

Writing at All Saints CofE Primary School

What, When and How?

The choice of writing units aims to provide children with a variety of different genres, styles and purposes which reflect the topics studied, their interests and real world applications. The school use 'The Write Stuff' approach developed by Jane Considine to embed the teaching of vocabulary and grammar as part of the writing process.

EYFS

In EYFS we use a range of different stories and lesson structures to suit the skills we wish the children to develop. Some units have a strong retelling structure which builds the children's ability to retell stories and speak confidently and fluently. This helps to embed language structures and practise vocabulary ready for writing whole texts. Use of some Write Stuff EYFS units supports the children's understanding of new vocabulary and clearly models sentence writing. Story-telling and communication is supported through a language rich environment, small world and role play.

KS1 and KS2

Each narrative unit of writing consists of experience lessons and sentence stacking lessons followed by an opportunity write independently.

For each lesson children use a thinking side to collect ideas and a writing side for their final sentence/s.

Every sentence stacking lesson consist of 3 learning chunks which build upon each other to form the narrative or non-fiction outcome.

Each learning chunk consists of 3 parts:

Initiate:

A short activity to hook the children, give experience of the topic and build vocabulary ahead of the modelling step. Children chat and jot down ideas on their 'thinking side' to use in their writing later.

Model:

The teacher clearly models a sentence with a given grammatical structure.

Enable:

On the 'writing side' children are able to use the vocabulary collected in the initiate phase to write their own version. Children are scaffolded through the use of vocabulary banks and sentence frames. Whilst use of the writing rainbow lenses (*below*) shows children how they can extend their writing through the use of different techniques. This can be guided by the teacher or chosen by the children. Children's sentences are then celebrated by displaying on the working wall to build the final text.

FANTASTICs									
Grammaristics									
Boomtastics									

In each unit children have opportunities to write independently and this helps to inform assessment and teaching. Writing is both formatively and using summative objectives.

Supporting writers

Children not reaching the Age related standard are supported using:

- Word building: phonic interventions (as for reading), phonic sounds mats, use of sound mats and adult modelling of strategies to segment words for spelling
- Building sentences: use of word banks, visuals, writing frames, use of recordable cards, highlighter lines to show word separation, colourful semantics and widgets
- Organisation: use of story maps, pictorial representations, planning grids, oral retelling
- Adult support in lessons
- Additional interventions to target specific needs eg. gross and fine motor skills, handwriting skills, Write Words to revisit key High Frequency words.
- Use of resources eg. triangular pencil, pencil grips, writing slopes/lever arch files, landscape orientated paper, coloured paper
- SENCo support
- Partnership with parents

Whole School Writing Overview

Fiction Non-Fiction Poetry SPaG - Foundation	Autumn 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	The following statements outline the key learning taught through texts which match the children's interests and class topics. See Nursery Curriculum Plan and Newsletter for further detail.						
	N/A	Enjoys sharing stories Repeats words and phrases Notices some meaningful print. Enjoys mark making	Recognise and name characters Recognise print carries meaning. Recognise familiar rhymes. Gives some meaning to mark making	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Listen to a story and comment on the events. spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother use some print and letter knowledge in early writing. Write some or all of their name.	Engage in extended conversations about stories, learning new vocabulary Begin to answer how and why questions about the stories they hear Develop phonological awareness further eg. Say the initial sound in a given word. Clap the syllables in a word. Beginning to orally blend CVC words Attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. "this is a car"		
Reception	Oracy Strong Foundations 2 days	Strong Foundations Oral Communication and Meaningful Mark Making 1w The Colour Monster (discussion) 2w Drawing Club The Naughty Bus (recount) 2w Drawing Club The Little Red Hen (discussion – Drawing Club) 2w	Room on the Broom 2w (rhyming/beat the monster) Drawing Club Strong Foundations - Oral Language and Mark Making 1w Poppies Cbeebies Animation - Narrative 2w Nativity Story 1w	Strong Foundations - SPaG and Handwriting 1w Rosie's walk - Familiar Journey (rhyming) 2 weeks Poetry focus: Winter theme (popcorn, squirrels, 5 little peas, I can build a snowman) 1w	World Book Day Whole School Project 2w - Science Link Jack and the Jellybean Stalk - Traditional Tale 2w Life Cycles Poems - 1 weeks	Bugs - Fact File 2 weeks Handa's Surprise - Adventure/ Meeting Tale 2 weeks The Snail and the Whale - Postcard 2 weeks	Strong Foundations - SPaG and Handwriting 1w How to Make a Chocolate Cake Instructions 2w The Giant Jam Sandwich - Dillema 2 weeks All Aboard the London Bus -

				We're Going on a Bear Hunt - Dillema/ Finding Tale 2w			Familiar Journey 2 weeks
Year 1	Oracy Strong Foundations 2 days	SPaG - Strong Foundations 2w The Train Ride Narrative - Familiar Journey 4w SPaG - Strong Foundations 1w Autumn Themed	The Way Back Home Narrative - Sci- Fi Journey 4w Firework Night List poem 2w Nativity Playscripts 1w	Little Red Riding Hood Traditional Tale 3w How to Grow a Unicorn Instructions 3w	World Book Day Whole School Project 2w - Science Link Safari Travel Journal Non-fiction - diary 3w	SPaG - Strong Foundations 1w Ice Planet Adventure Park Persuasive Leaflet, 3w The Storm Whale Narrative- Adventure/Dillema 3w	The Bear and the Piano Narrative- Character flaw 4w When I am by Myself Rhyming Poems 2w
Year 2	Oracy Strong Foundations 2 days	SPaG Strong Foundations 1w The Owl who was Afraid of the Dark - Classic 3w If I were in Charge of the World Free Verse Poetry 3w	SPaG Strong Foundations 2w My Christmas Star by the BBC - Dillema/ Character Flaw 3w Nativity Playscripts 2w	Great Fire of London Diary 3w Stardust - Dillema/ Character Flaw 3w	World Book Day Whole School Project 2w - Science Link In My Heart Non-fiction/ Poetry - Lyrical explanation with PSHE link 3w	SPaG Strong Foundations 2w The Day the Crayons Quit Persuasive Letter 3w Strange by Valerie Bloom Comic Poetry 2w	The Crows Tale Narrative - Fable 3w How to make a Bird Feeder - Instructions 3w
Year 3	Oracy Strong Foundations 2 days	SPaG Build on Foundations 2w Stone Age Boy - Portal/ Historical 4w Autumn is Here Poetry 1w	Autumn is Here Poetry 2w Earthquakes Non-Chronological Report - Geography Link 4w SPaG Build on Foundations 1w	Street Beneath My Feet Explanation - Science Link 3w The Secret of Black Rock Mystery/ Suspense 3w	World Book Day Whole School Project 2w - Science Link Star in the Jar Narrative -Dillema/ Finding Tale 3w	SPaG Build On Foundations 3w The Incredible Book Eating Boy - Comedy 4w	The Colour Collector Poetry 3w My Strong Mind Instruction PSHE Link 3w

Year 4	Oracy Strong Foundations 2 days	SPaG Build on Foundations 1w Arthur and the Golden Rope narrative - Myth/ Legend 3w Nikola Tesla Biography 3w	SPaG Build on Foundations 1w Float - Familiar Journey 3w Should we Feed Animals at National Parks? Balanced Argument 3w	The Great Chocopot Narrative - mystery 3w Charlie and the Chocolate Factory - Dillema/ Finding Tale 3w	World Book Day Whole School Project 2w - Science Link Still I rise Poetry- Free Verse 3w	SPaG Build on Foundations 1w Aladdin and the Enchanted Lamp - Traditional Tale 3w Wizards of Once Newspaper Report 3w	SPaG Build on Foundations 1w The River by Valerie Bloom Poetry Geog. Link 2w My Amazing Biome Explanation 3w
Year 5	Oracy Strong Foundations 2 days	SPaG Securing Strong Foundations Project 1w Zoo - Familiar Journey 3w The Most Dangerous Animal (Poetry – narrative poem) 3w	I Believe in Unicorns - Historical with Flashback 3w David Attenborough Biography 4w	SPaG Securing Strong Foundations Project 2w Emperor penguins (Non-fiction -Non chronological reports) 4w	World Book Day Whole School Project 2w - Science Link One Small Step - Sci-fi 3w	SPaG Securing Strong Foundations 2w Refugees Explanation/ Speech 4w Residential 1 w	Screen Time (Balanced Argument) 3w Macbeth - A Shakespeare Story - Classic 3w
Year 6	Oracy Strong Foundations 2 days	SPaG Securing Strong Foundations 1w The Journey Historical journey 4w The Firework Makers Daughter - Legend/ Fable 1w SPaG Securing Strong Foundations 1w (based on Firework Makers Daughter)	The Firework Makers Daughter - Legend/ Fable 3w Greta by Greta Thunberg Discussion and persuasive speech 3w SPaG Securing Strong Foundations 1w (based on class novel)	A Monster Calls Narrative – suspense/horror 3w Letters from the Lighthouse Recount/interview 3w	World Book Day Whole School Project 2w - Science Link SATs Writing - Short Burst Letters from the Lighthouse 3w	SATS 1w If by Rudyard Kipling Poetry 2w Paperman (Narrative- romance/ Meeting tale) 3w	Origin of Species (Non-fiction - Non-chronological report) 4w Thinker's Rap: My Puppy and Me Poetry 3w

Progression and Coverage of Text Types

Narrative/ Fiction - To Entertain

Genre	Trad. Tale/ Classic	Legend/ fable	Adventure/ Meeting Tale	Familiar Journey	Mystery & Suspense	Fantasy/ Sci- fi	Stories with Dilemma's	Historical	Comedy	Playscript
Rec	Jack and the Jellybean Stalk		Handa's Surprise	Rosie's Walk All Aboard the London Bus			We're All Going on a Bear Hunt The Giant Jam Sandwich	Poppies		Nativity
Year 1	Little Red Riding Hood		Storm Whale	The Train Ride		The Way Back Home	The Bear and the Piano			Nativity
Year 2	The Owl who was Afraid of the Dark	The Crows Tale					My Christmas Star Stardust			Nativity
Year 3					Secrets of Black Rock		Star in a Jar	Stone Age Boy	The Book Eating Boy	Performance
Year 4	Aladdin and the Lamp	Arthur and the Golden Rope	Charlie and the Chocolate Factory	Float	The Great Chocoplot					Performance
Year 5		Shakespeare' s Macbeth		The Zoo		One Small Step		I Believe in Unicorns		Performance
Year 6		The Firework Makers Daughter			A Monster Calls		Paperman	The Journey		Performance

Non - Fiction Progression including curriculum links					
	Instructions (To Instruct)	Recount (To Recount)	Persuasive (To Persuade)	Information report/ Non Chron (To inform)	Explanation (To explain)
Rec	How to Make a Chocolate Cake	The Snail and the Whale		Bugs -Fact File	
Year 1	How to Grow a Unicorn/ PSHE	Safari Travel Diary	Ice Planet Adventure Park Leaflet		
Year 2	Bird Feeder/ Science	Great Fire Diary	The Day the Crayons Quit/Letter		In My Heart PSHE Link
Year 3	Strong Mind/ Sci and PSHE			Earthquakes/ Geog	Beneath Street/ Science
Year 4		Wizard of Once Newspaper	Should we Feed Animals at National Parks	Nikola Tesla Biog. Science	Biome/ Science
Year 5		David Attenborough Biog	Screen Use Argument	Emperor Penguins/ Science	Refugee Speech
Year 6		Lighthouse Letter/ Hist	Greta Thunburg/ Speech/ Science	Species/ Science	

Progression of text type - Poetry						
	Rhyme	Using Experience/ Curriculum	List	Narrative	Comedy	Free Verse
Rec	Winter Theme	Life Cycles Poems				
Year 1	When I am By Myself		Firework Night			
Year 2					Strange	If I were in Charge of the World
Year 3		Autumn is Here		The Colour Collector		

Year 4	The River					Still I Rise
Year 5				The Most Dangerous Animal		
Year 6	Thinker's Rap					If by Rudyard Kipling