



Writing @ Chacewater School

Intent	<p>Our Writing curriculum is designed to enable children to:</p> <ul style="list-style-type: none"> ● express their thoughts and ideas clearly and creatively through the written word; ● produce writers who can re-read, edit and improve their own writing; confidently use the essential skills of grammar, punctuation and spelling; ● take pride in their work and have a fluent, cursive handwriting style. <p>This is developed through a text-based approach, which has been carefully planned and sequenced to ensure coverage of the National Curriculum and a progression of skills. We are committed to providing children with opportunities to explore, investigate and enquire about a range of authors and genres; both classic and modern.</p>
Implementation	<p>In EYFS and KS1 writing is taught through the <i>Read Write Inc</i> (RWInc) where reading and writing activities are intertwined. Upon completion the children move to the Chacewater writing curriculum.</p> <p>The Chacewater writing curriculum has been sequenced so that each term a broad range of quality texts is studied. Each teaching sequence is based around a core text and follows a three-part structure.</p> <p>Learning about the text: The purpose of this stage is to capture the children's interest and help them get to know the text really well. This is through both 'reading as a reader' - exploring and sharing personal responses to what they read - and through 'reading as a writer' - recognising and investigating the features the writer uses to engage and manipulate the reader. It often will involve some form of learning and remembering of trickier or interesting sections to be used as an initial model for writing. Each sequence will contain some or all of these:</p> <ul style="list-style-type: none"> ● a hook into the text ● reading and responding to the text ● comprehension activities ● retelling the text ● talking about the text ● in role in the text/drama ● vocabulary work - pull out speedy green words - tricky red words ● analysing the text ● grammar in context – additional discreet grammar is taught using No Nonsense Grammar ● identifying the structure of the text <p>Practise writing: During this stage, children try out the elements of writing they are less sure of so that they can use this experience when writing independently. This means they need opportunities to play around with the language and structures</p>

	<p>they've been learning about and will be supported by their teacher(s). In teaching sequences, this section tends to include many of the following:</p> <ul style="list-style-type: none"> ● generating ideas to write about and one idea chosen ● a shared activity to generate content for the chosen content ● recording key ideas alongside the structure of the text ● telling and talk to generate the text ● story mapping the text where necessary ● modelling / shared writing ● editing writing ● proof-reading writing. <p>Independent Writing: Children choose their own content to write about and collect ideas. These can then be recorded on the text structure chart as one method of planning, but individual sequences may suggest a number of alternative ways to plan and organise a piece of writing. Children write their text using proof-reading and editing to improve it.</p> <p>Handwriting: is taught discretely using Penpals.</p> <p>Spelling: is taught discretely using the No Nonsense Spelling.</p>
Impact	<p>Each sequence has a clear outcome. Age-related learning outcomes in the form of detailed criteria support teachers to make judgements about the writing. There are statements for 'Expected' and 'Greater Depth'. The use of an elicitation task can be used to identify starting points for the text type. This is a writing task that is completed before the children start the sequence so that their writing can be analysed and the sequence adapted in light of the children's needs. Independent writing is then compared with the elicitation task to identify where progress has been made so that it is clear to the child.</p> <p>The impact of the teaching of writing can be seen by formative assessments including half termly independent writing assessments using Babcock writing assessment Grids. It is also measured by EYFSP, KS1 SATS, Y3/4/5 termly summative assessments and at the end of KS2 - SATS.</p>

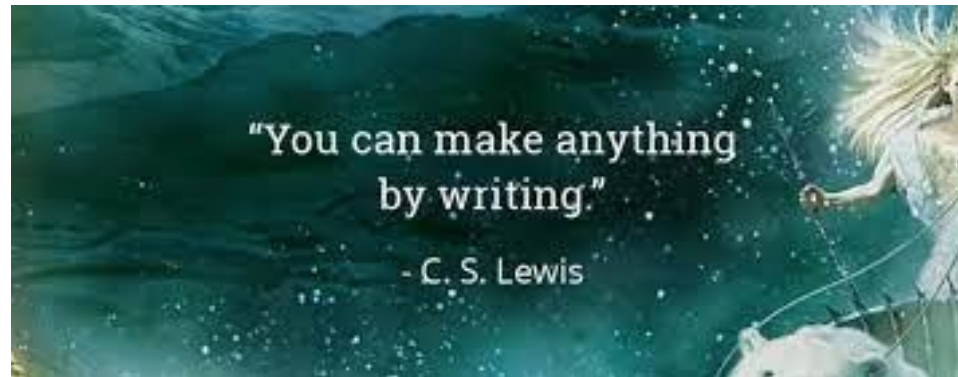
'L E A P' Into Writing at Chacewater

Local - We provide children opportunities to write for a range of opportunities including: submitting articles for the school newsletter and website; Chacewater News; letters to the Parish Council; posters advertising events.

Engaging - We want all of our children to be passionate about writing. Every class is given opportunities to write across a range of genres and for different audiences. Children are given opportunities to write throughout the day, providing access to writing materials at break and lunchtimes. As a whole school we take part in National Events, such as: National Writing Day; BBC 500 Words. We provide a range of opportunities including visits from: authors; publishers; journalists.

Aspiring & Ambitious - We make writing challenging and exciting by using a wide range of high-quality texts across a variety of genres as a stimulus for writing. We ensure that there is diversity within our writing curriculum through careful selection of texts.

Powerful & purposeful: write for a range of audiences and purposes. Year 6 write a persuasive letter to the head to hold a fundraising event. Year 5 write Christmas stories for younger children.



Chacewater School Writing Theme Map

EYFS

	Autumn		Spring		Summer	
<u>RWI</u>	<ul style="list-style-type: none">● hold a pencil correctly, sitting at a table when writing● write some letters accurately● use some of their print and letter knowledge in early writing. For example: writing a shopping list● write some or all of their name● form lower-case letters correctly as they learn the sounds for them● spell words by identifying sounds and representing them with letter/s● spell common exception words● memorise and write short sentences using words with known sound-letter correspondences● make up their own sentences and say them aloud before writing them down● re-read what they have written to check it makes sense● read aloud and discuss what they have written with the teacher and other children● Spell words by identifying the sounds and then writing the sounds with letters.● Form lowercase and capital letters correctly.● write short sentences with words known to them - sound correspondence and use capital letters, finger spaces and full stops.					
<u>EYFS</u>	What makes me a me?	Festivals and Celebrations	Superheroes	Amazing Animals	Come Outside	At the Beach

Chacewater School Writing Theme Map


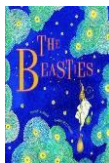
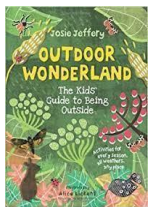

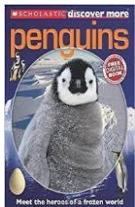
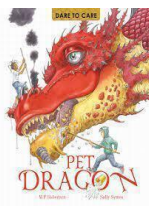
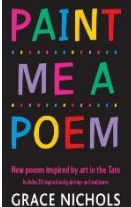
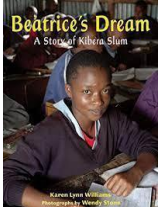

Year 1

	Autumn	Spring	Summer
RWI	<ul style="list-style-type: none"> • hold a pencil correctly, sitting at a table when writing • form lower-case letters correctly as they learn the sounds for them • spell words by identifying sounds and representing them with letter/s • spell common exception words • memorise and write short sentences using words with known sound-letter correspondences • use capital letters, full stops and question marks correctly • make up their own sentences and say them aloud before writing them down • re-read what they have written to check it makes sense • read aloud and discuss what they have written with the teacher and other children <p>In Year 1 a greater focus is put on punctuation and grammar, and supporting children to write their own compositions. Children are then able to use these skills to write confidently at other times of the day too, not just in their <i>Read Write Inc.</i> lessons</p>		
<u>Y1</u>		Could a Penguin Ride a Bike?	The Gingerbread Man Weather Stuck The Lighthouse Keeper's Lunch

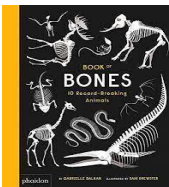
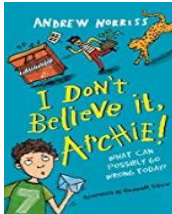
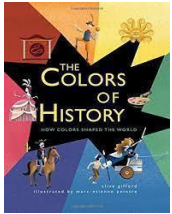

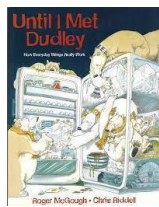




Chacewater School Writing Theme Map Year 2

	Autumn			Spring			Summer		
<u>Text</u>									
<u>Outcome</u>	to write a non-chronological report, including a riddle quiz	write a story about an unusual friendship	Write an information page	write a description of the setting, write a postcard	contribute to sentences/ pages to a class flip/ lift book about animals	rewrite the story of Little Red Riding Hood, changing some key details	write a story using pattern and a familiar setting	write a non-chronological report	write a wanted poster
<u>Grammar Coverage</u>	Coordination and subordination Expanded noun phrases Questions Punctuating sentences using full stops and question marks	Question mark or exclamation mark Expanded noun phrases. Conjunctions: (using <i>or</i> , <i>and</i> or <i>but</i>) Joining words and joining clauses using <i>and</i> (Y1)	Present simple tense Co-ordination: <i>and</i> , <i>but</i> Subordination: <i>if</i> , <i>when</i> , <i>because</i> Sentence types: statements and questions Sentence punctuation	Commas in a list Expanded noun phrases Conjunctions Apostrophes for contraction	Expanded noun phrases, coordination using ' <i>and</i> ' to link single clause sentences Subordination, using ' <i>so</i> ' Simple adverbials of <i>where</i>	Sentence types: statements, commands, questions, exclamations Expanded noun phrases Choosing verbs to add precise details for the reader Past tense	Sequence sentences to form a short narrative. Use compound sentences (Y1). Expand nouns to describe (Y2). Use question marks and exclamation marks (Y2).	Conjunctions Verbs Noun phrases Punctuating sentences	Progressive verb form: present progressive Expanded noun phrases: adjectives Punctuating sentences using capital letters, full stops, question marks and exclamation marks


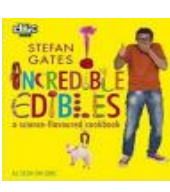
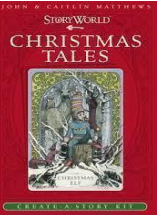




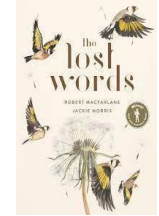
Chacewater School Writing Theme Map Year 3

	Autumn			Spring			Summer		
<u>Text</u>									
<u>Outcome</u>	take a different animal on a trip and create their mail	write own story using the story sequence	write a set of instructions	write another story based on the patterns in the text	create an information text about a different group of animals	create a page of advice on looking after an imagined creature	Write a poem based on a painting	write an account of a day in the life of another real or imagined person	write a different story based on the story structure
<u>Grammar Coverage</u>	Revision of Y2 subordination and coordination and punctuation	Adverbials, fronted adverbials (with commas) Complex sentences, main and subordinate clauses including use of commas Noun phrases	Layout of pages Contractions Conjunctions Prepositional phrases	Speech Identification of verbs and verb choice Noun phrases and prepositional phrases	Multi-clause sentences with subordinating conjunctions	Multi-clause sentences with subordinating conjunctions Expressing time, place and cause with conjunctions, adverbs and prepositions Heading and sub-headings possessive apostrophes	Similes Expanded noun phrases revised Prepositional phrases	Adverbials, fronted adverbials Multi-clause sentences with subordinating conjunctions	Multi clause sentences with subordinating conjunctions Sentence length and pattern Fronted adverbials Using and punctuating direct speech

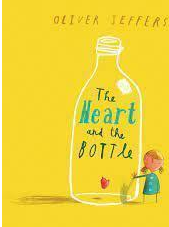
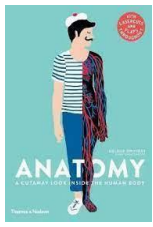
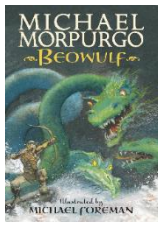

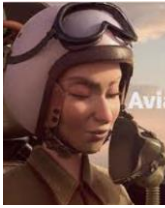
Chacewater School Writing Theme Map Year 4

	Autumn			Spring			Summer		
<u>Text</u>									
<u>Outcome</u>	create a riddle / factual report about a British animal	write a chapter based on a series of events	write a non-chronological report	write a setting description	create a new explanation	to mimic structure to describe a set of objects	write own story in a 'traditional' style	write a non-chronological report	write own story based on the film 'The Girl and The Fox'
<u>Grammar Coverage</u>	Conjunctions and clauses Use of pronouns	Multi-clause sentences with a range of conjunctions Adverbials (when) Perfect verb form Using and punctuating direct speech (opportunity to revise)	Expanded noun phrases Adverbials, including fronted adverbials Prepositional phrases Commas after fronted adverbials Headings and subheadings; presentation and layout Paragraphs around a theme	Adverbials, fronted adverbials Noun phrases Sentences with more than one clause Lots of examples of the perfect form in this text.	Multi-clause sentences with subordinating conjunctions Wider range of punctuation (brackets and exclamation marks)	Expanded noun phrases (including prepositional phrases) Commas in lists Poetic devices: listing, sibilance and alliteration	Noun phrases Dialogue Conjunctions Contractions	Expanded noun phrases Prepositional phrases (as part of noun phrase) Present perfect verb form Nouns and pronouns for clarity and cohesion	Adverbials, fronted adverbials Multi-clause sentences with a range of conjunctions (as) Sentence length and patterns Paragraphs: group ideas around a theme/related material. Creating atmosphere

Chacewater School Writing Theme Map Year 5

	Autumn			Spring			Summer		
<u>Text</u>									
<u>Outcome</u>	write a narrative based on a story from the text	invent a revolting recipe, disgusting decoration or hideous headdress	create a Christmas story for a younger age group in the school	write a biography	write haiku poetry about a natural event including technical vocabulary and poetic imagery	write a non-chronological report	write an extended story based on Chapter 4	create their own pages for a manual about how to become a Superhero / Evil genius	write a poem about something from the natural world
<u>Grammar Coverage</u>	Revise: Use conjunctions, adverbs and prepositions to express time and cause (Y3/4). Use fronted adverbials (Y3/4). Use commas after fronted adverbials (Y3/4)	Synonyms Brackets, dashes, commas Revision of sentences Choice about audience and presentation	Parenthesis using brackets, dashes, commas Relative clauses Dialogue to advance the action and to develop character	relative clauses, complex sentences, expanded noun phrases, fronted adverbials, parenthesis using brackets, dashes or commas	Noun phrases (including hyphenated adjectives), Precise verb choices	Relative clauses, relative pronouns Links between paragraphs	Paragraphs: cohesion within and between (range of cohesive devices) Degrees of possibility using adverbs and modals Parenthesis: brackets, dashes Colons before a list	Multi-clause sentences (subordination) Writing with formality Degrees of possibility using modal verbs Punctuation: dashes, and hyphens Layout and organisation	Expanded noun phrases Hyphens Vocabulary choice Punctuation to avoid ambiguity Poetic devices: onomatopoeia, alliteration, sibilance, assonance

Chacewater School Writing Theme Map Year 6

	Autumn			Spring		Summer		
<u>Text</u>					Extracts from Darwin's diaries/journals/ letters			
<u>Outcome</u>	write a persuasive letters -BHF fundraising/c harity	write a factual report	write a poem based on the story of Beowulf	narrative / diary	write a letter home from the Galapagos in role as Charles Darwin			
<u>Grammar Coverage</u>	rhetorical questions; modal verbs; emotive language; links between and within paragraphs; dashes and commas, persuasive devices	sub-headings, bullet points, brackets, dash, colon to introduce a list, links between and within paragraphs, technical vocabulary, third person		use of : - and ; commas to avoid ambiguity, parenthesis, synonyms/antonyms, non-finite clauses	active and passive, subjunctive Informality vs formality in writing, colons - to introduce a list and to explain semicolons - to separate independent clauses and its use in a complex list parenthesis (recap)		Aviatrix - Literacy Shed Outcome: Biographies of Inspirational Females	Extracts non-fiction - Industrial Revolution Outcome: Balanced Argument - Was the Industrial Revolution a positive change?

Chacewater School Writing Assessment Map

	Autumn		Spring		Summer	
Whole School	Report This is Me	Description Winter Scene		Advertisement / Leaflet		Recount My Year as a ...
EYFS						
Y1						
Y2					SATs	
Y3		NFER - SPAG		NFER - SPAG		NFER - SPAG
Y4		NFER - SPAG		NFER - SPAG		NFER - SPAG
Y5		NFER - SPAG		NFER - SPAG		NFER - SPAG
Y6					SATs	