

Sentenced to Success

Primary Cluster Writing Programme: Nursery to Year 6

Lead by: Stella Jones, Director Town End Research School and Jen Ogden, Deputy Director

Who: English Leads, Writing Leads, Members of SLT, Teachers



Rationale for Delivery:

By focusing on both pupil progress and professional growth, **Sentenced to Success lays the foundation for sustained improvement in writing and reading outcomes across the primary phase.**

Too often, writing is seen as a polished product rather than a developmental process. Sentenced to Success challenges that view by **breaking writing down into its essential building blocks—beginning with the sentence.** This **professional development programme** supports teachers and leaders to teach pupils what makes a sentence a sentence, offering structured opportunities to explore and practise distinguishing between individual words, fragments and complete ideas. This foundational work builds grammatical understanding and confidence from the ground up.

Fluency follows foundations. Pupils need explicit, embedded practice in forming complete sentences alongside key transcription skills such as **handwriting and spelling.** Abstract definitions of grammar are not enough—**syntax must be taught deliberately and in context.** Sentence construction becomes a powerful gateway, enabling grammar to be woven into writing instruction rather than bolted on.

Sentenced to Success will highlight the **close connection between reading and writing development.** Through a gradual release model, pupils develop a deep, intuitive understanding of syntax, progressing from supported practice to independent application. Strengthening sentence-level skills leads to greater fluency, clarity and control in writing.

Crucially, the programme equips educators to design and implement a bespoke writing curriculum and structured teaching sequence **from Nursery to Year 6**, tailored to the needs of their setting. It guides participants in refining pedagogy, planning coherent writing sequences and embedding effective assessment practices. With a clear emphasis on professional learning, the programme enhances staff subject knowledge and provides practical tools to teach grammar explicitly, model writing effectively and engage pupils in meaningful metacognitive dialogue about their writing.

MoU and commitment	July 2026	Recruitment for Headteachers/SLT. Set the scene. Telling the story – process rather than product. Evaluative case study to be produced at the end of the programme.
Launch event	17th September 2026 09:00 - 12:00 Online	Senior leader plus English/writing lead to attend. Delve deeper into the evidence around disadvantage and literacy.

Autumn 2026			
Module 1A	Online	The foundations ⇒ Executive function and working memory ⇒ Motivation ⇒ Expressive and receptive language ⇒ Vocabulary teaching English/ Writing Leads/ Teachers to attend.	Gap task EXPLORE Working walls – take some photos. Pupil voice survey – useful or not?
08/10/2026	0900 – 12:00		
Module 1B	Online	Securing the basics ⇒ Transcription: handwriting ⇒ Transcription: spelling ⇒ Dictation ⇒ Supporting SEND learners English/ Writing Leads/ Teachers to attend.	Gap task SEND – how are struggling writers supported?
05/11/2026	0900 – 12:00		
Community of practice (In person) 08/12/2026 Whitehaven Golf Club	In person 09:30 - 15:30	Application The knowledge from the two online modules preceding this session will be applied to each unique school context, with implementation woven throughout. Part 1 - Picking up the gap task findings and data Part 2 – Planning and identifying needs Part 3 – Reflect on school writing offer - KEEP. GROW. TRIM. BIN – (keep, include or scale up, trim or scale down, bin or de-implement). English/ Writing Leads to attend.	
Recordings provided for in-school PD		Modules will be recorded post live session. These recordings can be used in school for PD.	

Spring 2027			
Module 2A	Online	Sentence construction as the bridge between transcription and composition ⇒ Moves to teach sentence construction ⇒ Teaching grammar and punctuation in context ⇒ Writing to learn English/ Writing Leads/ Teachers to attend.	Gap task Have a go and jot down successes, barriers and adjustments
14/01/2027	0900 – 12:00		
Module 2B	Online	Pedagogy – modelling writing ⇒ What is modelling and what it isn't ⇒ Mentor texts – reading as a writer ⇒ Effective feedback English/ Writing Leads/ Teachers to attend.	Gap task Have a go – planning in opportunities to model What do TAs do during I do modelling?
11/02/2027	0900 – 12:00		
Community of practice (In person) 09/03/2027 Whitehaven Golf Club	In person 09:30 - 15:30	Application The knowledge from the two online modules preceding this session will be applied to each unique school context, with implementation woven throughout. Part 1 – Sentence curriculum – scope and sequence Part 2 - Assessing and moderating	

		Part 3 – Reflect on school writing offer KEEP. GROW. TRIM. BIN Part 4 – TA deployment English/ Writing Leads to attend.	
Recordings provided for in-school PD		Modules will be recorded post live session. These can be used in school for PD.	

Summer 2027

Module 3A 22/04/2027	Online 09:00 – 12:00	Composition ⇒ Reading as a writer ⇒ The writing process English/ Writing Leads/ Teachers to attend.	Gap task
Module 3B 10/06/2027	Online 09:00 – 12:00	Pedagogy – scaffolding writing ⇒ 7 step model and chunking ⇒ Slow writing & 5-sentence story ⇒ Making revisions and edits English/ Writing Leads/ Teachers to attend.	Gap task
Community of practice (In person) 29/06/2027 Whitehaven Golf Club	In person 09:30 - 15:30	Application The knowledge from the two online modules preceding this session will be applied to each unique school context, with implementation woven throughout. Part 1. Genres – which ones should we focus on? Part 2. Reflect on school writing offer - KEEP. GROW. TRIM. BIN Part 3 – Designing an effective writing sequence English/ Writing Leads to attend.	
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