



Writing @ Chacewater School  
Nov' 2024

<p><b>Intent</b></p>	<p>Our Writing curriculum is designed to enable children to:</p> <ul style="list-style-type: none"> <li>● express their thoughts and ideas clearly and creatively through the written word;</li> <li>● produce writers who can re-read, edit and improve their own writing; confidently use the essential skills of grammar, punctuation and spelling;</li> <li>● take pride in their work and have a fluent, cursive handwriting style.</li> </ul> <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>
<p><b>Implementation</b></p>	<p>In EYFS and the beginning of Year, writing is taught through <i>Read Write Inc</i> (RWInc) where reading and writing activities are intertwined.</p> <p>The Chacewater writing curriculum has been sequenced so that each term a broad range of quality texts is studied, from Year 1 to Year 6. Each teaching sequence is based around a core text and follows a three-part structure.</p> <p><b>Learning about the text:</b> 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"> <li>● a hook into the text</li> <li>● reading and responding to the text</li> <li>● comprehension activities</li> <li>● retelling the text</li> <li>● talking about the text</li> <li>● in role in the text/drama</li> <li>● vocabulary work - <b>pull out speedy green words - tricky red words</b></li> <li>● analysing the text</li> <li>● grammar in context</li> <li>● identifying the structure of the text</li> </ul> <p><b>Practise writing:</b> 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"> <li>● generating ideas to write about and one idea chosen</li> <li>● a shared activity to generate content for the chosen content</li> <li>● recording key ideas alongside the structure of the text</li> <li>● telling and talk to generate the text</li> <li>● story mapping the text where necessary</li> <li>● modelling / shared writing</li> <li>● editing writing</li> <li>● proof-reading writing.</li> </ul> <p><b>Independent Writing:</b> 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><b>Word Level:</b> is taught discretely using Spelling Shed</p> <p><b>Spelling:</b> is taught discretely using Spelling Shed, see appendix for coverage</p> <p><b>Handwriting:</b> is taught discretely using Penpals / Chacewater Mark making progression document</p>
<p><b>Impact</b></p>	<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. The end of unit piece (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>

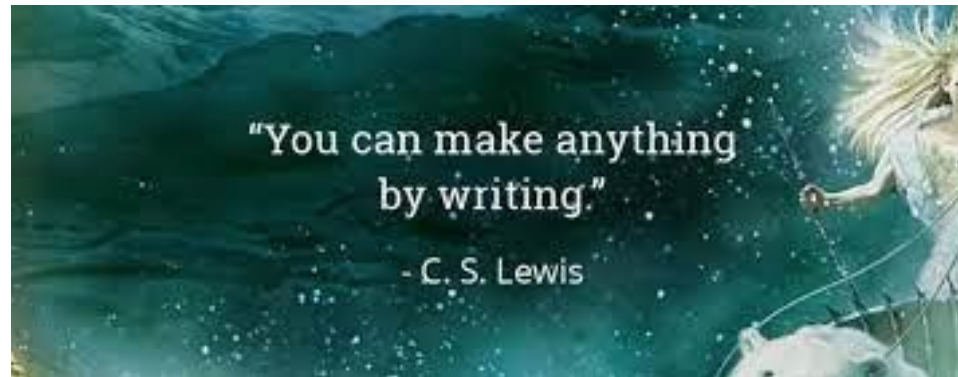
# 'L E A P' Into Writing at Chacewater

**L**ocal - 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.

**E**ngaging - 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. We provide a range of opportunities including visits from: authors; publishers; journalists.

**A**spirin**g** & **A**mbitious - 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.

**P**owerful & purposeful: write for a range of audiences and purposes.







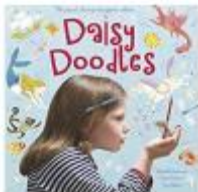

# Chacewater School Writing Theme Map

## EYFS

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

# Chacewater School Writing Theme Map


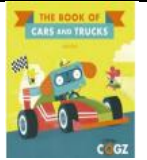
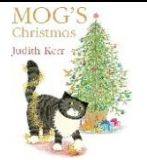




## Year 1

	Autumn	Spring	Summer			
<b>RWI</b> <b>Autumn 1</b>	<ul style="list-style-type: none"> <li>● hold a pencil correctly, sitting at a table when writing</li> <li>● form lower-case letters correctly as they learn the sounds for them</li> <li>● spell words by identifying sounds and representing them with letter/s</li> <li>● spell common exception words</li> <li>● memorise and write short sentences using words with known sound-letter correspondences</li> <li>● use capital letters, full stops and question marks correctly</li> <li>● make up their own sentences and say them aloud before writing them down</li> <li>● re-read what they have written to check it makes sense</li> <li>● read aloud and discuss what they have written with the teacher and other children</li> </ul>					
<u>Text</u>	 <p>Oi Frog by Kes Grey Fiction: Rhyme</p>	 <p>Snow in my Garden by Shirley Hughes Poetry</p>	 <p>Stella and the Seagull by Georgina Stevens and Izzy Burton Non-fiction</p>	 <p>Tell Me a Dragon Jackie Morris Poetry</p>	 <p>Daisy Doodles Michelle Robinson Fiction</p>	 <p>My Day at the Zoo Jay Dale Non-fiction</p>
<u>Oral Composition</u>	generate rhyme	rhyming patterns and rhythm	saying out loud what they are going to write about	composing a sentence orally before writing it	composing a sentence orally before writing it	re-reading what they have written to check that it makes sense

<b><u>Transcription</u></b>	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	write from memory simple sentences dictated by the teacher  beginning to punctuate sentences using a capital letter and a full stop	write simple sentences  punctuate sentences using a capital letter and a full stop	write simple sentences using noun phrases	sequencing sentences to form short narratives	sequencing sentences to form short narratives
<b><u>Vocabulary, grammar, punctuation</u></b>	leaving spaces between words	capital letters full stops	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'  regular plural noun suffixes -s or -es	adjective, noun  suffixes that can be added to verbs where no change is needed in the spelling of root words (-er -est)	using a capital letter for names of people, exclamation marks, joining words using and  past simple tense  suffixes that can be added to verbs where no change is needed in the spelling of root words (-ing -ed)	question marks  joining words and joining clauses using and past simple tense  how the prefix un- changes the meaning of verbs and adjectives
<b><u>Handwriting</u></b>	long ladder letters	curly caterpillars	one armed robots	zig-zag letters	capital Letters	consolidation

# Chacewater School Writing Theme Map

## Year 2


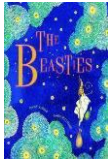
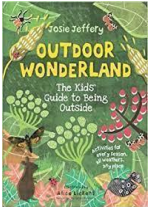
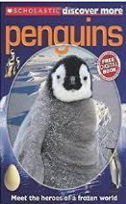

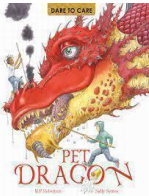
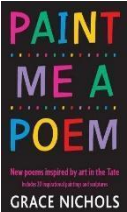
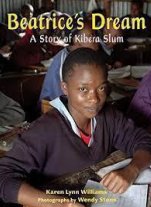

	Autumn	Spring	Summer				
<p><b>Word Level</b> Discrete</p>	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]                      Formation of adjectives using suffixes such as –ful, –less                      Use of the suffixes –er, –est in adjectives                      the use of –ly in Standard English to turn adjectives into adverbs</p>						
<p><b>Text</b></p>	 <p>I Love Bugs by Emma Dodd Poetry</p>	 <p>The Book of Cars and Trucks by Neil Clark Non-Fiction</p>	 <p>Mog's Christmas by Judith Kerr Fiction</p>	 <p>First Book Of The Sea by N Davies and E Sutton Poetry</p>	 <p>Little Red Riding Hood Nosy Crow and Ed Bryan Fiction</p>	 <p>My Pet Goldfish by Catherine Rayner Non-Fiction</p>	 <p>Traction Man is Here! by Mini Grey Fiction</p>
<p><b>Composition</b></p>	<p>Purpose: Entertain</p> <p>Saying out loud what they are going to write about</p> <p>Sentence by sentence</p>	<p>Purpose: inform</p> <p>Saying out loud what they are going to write about</p> <p>Sentence by sentence</p>	<p>Purpose: Entertain</p> <p>Planning what they are going to write about (simple story map)</p> <p>Sequence events short narrative</p>	<p>Purpose: Inform</p> <p>Write about real events</p> <p>Evaluate their writing with the teacher and other pupils</p>	<p>Purpose: Entertain</p> <p>Planning what they are going to write about (simple story map)</p> <p>Sequence events short narrative</p> <p>Re-reading to check that their writing makes sense</p>	<p>Purpose: Inform</p> <p>Write about real events</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation</p>	<p>Purpose: Entertain</p> <p>Planning what they are going to write about: writing down ideas and /or key words, including new vocabulary</p> <p>Sequence events short narrative</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>



<p><b><u>Vocabulary, grammar, punctuation</u></b></p>	<p>Explicit teaching of a simple sentence: subject verb</p> <p>Expanded noun phrase to describe and specify</p>	<p>Present and past tense</p> <p>Coordination: and, but</p> <p>Subordination: because</p> <p>Sentences with different forms: statements, questions</p> <p>Punctuation: full stops, capital letters, question marks</p>	<p>Punctuation: full stops, capital letters</p> <p>Apostrophe to mark singular possession</p> <p>Expanded noun phrase to describe and specify</p> <p>Coordination: and</p> <p>Subordination: because</p>	<p>Expanded noun phrase to describe and specify</p> <p>Subordination: because, when</p> <p>Coordination: and, or</p> <p>Punctuation: full stops, capital letters, commas; apostrophe for contracted forms</p>	<p>Sentences with different forms: statements, questions, exclamations</p> <p>Expanded noun phrase to describe and specify</p> <p>The present and past tenses</p>	<p>Punctuation: full stops, capital letters, exclamation marks</p> <p>Sentences with different forms: statements, questions, commands</p> <p>Past and present tense</p> <p>Subordination: when, if, that, because</p>	<p>Progressive verb form: present progressive</p> <p>Expanded noun phrases: adjectives</p> <p>Punctuating sentences using capital letters, full stops, question marks and exclamation marks</p>
<p><b><u>Transcription</u></b></p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>						
<p><b><u>Handwriting</u></b></p>	<p>Long ladder letters</p>	<p>Curly caterpillar letters</p>	<p>Robot arm letters</p>	<p>zig-zag letters</p>	<p>Capital Letters</p>	<p>Diagonal strokes</p>	<p>Horizontal strokes</p>

# Chacewater School Writing Theme Map

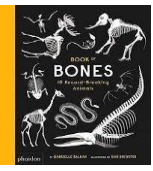

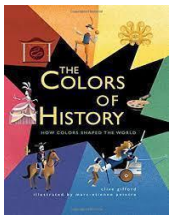

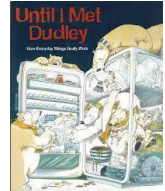



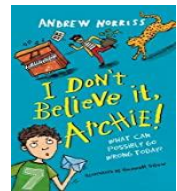
## Year 3

	Autumn	Spring	Summer						
<b>Word Level</b> Discrete	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]								
<b>Text</b>	 Merkat Mail by Emily Gravett Fiction	 The Beasties by Jenny Nimmo Fiction	 Outdoor Wonderland by Josie Jeffery Non-Fiction	 Penguins by Penelope Arlon Non-Fiction	 Lord of the Forest by Caroline Pitcher Fiction	 Dare to Care: Pet Dragon by M Roberstson Fiction	 Paint me a Poem by Grace Nichols Poetry	 Beatrice's Dream by K Williams Non-Fiction	 Gregory Cool by C Binch Fiction
<b>Outcome</b>	take a different animal on a trip and create their mail	write own story using the story sequence	write a set of instructions	create an information text about a different group of animals	write another story based on the patterns in the text	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
<b>Coverage</b>	Revision of Y2 subordinatio	Adverbials, fronted adverbials	Layout of pages Contractions	Multi-clause sentences with	Speech Identification of	Multi-clause sentences with	Similes	Adverbials, fronted adverbials Multi-	Multi clause sentences with subordinating

	n and coordination and punctuation	(with commas) Complex sentences, main and subordinate clauses including use of commas Noun phrases	Conjunctions Prepositional phrases	subordinating conjunctions	verbs and verb choice Noun phrases and prepositional phrases	subordinating conjunctions Expressing time, place and cause with conjunctions, adverbs and prepositions Heading and sub-headings possessive apostrophes	Expanded noun phrases revised Prepositional phrases	clause sentences with subordinating conjunctions	conjunctions Sentence length and pattern Fronted Adverbials Using and punctuating direct speech
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# Chacewater School Writing Theme Map

## Year 4

	Autumn	Spring	Summer						
<b>Word Level</b> Discrete	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]								
<b>Text</b>	 Book of Bones by G Balkan Non-fiction	 Little Evie in the Wild Wood by J Morris Fiction	 The Colours of History by C Gifford Non-Fiction	 The Paper Bag Princess by C Thompson Fiction	 Until I Met Dudley by R McGough Fiction & Non-Fiction	 The Beachcomber by G Brown Poetry	 The Most Wonderful Thing in the World by A Barrett Non-Fiction	 Everest by S Francis Non-Fiction	 I don't believe it Archie! By A Norris Fiction
<b>Outcome</b>	create a riddle / factual report about a British animal	write own story based on the film 'The Girl and The Fox'	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 a chapter based on a series of events
<b>Coverage</b>	Conjunctions and clauses Use of pronouns	Adverbials, fronted adverbials Multi-clause sentences with a range of	Expanded noun phrases Adverbials, including fronted adverbials Prepositional	Adverbials, fronted adverbials Noun phrases Sentences with more	Multi-clause sentences with subordinating conjunctions Wider range of punctuation (brackets and	Expanded noun phrases (including prepositional phrases) Commas in lists Poetic	Noun phrases Dialogue Conjunctions Contractions	Expanded noun phrases Prepositional phrases (as part of noun phrase) Present perfect verb form	Multi-clause sentences with a range of conjunctions Adverbials (when) Perfect verb form

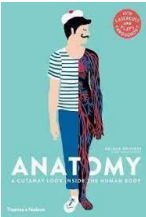

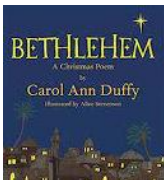

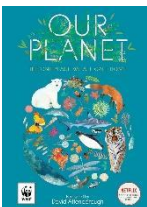
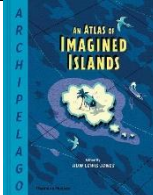
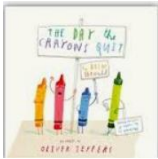

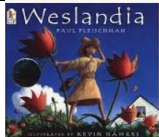
		conjunctions (as) Sentence length and patterns Paragraphs: group ideas around a theme/related material. Creating atmosphere	phrases Commas after fronted adverbials Headings and subheadings; presentation and layout Paragraphs around a theme	than one clause Lots of examples of the perfect form in this text.	exclamation marks)	devices: listing, sibilance and alliteration		Nouns and pronouns for clarity and cohesion	Using and punctuating direct speech (opportunity to revise)
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## Chacewater School Writing Theme Map Year 5

	Autumn	Spring				Summer			
<b>Word Level</b> Discrete	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Identifying and using verb prefixes								
<b>Text</b>	 Black and White by D Macaulay Fiction	 Incredible Edibles by S Gates Non-Fiction	 Christmas Tales by J Matthews Fiction	 Earth Verse by S Walker Poetry	 Volcanoes by L Howell Non-Fiction	 Hidden Figures by M Shetterly Non-Fiction	 Kensuke's Kingdom by M Morpurgo Fiction	 101 Things To Do to become a Super Hero... By R Horne Fiction	 The Lost Words by M MacFarlane Poetry

<b>Outcome</b>	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 haiku poetry about a natural event including technical vocabulary and poetic imagery	write a non-chronological report	write a biography	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
<b>Coverage</b>	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	Noun phrases (including hyphenated adjectives), Precise verb choices	Relative clauses, relative pronouns Links between paragraphs	relative clauses, complex sentences, expanded noun phrases, fronted adverbials, parenthesis using brackets, dashes or commas	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		
<b>Word Level</b> Discrete	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].								
<b>Text</b>	 Anatomy By H Druvert Non-Fiction	 Beowulf by K Crossley- Holland Fiction	 Bethlehem by C Duffy Poetry	 Titanium Film Study	 Our Planet by M Whyman Non-Fiction	 An Atlas of Imagined Islands by H Lewis-Jones Fiction	 The Day the Crayons Quit by Oliver Jeffers Fiction	 Should dogs be banned from parks? BBC News Article: Have your say	 Weslandia by P Fleischman Fiction
<b>Outcome</b>	to write a page of an information text, complete with diagrams, lift-up flaps and considered font choices	to write a story about overcoming a monster	to write a poem describing a special place and events	to write a narrative / diary	to write an information text about a global biome or local habitat using at least two distinct levels of formality.	to invent own island and write about its discovery, features and island life	to write three letters from other everyday objects with contrasting formality	to write a persuasive argument	to write a short story about a character's time in an invented civilisation
<b>Coverage</b>	expanded noun phrases	semi-colons to mark boundaries	adverbials (revision Y4).	expanded noun phrases	Paragraphs: cohesion	Range of register	Structures typical of	identify persuasive	Verbs: variation in

	<p>relative clauses          devices to build cohesion within ideas across paragraphs using wider cohesive devices          layout devices</p>	<p>between clauses          hyphens to avoid ambiguity          Expand noun phrases to convey complicated information concisely</p>	<p>semi-colons, colons or dashes to mark boundaries between main clauses</p>	<p>use of: - and; commas to avoid ambiguity, parenthesis, synonyms/anonyms, non-finite clauses          speech punctuation verb choice</p>	<p>within and between          Expanded noun phrases including relative clauses and to convey complex information          Writing with formality          Verbs: variation in tense and form including revision of modals</p>	<p>Passive voice and formal language          Multi-clause sentences to provide detail concisely          Poetic language          Parenthesis using dashes          Dashes to add additional information          Colons before a list</p>	<p>informal speech          Writing with formality          Degrees of possibility using adverbs          Wider range of punctuation (brackets, commas, exclamation marks, question marks, underlining, apostrophes)          Paragraphs: cohesion within and between (range of cohesive devices</p>	<p>words and phrases          use exaggeration as a persuasive feature          use passive voice          write multiclaue sentences</p>	<p>tense and form (including option to revise perfect)          Passive voice          Expanded noun phrases to convey complex information          Commas for clarity</p>
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## Chacewater School Writing Assessment Map

	Autumn		Spring		Summer	
Whole School	Report This is Me (Base Line)	Description Winter Scene		Story		Recount My Year as a ...
EYFS						
Y1						
Y2					Optional SATs	
Y3		NFER - SPAG		NFER - SPAG		NFER - SPAG
Y4		NFER - SPAG		NFER - SPAG		NFER - SPAG
Y5		NFER - SPAG		NFER - SPAG		NFER - SPAG
Y6					SATs	