

A Beechcroft CUSP Unit

Using the CUSP Skeleton Plans and resources, we ensure that each unit builds, is structured and taught in the same way regardless of year group.

This will ensure that children make progress across the year and that when they change year groups they are able to hit the ground running.

It is important to note that all units have the same elements, however sometimes the order is different.

A Unit from Start to Finish

1. The Model Text:

This is introduced in **the first lesson** and is referred to across the unit. The knowledge note should also be introduced at the start of the unit so that children know what they are building towards and what skills they will learn.

BIG PLANNING TIP: USE THESE AND THE SUCCESS CRITERIA TO WRITE YOUR OWN VERSION OF WHAT THE CHILDREN WILL PRODUCE AT THE END.

These **must be stuck in books** and we'd expect to see that **children highlight, annotate across the first week** (it's like a key that helps them understand what they are aiming for,

Supporting Model Text: Y3 Third person narrative – animal stories (Block B)

Bite

The predator could sense its prey. It would not go hungry tonight.

Hidden amongst the fallen leaves beneath the bramble thicket, the venomous adder flicked out her tongue to taste the air. She knew the hedgehog was getting nearer. She could feel the vibrations in her belly as it shuffled and snuffled closer. Soon it would be within striking range.

Soundlessly, she shifted her coils to give the perfect base from which to thrust forward. Then, she waited with her cruel, red eyes searching the undergrowth for signs of movement.

Suddenly, there was a rustle, the foliage parted and the hedgehog stumbled into her territory, right in front of her. It stopped and eyed her warily. She twitched, swayed and flicked out her tongue. She pulled her head back a fraction more. Time held its breath.

Slowly and deliberately the hedgehog lowered its snout and advanced with its bristles bunched up on its head, forming a shield of spikes. It knew it had to protect its face and legs, the places where it was most vulnerable.

Now she saw her chance. Like a guided missile, the adder shot forward aiming her fangs at the hedgehog's soft snout. She missed and recoiled as her mouth was pierced by sharp spikes. She struck again but felt only pain, not triumph. In desperation, she tried to slither around her adversary, perhaps to attack from the rear. Impossible. Its spiteful spines were far longer than her fangs.

A strong paw found her neck, pinning her down. She writhed and hissed but it was no good. Any second now, she would feel sharp teeth piercing her scales. With one last effort, she twisted herself free and made her escape.

Disappointed, the predator shuffled off. Perhaps it would have to make do with a juicy slug or earthworm instead of a snake. Either way, it would not go hungry tonight.



Year 3: What are the features of a third person narrative – animal story?

3

Sustain the third person perspective
Written in the third person from an outside perspective.
Use the pronouns it, they etc.
E.g. It would not go hungry tonight.

Use of simple past tense
E.g. Soundlessly, she **shifted** her coils to give the perfect base from which to thrust forward.

Descriptive devices
Expanded noun phrases, e.g. spiteful spines
Simile, e.g. Like a guided missile
Metaphor, e.g. a shield of spikes
Adverbs, e.g. warily

Use a clear and simple story plan

1. Introduce the predator and its intention (to catch its prey)
2. Describe the predator getting into position
3. Describe the prey and explain why it is vulnerable
4. The predator attacks
5. The attack does not go to plan
6. State the final outcome

Key Vocabulary is also introduced and taught.

Tier 2/3 Vocabulary	
predator	an animal that hunts, kills and eats other animals
prey	an animal that is hunted and killed for food by another animal
bramble	a wild bush with thorns, that produces blackberries
snout	the nose and mouth that stick out from the face of some animals
fang	a long, sharp tooth
adder	a type of poisonous snake
adversary	an enemy

2. Skills Lessons





These make up the bulk of the first week. They are the skills mentioned on the Knowledge Note and skeleton plans.

They either develop sentence level, paragraph level or punctuation.

SENTENCE WORK IS KEY TO SUPPORTING LOWER ATTAINERS AND ENSURING THEY MAKE PROGRESS.

A typical sentence lesson or punctuation lesson should include:

1. Revisiting prior learning that will be needed. This could be a whiteboard task, a paired task or a sheet. This part does not need to be in books but can be if you wish.

Revisiting prior learning 	Taught content 	Opportunities to apply taught content 	What success looks like 
3. Recognition of word classes and -ly suffixes for adverbs			

2. Teach the skill, making links to the Model Text. Pupils should be guided to find examples. Could Highlight/Could go on Working Wall.
3. Children apply learning in small steps. First step is to identify e.g. Underline the Adjective in this sentence.
4. Children apply learning in small steps. Second step is to insert e.g. they could insert an appropriate adjective to a sentence.
5. Children apply learning in small steps. The final step is to compose own sentences. Model and apply about a stimulus.
6. **The small steps should be evident in books.**

Applying at paragraph level.

Similar to above but children write a paragraph e.g a character description/ setting description. SLOW WRITING IS A GREAT WAY OF SUPPORTING LOWER ATTAINERS AND SHOULD BE USED WHERE POSSIBLE. This is a strategy we have introduced in staff meetings.

3. **Flexible Lessons.** Each unit usually has one lesson to teach something that the children need i.e. a gap. These are usually key punctuation skills.

1. Flexible content			
<p>Demonstrate secure use of the following punctuation:</p> <ul style="list-style-type: none"> • Capital letters and full stops • Question marks and exclamation marks • Commas in lists and after fronted adverbials 		<p>While basic punctuation such as capital letters and full stops may be referenced in the Ingredients for Success checklist, teachers will need to use their discretion to determine whether this requires additional explicit teaching for their cohort or whether it can be consolidated through standard classroom expectations of writing outcomes.</p>	

4. Structure and Planning

Unpicking the structure is key to planning. Children should be taught the structure so that they can plan their own writing using the same underlying structure.

This needs to be clearly modelled.

Boxing Up the text and Story Maps are excellent for this. Scaffolds are key!

A plan should be stuck into books by the end of the unit.

<p><u>* Story structure</u></p> <ol style="list-style-type: none"> 1. Introduce the predator and its intention (to catch its prey) 2. Describe the predator getting into position 3. Describe the prey and explain why it is vulnerable 4. The predator attacks 5. The attack does not go to plan 6. State the final outcome
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5. The Final Piece of Extended Writing

A success Criteria must be stuck in. Each one links to the lessons taught previously. In other words, children should apply what has been taught in the final piece.

-Give an overall learning intention for the Unit e.g. Writing to Entertain, Writing to Inform, Writing to Explain or Writing to Discuss

- The Writing builds over more than one day. NO NEW LEARNING INTENTION IS NEEDED IN BOOKS EACH DAY. DATE IN MARGIN IS FINE. This helps children to see that it is one piece of writing just like the model text.

- The lesson plans highlight the model writing focus for that day. Share learning intention but now in books.

Ingredients for Success: Y3 Formal letters to complain (Block B)				
Ingredient	Example	My work shows...		My teacher thinks...
Explain the problem in detail and suggest a resolution	<i>The advert is misleading and needs to be amended.</i>			
Structure your letter in clear paragraphs	<i>Each paragraph relates to one key point.</i>			
Address the reader directly	<i>Use the pronouns 'you' and 'your' and address the reader through direct questions.</i>			
Use a range of conjunctions to express yourself clearly	<i>and, so, but because, when</i>			
Use and sustain a formal tone throughout	<i>However, I do urge you to withdraw your advertisement ...</i>			
Demonstrate secure use of the following punctuation: <ul style="list-style-type: none"> • Capital letters and full stops • Question marks • Commas after fronted adverbials 	<i>You just have to eat much, much less of it. Yet that is not the message you wanted people to remember, is it?</i> <i>Finally, I request that you commit to changing the recipe to include ingredients that are less harmful to wildlife...</i>			
<i>Flexible content</i>				

Teacher and Pupil must mark against this. Next steps can then be given and it will inform future planning.

Encourage Metacognition – get children to prove they have met the Success Criteria. Right from Year 1 children can do this e.g. underline/circle to prove you have a capital letter and a full stop; circle/underline where you have used and/but.

6. Editing.

This is built into the lesson plans.

Model it clearly using children's books. Editing can be individual or using a peer. In KS2 you may leave an edit page.

Have a clear focus using My Turn/Your Turn.

My Turn: I am going to check for CL and FS

Your Turn: Now check for CL and FS.

My Turn: I am going to check my spelling for Year 1 Words using this list to help me

Your Turn: Now check for Year 1 words.

7. Publishing

If time allows or it fits the purpose of the writing, children may publish (do a best copy) of a piece of writing. Works well for Non-Chronological Reports, Biographies, Explanation Texts, Newspapers ect.

Only once per half term and could be incorporated into handwriting lessons.

Footnotes:

Learning Intentions: Must be in child friendly language: Short and snappy! E.g.

Use a range of conjunctions
to express yourself clearly

LI: Use conjunctions

Understand the structure
and conventions of a formal
letter

LI: Understand Structure

Deliberately select emotive
language to convey strength
of feeling

LI: Use emotive language

A and B Units

Each unit comes up twice e.g. Biographies is taught twice in Year 5. To support our Lower Attainers, in Unit A all the children may write a Biography about the same person as you e.g. You Write about Shackleton then they Write about Shackleton.

In Unit B, more freedom will be given as they are familiar e.g. You write about Neil Armstrong but they write about Buzz Aldrin, Brian Cox or Marie Curie. Give controlled choices for those who are ready.