mines affect health and wellbeing? | <ol style="list-style-type: none"> 1. Write an account of... (10 marks) 2. How useful is Source A in studying... (10 marks) |
| Why was there a massacre at Peterloo? | To develop an understanding of the events that took place at the Peterloo massacre and explain why the event became known as the Peterloo massacre. Writing task: What events took place at the Peterloo massacre? | This assessment will be marked by your class teacher and you will be expected to feedback on this in lesson focusing upon these skills and what you need to demonstrate in your next summative (end of topic) assessment to be successful. |

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Components

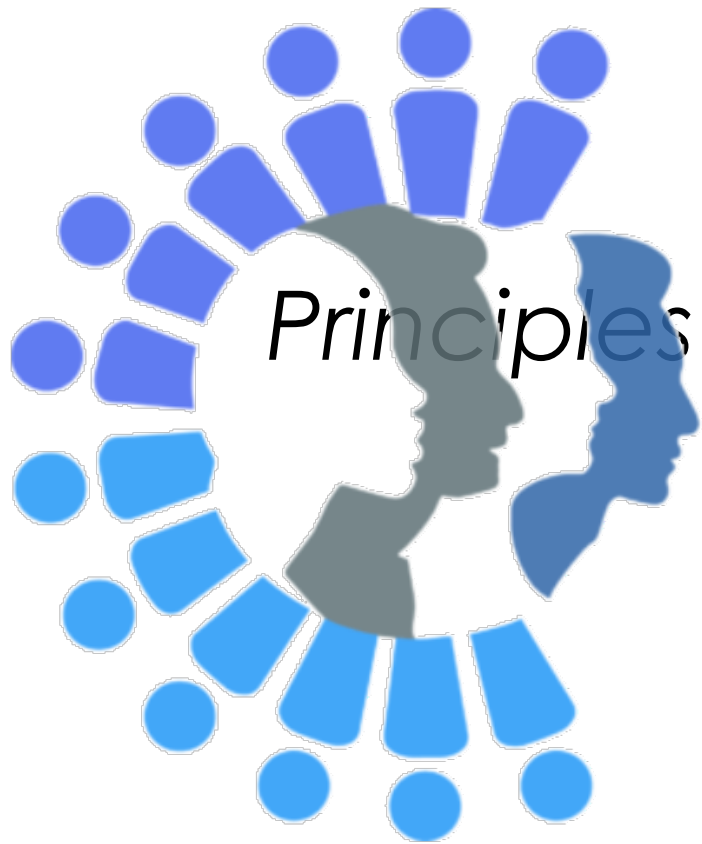
How to **evaluate** the main cause of the French Revolution

| Content | Know/Apply | Extend |
|---|--|--------|
| <p>Component 1 Causes</p> <p>What were the main causes of the French Revolution?</p> | <ul style="list-style-type: none"> The Old Regime: <ul style="list-style-type: none"> -The King has obsolete power -There was no democracy -Society was divided into Three Estates: clergy, nobility and the rest of society The system was unfair and outdated Social Inequality (The Three Estates) <ul style="list-style-type: none"> -The clergy paid no direct taxes -The nobility was exempt from many taxes, and they held top jobs in the government and the army -The Third Estate was made up of 97% of the population, who had very little power. The Third Estate resented paying for a system that privileged the rich. Financial Crisis <ul style="list-style-type: none"> -France was deeply in debt by the 1780s because of Seven Years' War and American War of Independence -The inefficient tax system By 1788, the government was nearly bankrupt Weak leadership of Louis XVI <ul style="list-style-type: none"> -Louis XVI was indecisive and weak; he failed to reform the tax system This showed the monarchy was losing control Economic hardship and food crisis <ul style="list-style-type: none"> -Poor harvests in 1787-88 -Bread prices rose sharply; urban workers spent up to 80% of their wages on bread -Increase in riots This created anger and desperation among the poor <p>Writing Task: Explain two causes of the French Revolution.</p> <p>Teach: how to comment on cause and effect</p> <p>Model: 'Several factors contributed to _____, such as _____'</p> <p>Teach: how to comment on how/why factors led to key historical events</p> <p>Model: 'The factor 'caused' _____ because _____' and 'This catalysed the _____ because _____.'</p> | |

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| | |
|--|--|
| <p>Component 1: Evaluation</p> <p>What was the main cause of the French Revolution?</p> | <p>Writing Task: The main cause of the French Revolution was economic hardship. Do you agree or disagree?</p> <p>Teach: how to form a judgement and give an opinion, supported with a clear reason why</p> <p>Model: I agree/disagree that the main cause of the French Revolution was economic hardship because _____.</p> <p>Teach: how to refer to key historical events</p> <p>Model: In xxx, the _____ influenced the French Revolution because _____.</p> <p>Teach: how to expand points with depth and detail, commenting on key factors</p> <p>Model: This was significant because/This resulted in/Without this there would have been _____.</p> |
|--|--|



Principles for effective curriculum design

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Universal RISE



The Writing Curriculum



Principle 1: Protected time to teach and master disciplinary and procedural knowledge.

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The Writing Curriculum

Principle 2: Regular opportunities.

“practice is sacred” – Jennifer Webb

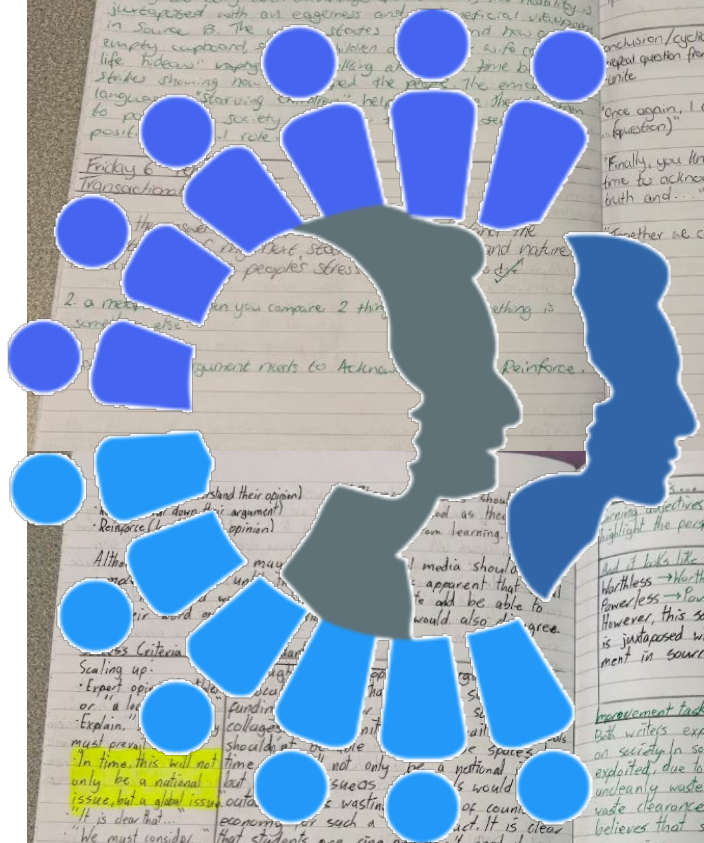
A curriculum should identify the key elements of writing to teach, and sequence those over time.

Reflect: How much time to students typically spend writing in English, History, RE? Do they get extended periods of focused, silent writing?

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leaf beneficial and purposeful!

In source A the writers allow the reader to understand the hindrance and damaging nature the strikes are causing. This is evident in the quotes "the impact has been particularly gruesome in poorer areas" allowing us to feel the writer's admiration to the strikes. The writer uses the adjective "gruesome" to show how harmful the strikes have been and their impact on "poorer areas" shows how the poorest in society are being taken advantage of. However, this healthily is juxtaposed with an eagerness and a positive view on source B. The writer states "and now we have empty cupboards" which is a metaphor for a life of "hunger" which is a metaphor for the strikes showing how long the strikes have been going on. The writer uses the phrase "starting to help" to show that the society is starting to help and the writer's role is to help.

Friday 6th February

Transaction

2. a metaphor in you compare 2 things

argument needs to Acknowledge Reinforce.

stand their opinion

Reinforce (opinion)

Altho

media should

add be able to

would also agree.

Success Criteria

Scaling up:

Expert opinion

or a local MP said

Explain:

"Surely, surely about petrol and..."

"In time, this will not only be a national issue, but a global issue because..."

"It is clear that..."

"We must consider..."

Counter Argument:

Acknowledge

Refute

Reinforce

"I understand..."

Although some people may argue that outdoor spaces should be introduced to schools and colleges

Monday 2nd February 2026

Feedback

1. Be clear when commenting on perspectives - do not refer to quotes yet
2. Use multiple quotes to strengthen the perspective - make connections between them.
3. Ensure enough time is given to also talk about source B.
4. Comment on writers methods
5. Link back to source A, at the end of the comment on source B.

Live Model/Success Criteria

Scaling up: (Global)

Expert opinion

"a local MP said"

Explain

"Surely, surely about petrol and..."

"In time, this will not only be a national issue, but a global issue because..."

"It is clear that..."

"We must consider..."

Counter argument:

Acknowledge

Refute

Reinforce

Independent Practice

Together we must fight for the freedom and health of the present generation. Without us they will surely be doomed. I urge you to think about what is truly best for humanity. If strike reduction for students to be argued in by concrete walls, all they have a voice and you must use it. If we act now, then together we can secure the benefits of nature and ensure success!

Once again, I ask you do you feel that school is putting a boundary on your limitless potential due to a lack of opportunities? Finally, you know it's time to acknowledge the truth and realise the harm we are experiencing due to the ignorance of schools. Together we can still a revolution!

Once again, I ask you (question)

"Finally, you know it's time to acknowledge the truth and..."

"Together we can..."

Monday 2nd February

Feedback

1. be CLEAR when commenting on perspectives - do not refer to quotations at this point
2. use multiple quotations to strengthen the perspective - make connections between them
3. ensure enough time is given to also talk about source B
4. comment on writers methods
5. link back to source A, at the end of the comment about source B

Excellence is

turning adjectives into noun phrases to highlight the perspective being juxtaposed/compared.

Excellence is

Analysing quotations in detail to explore connotations to unpack what the writer conveys their perspective.

Looks like

worthless → worthless

powerless → powerlessness

content to be inferior to men

belonging to men

in are less

hierarchy

women were

used to be

id be "content"

power and

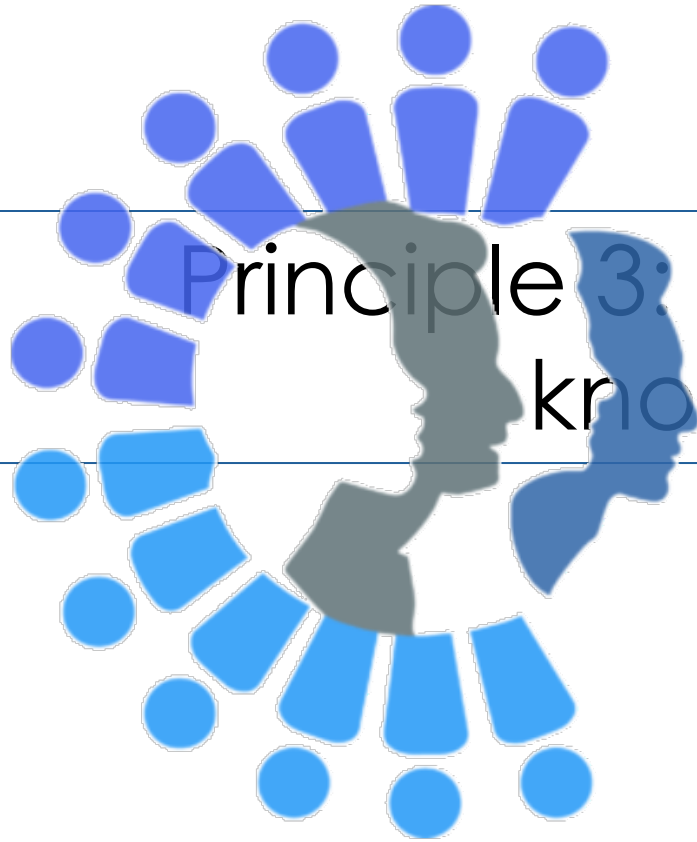
the answer is yes, then you will understand the statement, "wildlife and nature is the only thing that is worth protecting and reinforcing".

rightly

you speak to a local MP express your opinion, tell them about other things like homes for new then we can stop this foolishness and forget it ever happened.

Here you ever noticed how the consequences of self-punishment are flooding our streets, our schools and our homes? Repetition

The Writing Curriculum



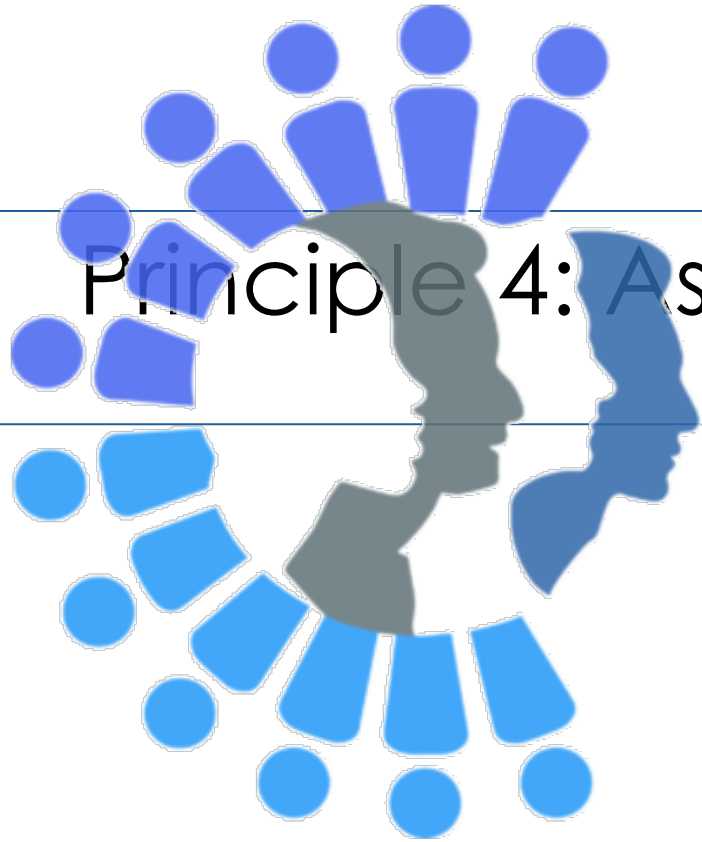
Principle 3: Map procedural and disciplinary knowledge in the same way.

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The Writing Curriculum



Principle 4: Assess directly what has been taught

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Read through the extract and answer the following questions:

- Who is speaking in the extract?
- Where is this conversation set (where are they having this conversation)?
- What are the characters discussing?
- How do Carlos and his father feel during this conversation?
- Why do you think they feel this way?

Now, use your answers to write 1-2 sentences summarising what is happening in the extract. You should ensure that your summary is clear and uses discourse markers.

Identify three elements of Carlos' characterisation in the extract and explain what it tells us about his character (be careful not to re-write the quotation or paraphrase in your explanation).

Use tenor and vehicle to analyse this simile from the extract:

"The paper lifts and flies, soars like a feather"

What is the ground in this simile? Just as... So is...

Carlos is struggling with Jerome's death. How does Parker-Rhodes present this idea in the extract?

Write a thesis statement that answers the question. Identify evidence to support your thesis statement.

Jerome does not blame Carlos for the role he played in his death. How does Parker-Rhodes present this idea in the extract?

Write a thesis statement that answers the question. Identify evidence to support your thesis statement.

(7 marks)

(2 marks)

(2 marks)

(1 mark)

(2 marks)

(2 marks)

/16

Health & Lifestyle Extended Response – Food and Nutrition (6 marks)

Question (6 marks):

A pupil wants to improve their diet to stay healthy.

- Explain why the body needs carbohydrates, proteins, fats, vitamins, minerals, fibre, and water.
- In your answer, you should refer to the function of each nutrient.

Feedback: **Good:** Teacher: Please highlight the statement(s) the pupil should focus on to improve their answer.

| Area for Development | Recommendation |
|------------------------|--|
| Nutrients identified | List all the main nutrients (carbohydrates, proteins, fats, vitamins, minerals, fibre, water). |
| Functions of nutrients | Explain what each nutrient does in the body. |
| Link to health | Show how nutrients help the body stay healthy (e.g. growth, energy, preventing disease). |
| Level of detail | Give specific examples (e.g. vitamin C for skin, iron for blood). |
| Answer structure | Write in clear, full sentences covering each nutrient. |

Mark Scheme

Level 1 (1-2 marks): Mentions at least one or two nutrients with simple statements (e.g. 'We need protein or minerals')

Level 2 (3-4 marks): Describes the function of several nutrients with some detail. May cover 3-4 nutrients correctly.

Level 3 (5-6 marks): Explains the function of most or all nutrients (carbohydrates, proteins, fats, vitamins, minerals, fibre, water) clearly, linking them to health.

The Writing Curriculum

Principle 5: Activate necessary prior knowledge

"Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas" - EEF

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The Writing Curriculum

Principle 5: Activate necessary prior knowledge

GCSE English Language
Paper 1 – Q4

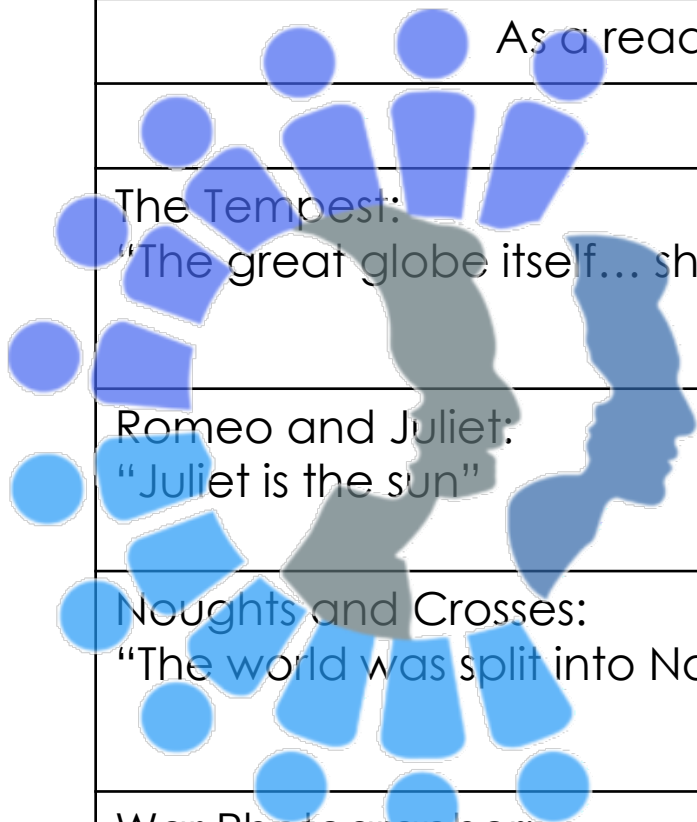
| | |
|--------------------|---|
| A Christmas Carol | "Scrooge's adulthood has been shaped by the neglect and loneliness he experienced as a child" – to what extent do you agree? I agree/disagree that Scrooge's adulthood has been shaped by his childhood because... |
| An Inspector Calls | "Sheila is controlled by her parents" – to what extent do you agree? I agree/disagree that Sheila is controlled by her parents because... |
| Macbeth | "Lady Macbeth is weak and powerless" – to what extent do you agree? I agree/disagree that Lady Macbeth is weak and powerless because... |

GCSE English Language
Paper 2 – Q4
(Comparing Viewpoints)

| | |
|--|--|
| Mrs Birling "Girls of that class" | Eric "well, I don't blame you. But don't forget I'm ashamed of you." |
| 1. What does this suggest about Mrs Birling's impression of Eva? | 1. While this quotation isn't directly about Eva Smith, what does it suggest about how Eric perceives her? |
| <p>Mrs Birling feels/thinks/believes that Eva was _____ because he _____ . However, this sense of _____ is juxtaposed by Eric who thinks/feels/believes _____ .</p> | |

Principle 6: Reading AND Writing

| As a reader... | As a writer... |
|--|--|
| Metaphor | |
| <p>The Tempest: "The great globe itself... shall dissolve"</p> | <p>Write a metaphor with a clear tenor, vehicle and ground.</p> |
| <p>Romeo and Juliet: "Juliet is the sun"</p> | <p>Change metaphors others have written and consider the impact this has on characterisation.</p> |
| <p>Noughts and Crosses: "The world was split into Noughts and Crosses"</p> | <p>Consider the placement of metaphors, compared with other rhetorical devices to see which is more effective.</p> |
| <p>War Photographer: "A hundred agonies in black-and-white"</p> | <p>Write metaphors in rhetorical pieces. Write extended metaphors in creative pieces.</p> |

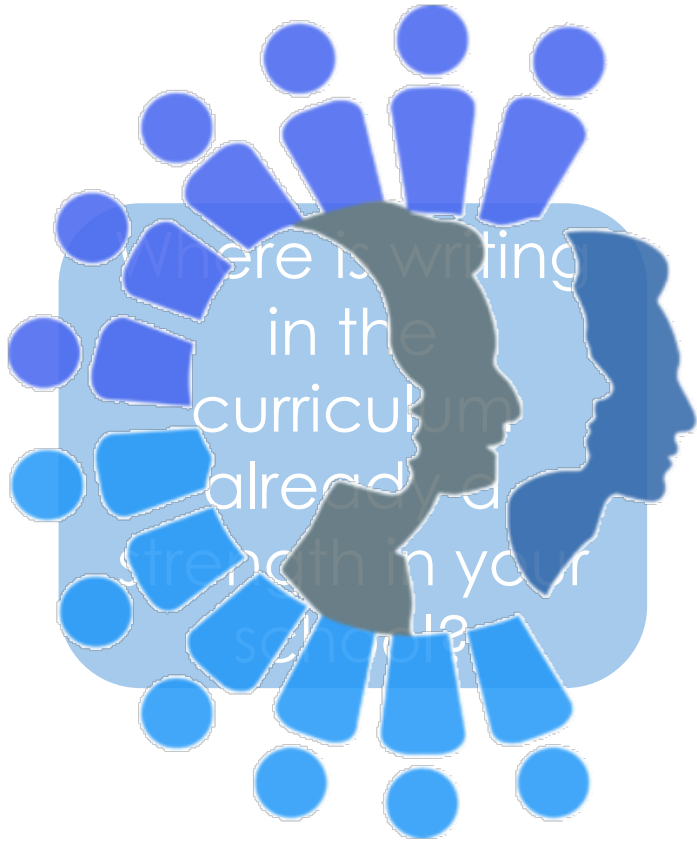


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Reflection:



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Where does writing in the curriculum need development?
What is the biggest barrier to this development? How would you eliminate this?

Session 3: Common Approach Before, During and After Writing

Reflection & Discussion Point:



Why, when we have taught them the knowledge, do pupils struggle to apply it?

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What are the problems with writing? (Curriculum)

Incoherent sequencing; lack of writing cohesion

Lacking specificity - 'broad' tasks and unrealistic expectations

GCSE style assessments

Limited opportunities for feedback and improvement

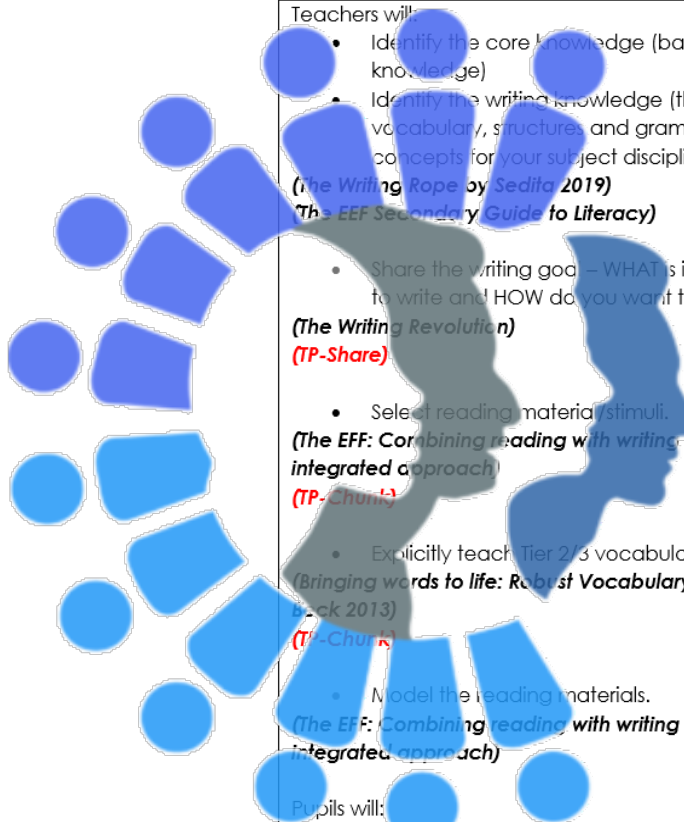
Over reliance on scaffolds and frameworks

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Common Approach

| Before | During | After |
|--|---|--|
| <p>Teachers will:</p> <ul style="list-style-type: none"> Identify the core knowledge (background knowledge) Identify the writing knowledge (this will include vocabulary, structures and grammatical concepts for your subject discipline) <p><i>(The Writing Rope by Sedita 2019)</i> <i>(The EEF Secondary Guide to Literacy)</i></p> <ul style="list-style-type: none"> Share the writing goal – WHAT is it you want pupils to write and HOW do you want them to write it? <p><i>(The Writing Revolution)</i> <i>(TP-Share)</i></p> <ul style="list-style-type: none"> Select reading material (stimuli). <p><i>(The EEF: Combining reading with writing instruction: an integrated approach)</i> <i>(TP-Chunk)</i></p> <ul style="list-style-type: none"> Explicitly teach Tier 2/3 vocabulary. <p><i>(Bringing words to life: Robust Vocabulary Instruction by Beck 2013)</i> <i>(TP-Chunk)</i></p> <ul style="list-style-type: none"> Model the reading materials. <p><i>(The EEF: Combining reading with writing instruction: an integrated approach)</i></p> <p>Pupils will:</p> <ul style="list-style-type: none"> Prepare by using the metacognition grid (comprehension, connection, strategy and reflection) to unpick the question. Plan their response, drawing on prior knowledge and focusing on organising their ideas. <p><i>(DFE: The Writing Framework 2025)</i></p> | <p>Teachers will:</p> <ul style="list-style-type: none"> Live model the common approach to the writing task, narrating the thought process at each stage. Scaffold the independent writing task <p><i>(The Writing Revolution)</i> <i>(TP-Chunk, Check and Practice)</i></p> <ul style="list-style-type: none"> Actively observe Hunting not fishing for key features of the common approach – sentence level or overall structure. Look for misconceptions specific to the writing task, rather than a general comment Share (read aloud) parts of pupil responses to continually model the process <p><i>(Teach Like a Champion, Doug Lemov)</i> <i>(TP-Check)</i></p> <ul style="list-style-type: none"> Plan for reflective pit stops – pupils retain a focus on their goals for writing and revisit the common approach <p>Pupils will:</p> <ul style="list-style-type: none"> Respond to metacognitive questions throughout the live modelling process e.g. 'would it be a mistake for me to...?' 'what idea could I explore next?' Make notes on specific aspects of the writing process and the steps that are being explicitly modelled <p><i>(Codexterous, Maximising Student Thinking)</i></p> <ul style="list-style-type: none"> Complete the writing task in a condition: (shared writing, independent writing or guided writing) <p><i>(DFE: The Writing Framework 2025)</i> <i>(TP-Practice)</i></p> <ul style="list-style-type: none"> Respond to immediate feedback from active observation | <p>Teachers will:</p> <ul style="list-style-type: none"> Provide pupils with opportunities for reflection. Provide feedback and model how to improve at sentence level. Create an improvement task giving pupils the opportunity to apply their feedback to a similar task/question. Plan for opportunities for pupils to work on writing over time, instead of rushing to complete extended responses in the first instance. <p><i>(Ofsted, Telling the Story)</i> <i>(TP-Review and Check)</i></p> <p>Pupils will:</p> <ul style="list-style-type: none"> Complete their metacognition grid to promote reflection and self-regulation. <p><i>(Jennifer Webb: The Metacognition Handbook)</i></p> <ul style="list-style-type: none"> Make changes to their written work, ensuring it is accurate and coherent, prioritising spelling of Tier 2/3 vocabulary. Complete the improvement task, applying feedback to a similar question. <p><i>(TP-Practice)</i></p> |



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Common Approach – WHY?

| |
|--|
| Before |
| Teachers will: |
| <ul style="list-style-type: none">Identify the core knowledge (background knowledge)Identify the writing knowledge (this will include vocabulary, structures and grammatical concepts for your subject discipline) |
| <i>(The Writing Rope by Sealife 2019)</i> <i>(The EEF Secondary Guide to Literacy)</i> |
| <ul style="list-style-type: none">Share the writing goal – WHAT is it you want pupils to write and HOW do you want them to write it? |
| <i>(The Writing Revolution)</i> <i>(TP-Share)</i> |
| <ul style="list-style-type: none">Select reading material/stimuli. |
| <i>(The EEF: Combining reading with writing instruction: an integrated approach)</i> <i>(TP-Chunk)</i> |
| <ul style="list-style-type: none">Explicitly teach Tier 2/3 vocabulary. |
| <i>(Bringing words to life: Robust Vocabulary Instruction by Beck 2013)</i> <i>(TP-Chunk)</i> |
| <ul style="list-style-type: none">Model the reading materials. |
| <i>(The EEF: Combining reading with writing instruction: an integrated approach)</i> |
| Pupils will: |
| <ul style="list-style-type: none">Prepare by using the metacognition grid (comprehension, connection, strategy and reflection) to unpick the question.Plan their response, drawing on prior knowledge and focusing on organising their ideas. |
| <i>(DFE: The Writing Framework 2025)</i> |

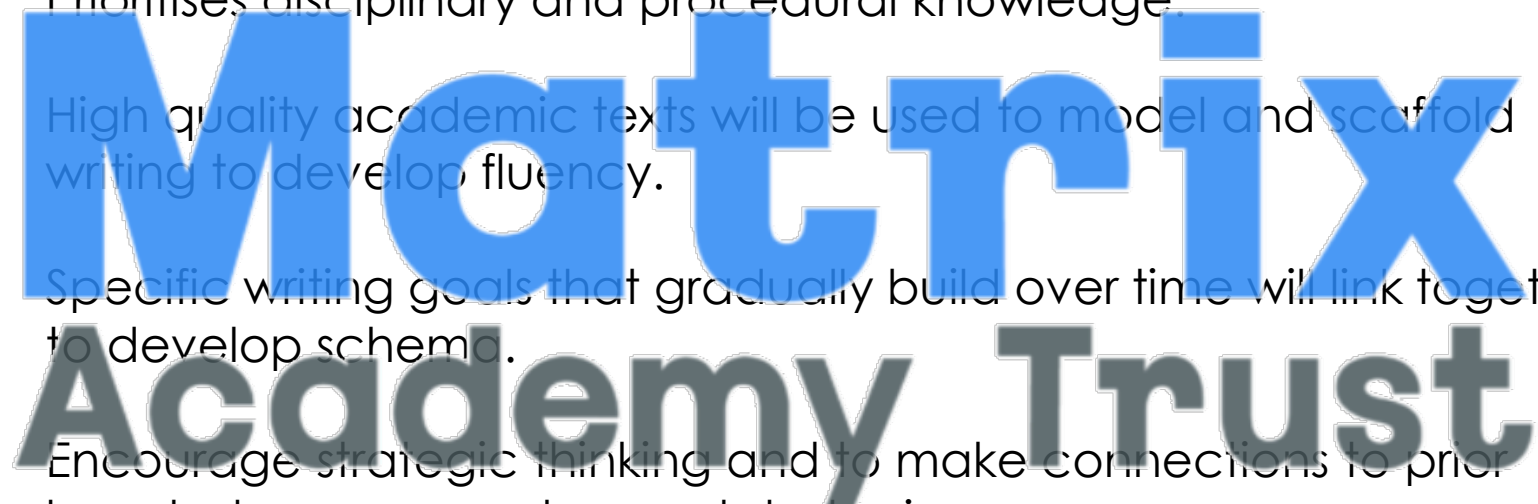
Prioritises disciplinary and procedural knowledge.

High quality academic texts will be used to model and scaffold writing to develop fluency.

Specific writing goals that gradually build over time will link together to develop schema.

Encourage strategic thinking and to make connections to prior knowledge, approaches and strategies.

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Common Approach – WHY?

| During |
|---|
| Teachers will: <ul style="list-style-type: none">• Live model the common approach to the writing task, narrating the thought process at each stage.• Scaffold the independent writing task <p>(The Writing Revolution) (TP-Chunk, Check and Practice)</p> <ul style="list-style-type: none">• Actively observe Hunting not fishing for key features of the common approach – sentence level or overall structure. Look for misconceptions specific to the writing task, rather than a general comment• Share (read aloud) parts of pupil responses to continually model the process. <p>(Teach Like a Champion, Doug Lemov) (TP-Check)</p> <ul style="list-style-type: none">• Plan for reflective pit stops – pupils retain a focus on their goals for writing and revisit the common approach |
| Pupils will: <ul style="list-style-type: none">• Respond to metacognitive questions throughout the live modelling process e.g. 'would it be a mistake for me to...?' 'what idea could I explore next?'• Make notes on specific aspects of the writing process and the steps that are being explicitly modelled <p>(Codexeros, Maximising Student Thinking)</p> <ul style="list-style-type: none">• Complete the writing task in timed conditions (shared writing, independent writing or guided writing) <p>(DFE: The Writing Framework 2025) (TP-Practice)</p> <ul style="list-style-type: none">• Respond to immediate feedback from active observation |

Live modelling provides pupils with the opportunity to:

- See how written language structures are used in verbal communication.
- Understand how a piece of writing is structured.
- Understand how to apply grammatical knowledge to a writing task, but also the effect grammar choices can have.

Providing pupils with sentence stems such as 'because, but, so' will develop detail and complexity of written responses across different disciplines.

Common Approach – WHY?

| |
|--|
| After |
| Teachers will: |
| <ul style="list-style-type: none">• Provide pupils with opportunities for reflection.• Provide feedback and model how to improve at sentence level.• Create an improvement task giving pupils the opportunity to apply their feedback to a similar task/question.• Plan for opportunities for pupils to work on writing over time, instead of rushing to complete extended responses in the first instance. |
| <i>(Ofsted, Telling the Story)</i> <i>(TP-Review and Check)</i> |
| Pupils will: |
| <ul style="list-style-type: none">• Complete their metacognition grid to promote reflection and self-regulation. |
| <i>(Jennifer Webb, The Metacognition Handbook)</i> |
| <ul style="list-style-type: none">• Make changes to their written work, ensuring it is accurate and coherent, prioritising spelling of Tier 2/3 vocabulary.• Complete the improvement task, applying feedback to a similar question. |
| <i>(TP-Practice)</i> |

Checklists that prioritise procedural knowledge will help to reduce cognitive load.

Promote reflection and self-regulation.

Feedback is continuous and ongoing.

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BEFORE Science

Before

Teachers will:

- Identify the core knowledge (background knowledge)
- Identify the writing knowledge (this will include vocabulary, structures and grammatical concepts for your subject discipline)

(The Writing Rope by Sedita 2019)
(The EFF Secondary Guide to Literacy)

Share the writing goal – WHAT is it you want pupils to write and HOW do you want them to write it?

(The Writing Revolution)
(TP-Share)

Select reading material/stimuli.

(The EFF: Combining reading with writing instruction: an integrated approach)
(TP-Chunk)

- Explicitly teach Tier 2/3 vocabulary.

(Bringing words to life: Robust Vocabulary Instruction by Beck 2013)
(TP-Chunk)

- Model the reading material..

(The EFF: Combining reading with writing instruction: an integrated approach)

Pupils will:

- Prepare by using the metacognition grid (comprehension, connection, strategy and reflection) to unpick the question.
- Plan their response, drawing on prior knowledge and focusing on organising their ideas.

(DFE: The Writing Framework 2025)

KS3 Extended Response – Floating and Sinking (6 marks)

Objects can float or sink depending on their density compared to water.

- Explain why some objects float and others sink.
- In your answer, refer to density, upthrust, and examples.

Balanced and unbalanced forces

Knowledge of how an object floats in terms of the force between weight and upthrust

Knowledge of when an object will float in terms of density compared to water

Examples of objects and materials that will and won't float on water. Knowledge of why this will happen

BHBK – bullet point response

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Density, upthrust, weight and buoyancy

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BEFORE English

Before

Teachers will:

- Identify the core knowledge (background knowledge)
- Identify the writing knowledge (this will include vocabulary, structures and grammatical concepts for your subject discipline)

(The Writing Rope by Seidita 2017)
(The EFF Secondary Guide to Literacy)

- Share the writing goal – WHAT is it you want pupils to write and HOW do you want them to write it?

(The Writing Revolution)
(TP-Share)

- Select reading material/stimuli.

(The EFF: Combining reading with writing instruction: an integrated approach)
(TP-Chunk)

- Explicitly teach Tier 2/3 vocabulary.

(Bringing words to life: Robust Vocabulary Instruction by Beck 2013)
(TP-Chunk)

- Model the reading materials.

(The EFF: Combining reading with writing instruction: an integrated approach)

Pupils will:

- Prepare by using the metacognition grid (comprehension, connection, strategy and reflection) to unpick the question.
- Plan their response, drawing on prior knowledge and focusing on organising their ideas.

(DFE: The Writing Framework 2025)

Knowledge of what the beach symbolises at the beginning of the novel (link to innocence and idealism)
Knowledge of how and why the significance/symbolism of the beach changes (link to racism and segregation)

How to comment on similarities/differences and track these throughout the text

How to turn adjectives into noun phrases

Knowledge of Blackman's message and how she uses the beach as a vehicle

Comparative paragraph

-Temporal discourse markers

-Epithets

-Topic sentences

-Quotations

-Analysis

-Writer's intention

Symbolises. Epithet.

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How has the significance of the beach changed throughout the novel?

Refer to:

- The extract
- Earlier moments in the novel
- Blackman's intentions

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DURING English/Science

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| |
|--|
| <p>During</p> <p>Teachers will:</p> <ul style="list-style-type: none"> Live model the common approach to the writing task, narrating the thought process at each stage. Scaffold the independent writing task <p>(The Writing Revolution) (TP-Chunk, Check and Practice)</p> <ul style="list-style-type: none"> Actively observe Hurling a net fishing for key features of the common approach – sentence level or overall structure. Look for misconceptions specific to the writing task, rather than a general comment Share (read aloud) parts of pupil responses to continually model the process. <p>(Teach Like a Champion, Doug Lemov) (TP-Check)</p> <ul style="list-style-type: none"> Plan for reflective pit stops – pupils retain a focus on their goals for writing and revisit the common approach <p>Pupils will:</p> <ul style="list-style-type: none"> Respond to metacognitive questions throughout the live modelling process e.g. 'would it be a mistake for me to...?' 'what idea could I explore next?' Make notes on specific aspects of the writing process and the steps that are being explicitly modelled <p>(Codextercius, Maximising Student Thinking)</p> <ul style="list-style-type: none"> Complete the writing task in timed conditions (shared writing, independent writing or guided writing) <p>(DFE: The Writing Framework 2025) (TP-Practice)</p> <ul style="list-style-type: none"> Respond to immediate feedback from active observation |
|--|

| Success Criteria | Independent Response |
|---|--|
| <p>As you are live modelling and narrating your thought process, pupils write down what you are doing, paying particular attention to the parts you want pupils to emulate – this depends on the writing task given and could range from how to write an analytical paragraph to how to use critical verbs to explore authorial intent. Where possible, sentence stems from the common approach should be incorporated.</p> <p>Throughout the live modelling process, ask a range of questions to encourage metacognitive thinking e.g. 'would it be a good idea if...?' 'What impact would changing X to Y have on my answer?'</p> | <p>This section remains blank throughout the modelling process.</p> <p>Once you have modelled your answer, pupils are then given a similar question to complete independently, using their marginal annotations to guide their writing. Throughout, there should be 'reflective pit stops' where pupils are encouraged to tick off what they have used from the margin, thinking about what they have left to include.</p> |

| Success Criteria | Independent Response |
|--|----------------------|
| <ol style="list-style-type: none"> Temporal discourse marker <i>Initially</i> <i>At the beginning</i> Topic sentence (including epithet) <i>...the beach was presented in place ...[epithet].</i> Quotation. <i>At the beginning, the beach was '.....'</i> <i>...[quotation that] ...[on page]</i> Comparative discourse marker and topic sentence <i>However</i> <i>On the other hand</i> <i>However, as the novel progresses, the beach has now become [epithet]</i> Analysis <i>At this point, the loss of [noun phrase] shows that...</i> | |

AFTER English

After

Teachers will:

- Provide pupils with opportunities for reflection.
- Provide feedback and model how to improve at sentence level.
- Create an improvement task giving pupils the opportunity to apply their feedback to a similar task/question.
- Plan for opportunities for pupils to work on writing over time, instead of rushing to complete extended responses in the first instance.

(Ofsted, Telling the Story)
(TP-Review and Check)

Pupils will:

- Complete their metacognition grid to promote reflection and self-regulation.

(Jennifer Webb: The Metacognition Handbook)

- Make changes to their written work, ensuring it is accurate and coherent, prioritising spelling of Tier 2/3 vocabulary.
- Complete the improvement task, applying feedback to a similar question.

(TP-Practice)

End Points

How juxtaposition is used to highlight injustice and inequality.

How and why Blackman contrasts love with trauma, deception and violence.

How Sephy and Callum are characterised and how their characterisation is developed by the perception that each other has.

Key similarities and differences between characters and relationships e.g. noughts and crosses.

How Blackman uses her characters as vehicles to present personal viewpoints.

How characters (Callum and Sephy) are used to mirror social experiences.

How to construct personal viewpoints in the form of thesis statements.

How to use thesis statements to create topic sentences.

How to select and embed relevant textual detail.

How to analyse a writer's use of language, structure and form.

How to evaluate and comment on the writer's intent.

How to link ideas to context.

How to comment on similarities and differences, in relation to characterisation, ideas and/or methods.

Question

Chapter 49
How has the relationship between Callum and Sephy changed throughout the novel?

Marks

7/10

Improvement

Improvement Task:
Chapter 76

How has the relationship between Callum and Sephy changed throughout the novel?

How to analyse a writer's use of language, structure and form.

-Comment on effect, not meaning

The use of _____ draws Blackman to _____.

This conveys a sense of _____.

The word "_____" has connotations of _____ and evokes an image/atmosphere/sense of _____.

How to evaluate and comment on the writer's intent.

-Use an adverb opener, with a comma to follow

-Use multiple critical verbs

Consequently, Blackman is exposing/criticising/healing _____.

How to comment on similarities and differences, in relation to characterisation, ideas and/or methods.

-Use temporal signposts to highlight the comparison

-Use specific contrasting epithets

-Use structural terminology to show ideas across a text

-Select evidence that supports the point being made

Initially, Callum and Sephy's relationship was one of [insert epithet].

However, as the novel progresses, it has now become [insert contrasting epithet].

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Breathing life into the common approach

KS3 Extended Response – Floating and Sinking (6 marks)

Objects can float or sink depending on their density compared to water.

- Explain why some objects float and others sink.
- In your answer, refer to density, upthrust, and examples.

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How has the significance of the beach changed throughout the novel?

Refer to:

- The extract
- Earlier moments in the novel
- Blackman's intentions

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Breathing life into the common approach

Oxbow Lakes

An oxbow lake is a river landform that forms when a meander is cut off from the main river channel. Oxbow lakes are most commonly found in the middle and lower courses of a river, where the river has more energy and flows across a wide floodplain.

Meanders develop because water flows at different speeds within the river channel. On the outside bend of a meander, the river flows faster and causes erosion, particularly through a process called hydraulic action. This creates a steep river cliff. On the inside bend, the river flows more slowly and deposits material such as sand and silt, forming a slip-off slope. Over time, this causes the meander to become more curved.

As erosion continues on the outside bends, the neck of the meander becomes narrower. During periods of high discharge, such as after heavy rainfall or flooding, the river may break through the narrow neck and take a shorter, straighter route. This new channel becomes the main course of the river because water always follows the route with the least resistance.

Once the river has cut through the neck, deposition occurs at the entrance and exit of the old meander loop. Sediment is deposited because the water flowing into the loop has lost energy. Over time, this deposition seals off the loop from the main river channel, forming an oxbow lake.

Oxbow lakes are usually horseshoe-shaped and contain still or slow-moving water. Over time, they may gradually fill with sediment and vegetation, eventually becoming marshland or dry land. This shows how rivers constantly change the landscape through erosion, transportation, and deposition.

AQA Geography style GCSE question:

Explain how an oxbow lake is formed. (6 marks)

On your tables, discuss

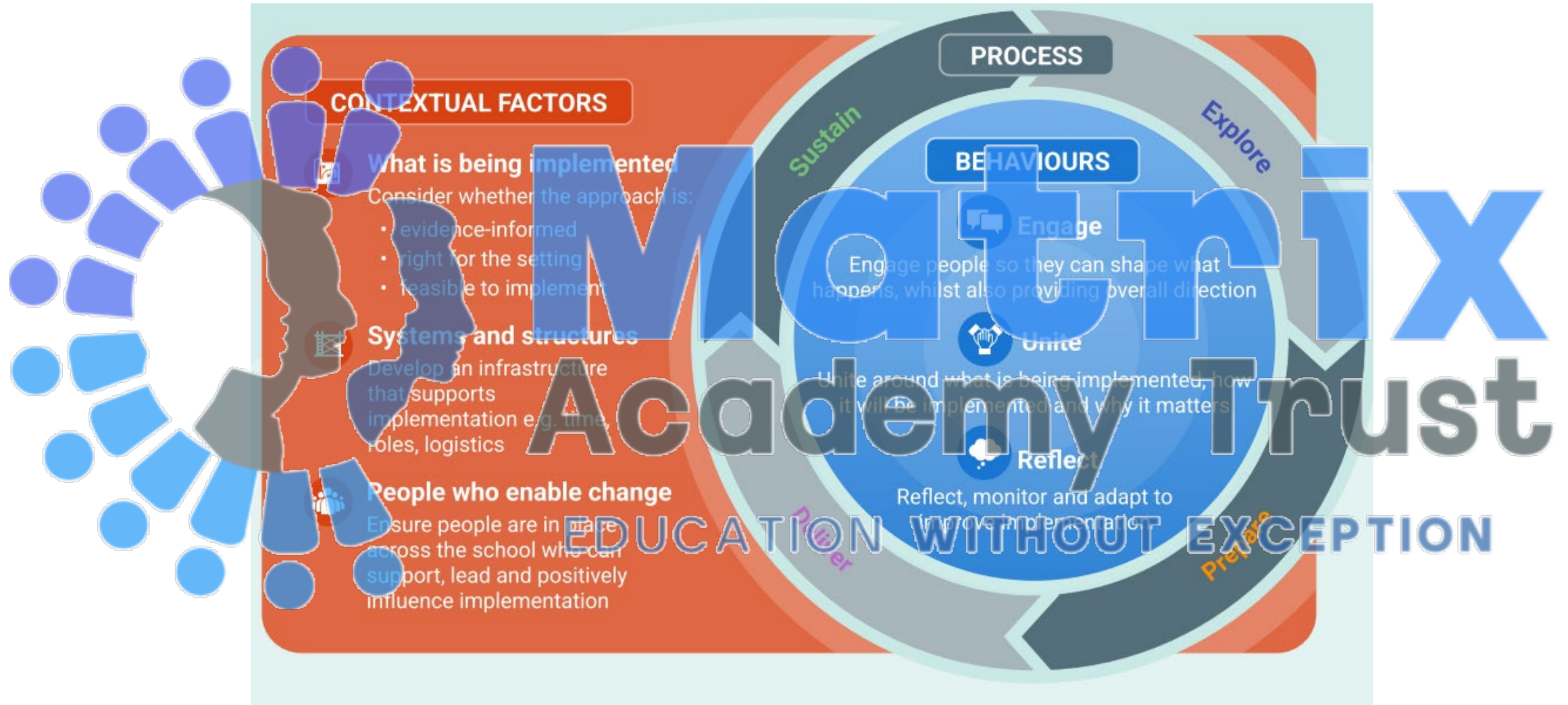
What disciplinary and procedural knowledge is needed

The writing goal

Tier 2/3 vocabulary needed teaching

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How do we implement a common approach?



Implementing and Driving a Common Approach

- Clarity of purpose – start with the ‘why’ (data specific to your context)
- Collaboration in design – build ownership (not just compliance) within your setting
- Consider pilot implementation and making it manageable – focus on a specific area/ specific vehicle
- Shared language and frameworks breed consistency – part and parcel of the approach in action
- Modelling as part of professional development.
- Continuous improvement through open and candid dialogue; sharing best practice.

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Quality Assurance

Whole School CPD 2

Refine approach

Quality Assurance

Sustain

Heads of Department

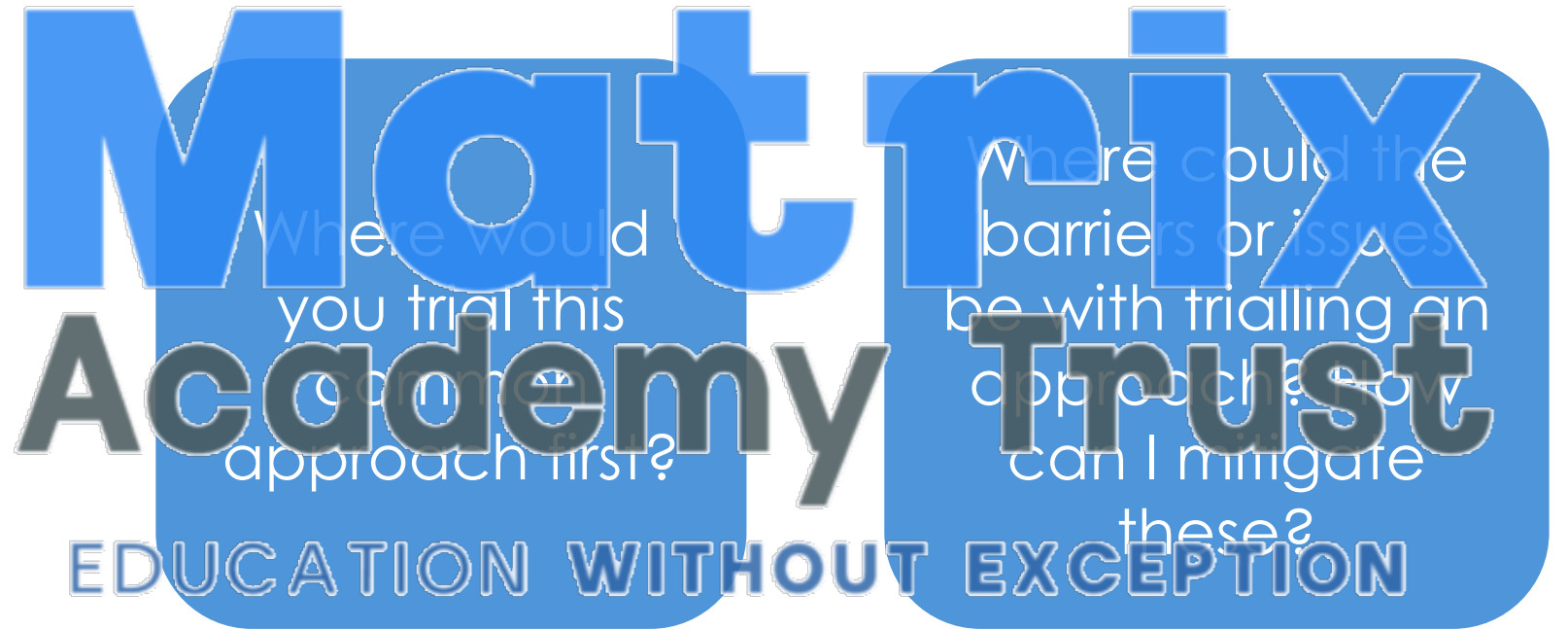
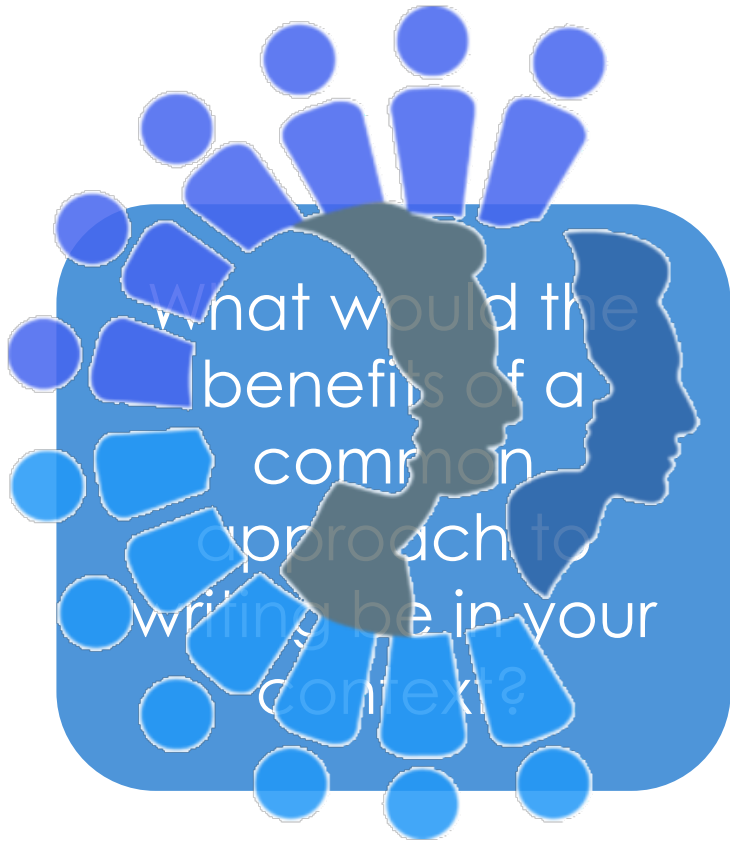
Prepare

Literacy Leads

Deliver

Whole School CPD 1

Reflection:



Session 4: Writing and Pedagogy

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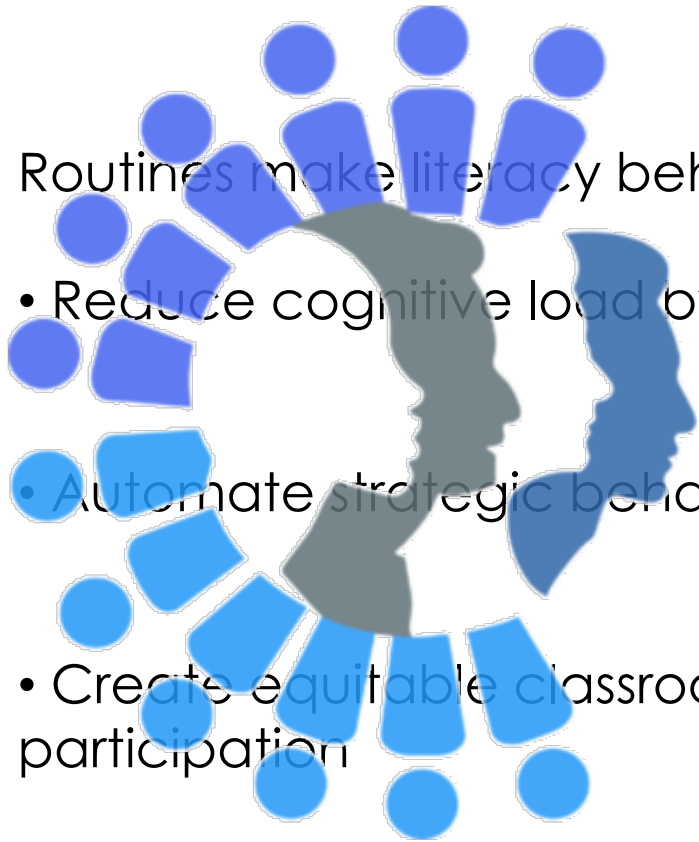


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The Power of Routines for Literacy


Routines make literacy behaviours **habitual, not occasional**.

- Reduce cognitive load by making processes predictable.
(Sweller, 1988; Kirschner, Sweller & Clark, 2006).
- Automate strategic behaviour, helping students internalise expert habits
(Rosenshine, 2012).
- Create equitable classrooms by giving all learners predictable structures for participation
(Mercer, 2000; Alexander, 2017).



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Live Modelling

| Success Criteria | Independent Response |
|---|--|
| <p>As you are <i>live modelling</i> and narrating your thought process, pupils write down what you are doing, paying particular attention to the parts you want pupils to emulate – this depends on the writing task given and could range from how to write an analytical paragraph to how to use critical verbs to explore authorial intent. Where possible, sentence stems from the common approach should be incorporated.</p> <p>Throughout the <i>live modelling</i> process, ask a range of questions to encourage metacognitive thinking e.g. would it be a good idea if...? What impact would changing X to Y have on my answer?</p> | <p>This section remains blank throughout the modelling process.</p> <p>Once you have modelled your answer, pupils are then given a similar question to complete independently, using their marginal annotations to guide their writing. Throughout, there should be 'reflective pit stops' where pupils are encouraged to tick off what they have used from the margin, thinking about what they have left to include.</p>  <p>The logo for Matrix Academy Trust features a stylized human figure composed of blue dots of varying sizes, with a grey silhouette of a person's head and shoulders overlaid on the left side. To the right of the figure, the word 'Matrix' is written in a large, bold, blue sans-serif font. Below 'Matrix', the words 'Academy Trust' are written in a smaller, bold, grey sans-serif font. At the bottom, the tagline 'EDUCATION WITHOUT EXCEPTION' is written in a blue, all-caps, sans-serif font.</p> |

Live Modelling

| Success Criteria | Independent Response |
|--|--|
|  <p>1. Big Idea <i>The writer allows the reader to understand (WRIAT impression is created?)</i></p> <p>1. Quote that links to the big idea</p> <p>2. Method (must be evident in the quote)</p> <p>3. Analysis <i>The noun 'master' has connotations of power and superiority; the chimney sweepers are inferior and powerless, especially when they are put through 'fearful training'.</i></p> <p>Use a ; to develop ideas and then make links to other quotations.</p> <p><i>Not only does the METHOD '_____' show _____, but it also shows _____.</i></p> |  <h1>Matrix</h1> <h2>Academy Trust</h2> <p>EDUCATION WITHOUT EXCEPTION</p> |

Active Observation

<https://teachlikeachampion.org/blog/the-power-of-jen-brettles-active-observation-hope-to-see-you-in-miami/>



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Common Approaches

Question 3

How has the writer structured the text to create {insert specific effect}?
(8 marks)

| Approach | Strategy |
|---|---|
| 1. Read Question 3 and identify the focus (effect) of the question. | Start with a one sentence overview – link to the big idea (The text is structured as... link to big idea) |
| 2. Re-read the statement from Question 4 to identify the turning points and pivotal moment within the text. | Each paragraph must include the following where appropriate: 1. Signpost and focus at this particular point (why here?) At the beginning, the writer focuses on [character/setting/event] to establish _____. As the extract develops, the writer shifts from ____ to ____ to highlight _____. As the extract develops, the pivotal point occurs when _____. By the end of the extract, the writer creates a shift from _____. As the extract concludes, the writer has developed _____. |
| 3. Re-read the extract and ensure you have tracked the focus within each paragraph; keep in mind the big idea and highlight the key turning points/pivotal moment. | 2. Embedded evidence |
| 4. Highlight evidence from the beginning , that leads up to the pivotal moment. Highlight evidence following the pivotal moment. | 3. Subject terminology (e.g., shift, juxtaposition, zoom, cyclical, foreshadowing, climax, flashback, cliffhanger). |
| 5. Annotate each piece of evidence – why here , why now ? | 4. Analysis of structural features (why now?) This creates (insert effect) here because _____. At this point, the writer emphasises/ highlights/ reveals _____. The introduction of X here allows the writer to show _____. By moving from X to Y here, the writer reinforces _____. |

Question 4

To what extent do you agree? (evaluation)
(20 marks)

| Approach | Strategy |
|---|--|
| 1. Read the question and identify the parts of the statement . | Introduce your argument in a one sentence overview – state your overall judgement (consider your big idea) It is clear that [part of statement], _____ because _____. |
| 2. Re-read the extract. | Each paragraph must include the following where appropriate: 1. An explanation of the reason behind your judgement. The writer allows the reader to understand _____. |
| 3. Form a judgement to the statement (consider your big idea). | 2. Embedded evidence |
| 4. Find x3 evidence to support your judgement. | 3. Method The use of method creates a sense of _____ (link to judgement). |
| 5. Label methods | 4. Effect: writer's intention/ Zoom (x2/3) Perhaps the writer intended to suggest/imply that _____ (link to judgement). The writer highlights/criticises/subverts/suggests/ _____ through their use of the [word class] "_____" as _____ (link to judgement). |
| 6. Annotate for meaning (What are the literal associations? What might this represent metaphorically?). How does this support your judgement? | Conclude your argument in one sentence The overall impression is one which demonstrates/reasserts the writer's feeling of/ a sense of _____. |

*Only consider a counter argument, if the text lends itself to disagreement
However, there are moments in the text when we question (focus of the statement) because _____.

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Sentence level instruction

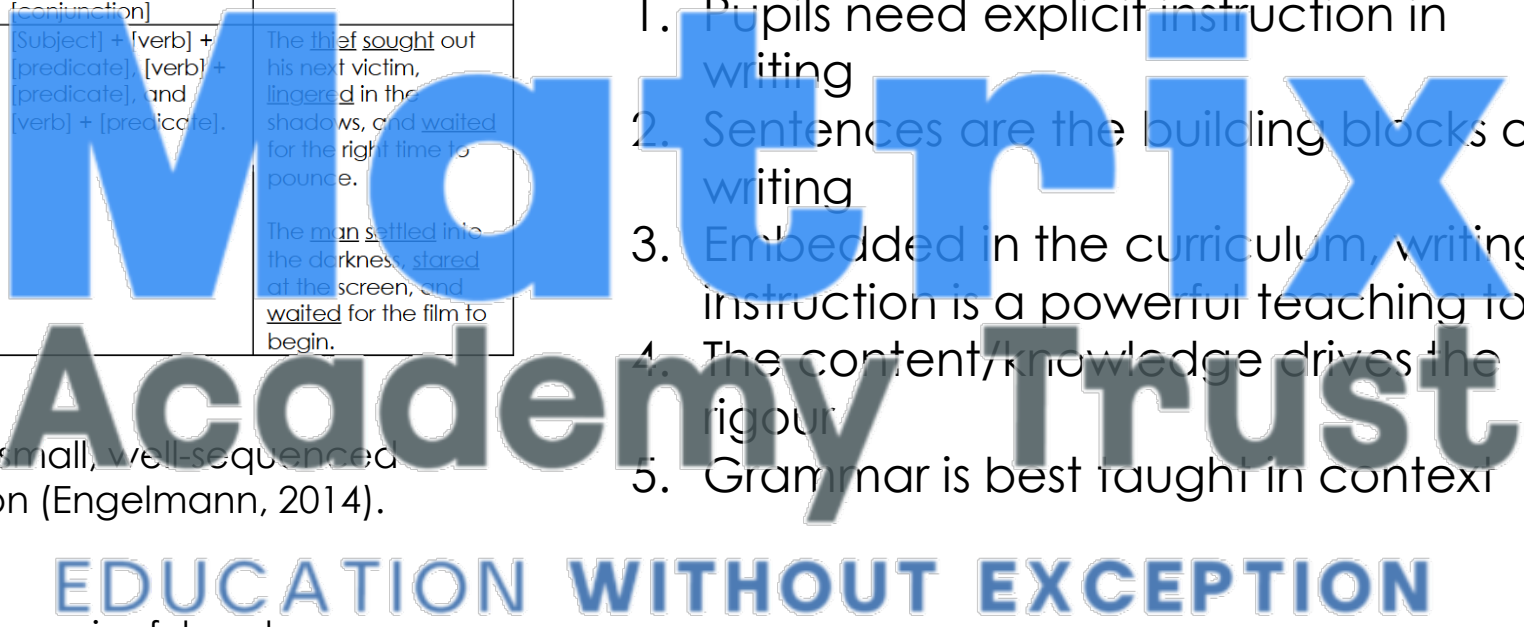
| 1. Verb driven sentence | | |
|---|--|-------------------|
| Pupils know: | Sentence shape: | Explicitly model: |
| Breakdown of how to teach grammatical structure | Sentence shape [subject] + [verb] + [conjunction] | Specific wording |
| <ul style="list-style-type: none"> A 'Who, what, what and what' sentence fundamentally follows a basic sentence structure but is driven by action (verbs). It can be used to add tension, precision or detail. A sentence includes a subject (who) and a predicate which tells us what the subject does or is. A predicate always includes a verb. A subordinate clause cannot stand alone, it is reliant on the main clause. The subordinate clause opens the sentence and is followed by two subordinate clauses. Verbs can drive our writing and instil it with intent. A comma is used to separate each subordinate clause. | [Subject] + [verb] + [predicate], [verb] + [predicate], and [verb] + [predicate]. The thief sought out his next victim, lingered in the shadows, and waited for the right time to pounce. The man settled into the darkness, stared at the screen, and waited for the film to begin. | |

Principles:

1. Pupils need explicit instruction in writing
2. Sentences are the building blocks of writing
3. Embedded in the curriculum, writing instruction is a powerful teaching tool
4. The content/knowledge drives the rigour
5. Grammar is best taught in context

Pupils learn best when you teach new skills in small, well-sequenced steps and check for mastery before moving on (Engelmann, 2014).

Focusing on sentence level approaches is a meaningful and manageable way to support explicit instruction (Quigley, 2023).



Quality Assurance

a) Curriculum scrutiny

- Where are the **opportunities** for writing in the curriculum?
- How is writing **knowledge** mapped and sequenced?
- How is both disciplinary and procedural knowledge prioritized in the curriculum?
- Where do students struggle with writing in your subject?
- How do your **literacy routines** reflect disciplinary thinking?

b) Lesson visits

- How pupils engage with writing tasks
- How **live modelling** is used to scaffold, not simplify, writing tasks
- How **active observation** is used to give specific and granular feedback
- Whether disciplinary writing behaviours are visible
- Use of common approaches

c) Work scrutiny

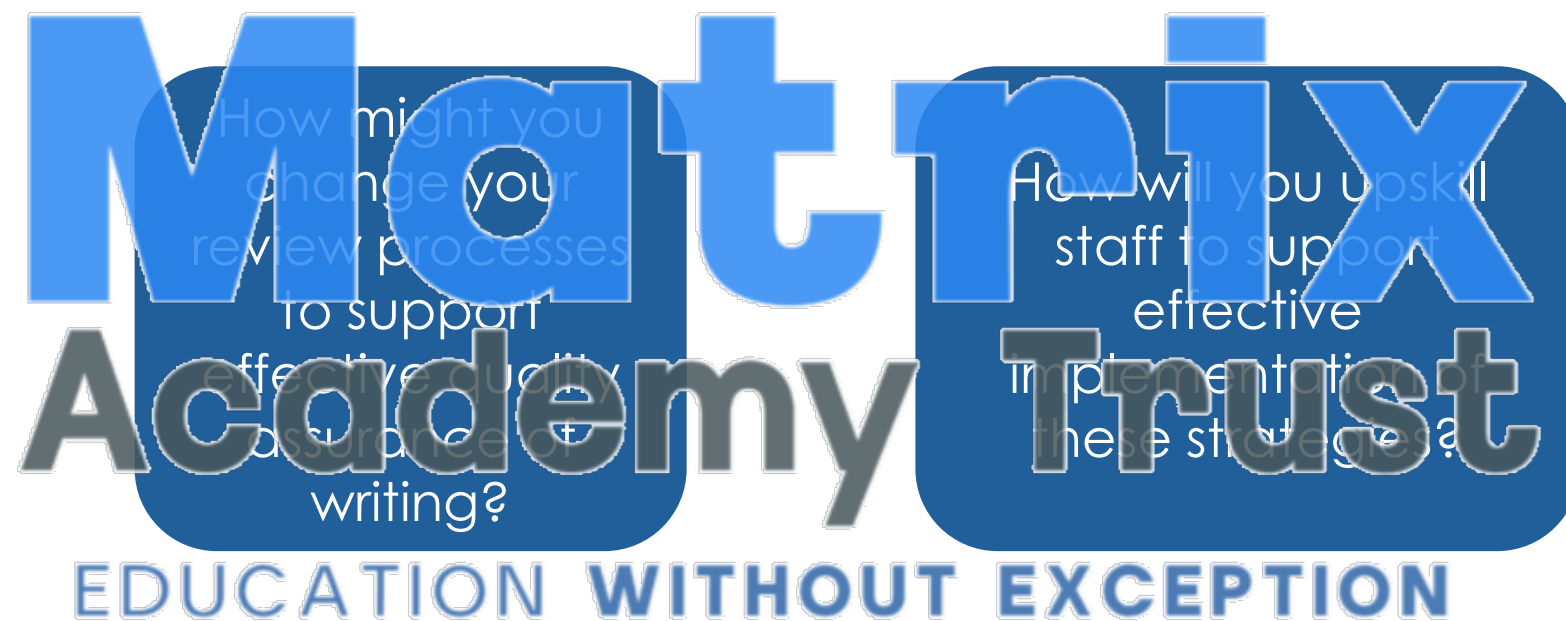
- Independent practice
- **live marking**
- Personalised, actionable and specific feedback
- Response to feedback
- Self-reflection and evaluation
- Use of tier 2/3 vocabulary in written response

d) Pupil voice

- "How do you approach writing tasks in this subject?"
- "What do you need to do to improve?"

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Reflection:



Key Takeaways

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Returning to the 'Why'

- Writing offers pupils the opportunity to express their attitudes, opinions, judgements and ideas.
- Writing helps thinking and learning; it enhances the learning of subject matter and helps cement that learning in long-term memory.
- Communication is important in developing social relationships.

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Reflection:

Where is writing prioritised across your curriculum?

The Writing Curriculum

- Writing is built from three interacting elements
- The curriculum should prioritise and balance both disciplinary and procedural writing knowledge
- Writing opportunities should be deliberately planned for and sequenced
- Assessments should only assess what has been taught

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Reflection:

How deliberately is writing planned as a sequence rather than separate activities?

A Common Approach to Writing

- A shared language for writing helps staff and pupils.
- Agreeing on core expectations (e.g. live modelling, sentence structures, feedback) builds confidence.
- This does not mean scripted lessons, but shared principles and tools.

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Reflection:

What would pupils notice if they moved classrooms – would expectations for writing feel familiar?

Writing Strategies

- Pedagogical strategies should be implemented to scaffold, not simplify the writing tasks
- Live modelling strategies should maximise pupil thinking and participation
- Sentence level and/or explicit instruction helps to develop fluency and mastery

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reflection.

How well do your current writing strategies develop fluency?

RISE Writing Conference 1: Evaluation

