



Writing @ Chacewater School

<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> </ul>

	<ul style="list-style-type: none"> <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 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: is taught</b> discretely using Spelling Shed  <b>Spelling:</b> is taught discretely using Spelling Shed, see appendix for coverage  <b>Handwriting:</b> is taught discretely using Penpals</p>
<b>Impact</b>	<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</p>

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.

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.

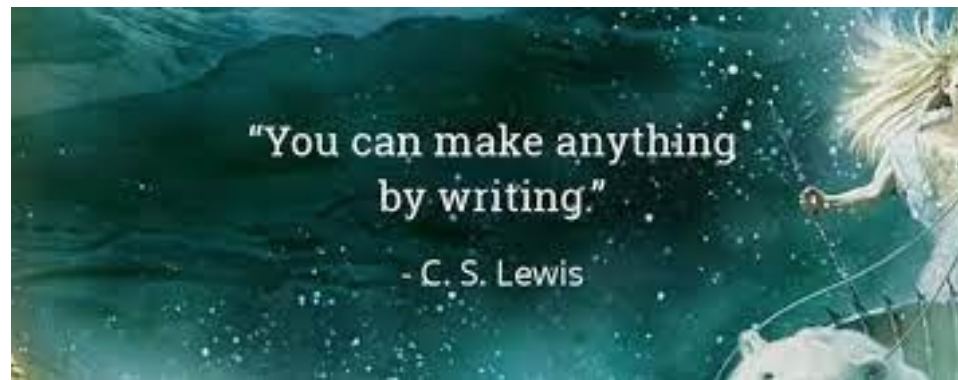
## 'L E A P' Into Writing at Chacewater

**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**spiring & 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.

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



# Chacewater School Writing Theme Map




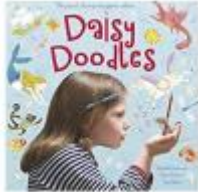
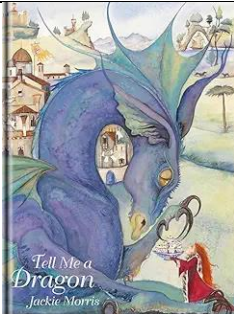

## EYFS

	Autumn	Spring			Summer	
<u><b>RW1</b></u>	<ul style="list-style-type: none"> <li>• hold a pencil correctly, sitting at a table when writing</li> <li>• write some letters accurately</li> <li>• use some of their print and letter knowledge in early writing. For example: writing a shopping list</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> <li>• Form lowercase and capital letters correctly.</li> <li>• write short sentences with words known to them - sound correspondence and use capital letters, finger spaces and full stops.</li> </ul>					
<u><b>EYFS</b></u>	<b>What makes me a me?</b>	<b>Festivals and Celebrations</b>	<b>Superheroes</b>	<b>Amazing Animals</b>	<b>Come Outside</b>	<b>At the Beach</b>

# Chacewater School Writing Theme Map

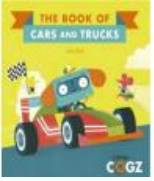

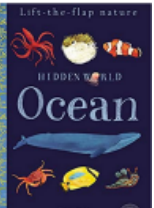

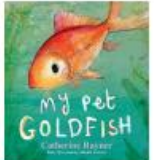


## Year 1

	Autumn	Spring	Summer
<b>RWI 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>		
<b><u>Word Level</u> Discrete</b>	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)		

How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]						
<b><u>Text</u></b>	 <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>Daisy Doodles by Michelle Robinson Fiction</p>	 <p>Tell Me a Dragon by Jackie Morris Poetry</p>	 <p>My Day at the Zoo by Jay Dale Non-fiction</p>
<b><u>Outcome</u></b>	To write rhyming sentences based on the pattern of the text	To write a list poem	To write a letter	To write own story using real and imaginary characters	Write a description	To write a recount about a school trip or event
<b><u>Grammar Coverage</u></b>	Securing understanding of sentences Rhyme	Rhyme, alliteration and the passage of time	Sequence sentences to maintain cohesion Capital letters for names and the pronoun I sentences using 'and'	Joining words and clauses with 'and' Alliteration with adjectives	Expanded noun phrases	Co-ordination using 'and' Capital letters, full stops and exclamation marks Capital letter for pronoun 'I' Past simple tense

## Chacewater School Writing Theme Map Year 2


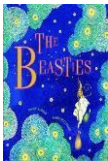
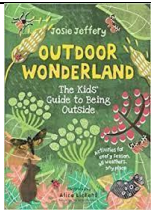
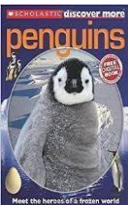

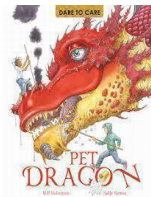
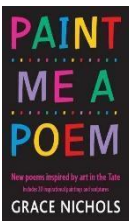
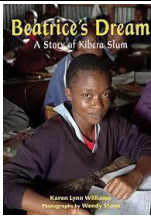

	Autumn	Spring	Summer
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<p><b>Word Level</b> Discrete</p>	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]          Formation of adjectives using suffixes such as –ful, –less          Use of 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>How to Catch Santa by Jean Reagan and Lee Wildish Fiction</p>	 <p>Hidden World: Ocean by Libby Walden and Stephanie Fizer Non-Fiction</p>	 <p>Little Red Riding Hood by Nosy Crow and Ed Bryan Fiction</p>	 <p>My Pet Goldfish by Catherine Rayner Non-Fiction</p>	 <p>First Book Of The Sea by Nicola Davies and Emily Sutton Poetry</p>	 <p>Traction Man is Here! by Mini Grey Fiction</p>
<p><b>Outcome</b></p>	<p>To write a descriptive poem</p>	<p>to write an information page</p>	<p>to write a story about catching something related to Christmas</p>	<p>to write a non-chronological report</p>	<p>to rewrite the story of Little Red Riding Hood, changing some key details</p>	<p>to write a recount about a pet: to include separate factual information about the animal</p>	<p>to write a poem / description</p>	<p>to write a traction-man style story based on a toy</p>
<p><b>Grammar Coverage</b></p>	<p>Joining words and phrases using and Expanded noun phrase</p>	<p>Present simple tense Coordination: and, but Subordination: if, when, because Sentence types: statements and questions</p>	<p>Sentence types: questions, statements and commands Punctuating sentences using capital letters, full stops,</p>	<p>Expanded noun phrases Using ‘and’ to link single clause sentences (coordination) Subordination, using ‘so’ Simple adverbials of ‘where’</p>	<p>Sentence types: statements, commands, questions, exclamations Expanded noun phrases Choosing verbs to add precise details for the reader  Past tense</p>	<p>Exclamations/ exclamation marks Punctuation in statements Past and present tense Subordination using when, if, because.</p>	<p>Adjectives and expanded noun phrases Exclamation marks Alliteration Rhyme and rhythm</p>	<p>Progressive verb form: present progressive Expanded noun phrases: adjectives Punctuating sentences using capital letters, full stops,</p>



		Sentence punctuation	question marks and exclamation marks Expanded noun phrases Subordinating conjunctions			Simple cohesion in a series of sentences	Refrains and repeating pattern Similes	question marks and exclamation marks
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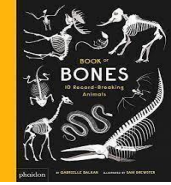
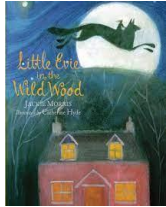
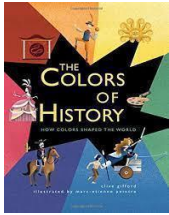

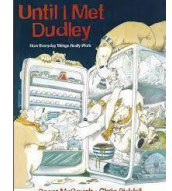



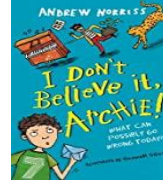
## Chacewater School Writing Theme Map Year 3

	Autumn	Spring			Summer				
<b>Word Level</b> Discrete	<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>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]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>								
<b>Text</b>	 <p>Meerkat Mail by Emily Gravett Fiction</p>	 <p>The Beasties by Jenny Nimmo Fiction</p>	 <p>Outdoor Wonderland by Josie Jeffery</p>	 <p>Penguins by Penelope</p>	 <p>Lord of the Forest by Caroline Pitcher Fiction</p>	 <p>Dare to Care: Pet Dragon by M</p>	 <p>Paint me a Poem by Grace</p>	 <p>Beatrice's Dream by K Williams</p>	 <p>Gregory Cool by C Binch Fiction</p>


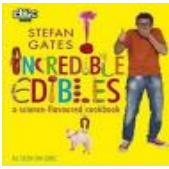
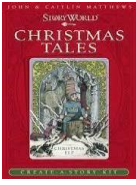
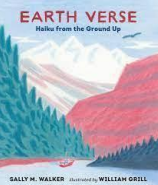
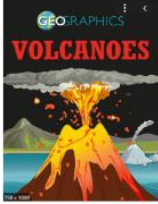



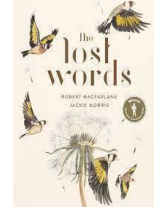
			Non-Fiction	Arlon Non-Fiction		Roberstson Fiction	Nichols Poetry	Non-Fiction	
<b>Outcome</b>	take a different animal on a trip and create their mail	write own story using the story sequence	write a set of instructions	create an information text about a different group of animals	write another story based 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>Grammar Coverage</b>	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	Multi-clause sentences with subordinating conjunctions	Speech Identification of verbs and verb choice Noun phrases and prepositional phrases	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

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<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]		

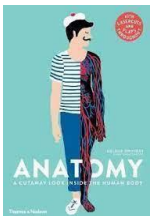
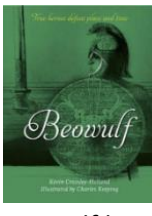
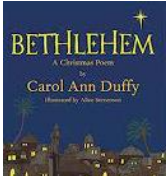

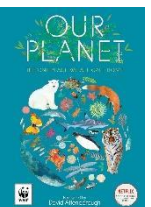
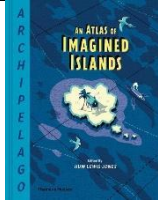


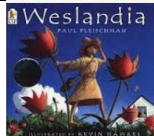
<p><u>Text</u></p>	 <p>Book of Bones by G Balkan Non-fiction</p>	 <p>Little Evie in the Wild Wood by J Morris Fiction</p>	 <p>The Colours of History by C Gifford Non-Fiction</p>	 <p>The Paper Bag Princess by C Thompson Fiction</p>	 <p>Until I met Dudley by R McGough Fiction &amp; Non-Fiction</p>	 <p>The Beachcomber by G Brown Poetry</p>	 <p>The Most Wonderful Thing in the World by A Barrett Non-Fiction</p>	 <p>Everest by S Francis Non-Fiction</p>	 <p>I don't believe it Archie! By A Norris Fiction</p>
<p><u>Outcome</u></p>	<p>create a riddle / factual report about a British animal</p>	<p>write own story based on the film 'The Girl and The Fox'</p>	<p>write a non-chronological report</p>	<p>write a setting description</p>	<p>create a new explanation</p>	<p>to mimic structure to describe a set of objects</p>	<p>write own story in a 'traditional' style</p>	<p>write a non-chronological report</p>	<p>'write a chapter based on a series of events</p>
<p><u>Grammar Coverage</u></p>	<p>Conjunctions and clauses Use of pronouns</p>	<p>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</p>	<p>Expanded noun phrases Adverbials, including fronted adverbials Prepositional phrases Commas after fronted adverbials Headings and subheadings; presentation and layout Paragraphs around a theme</p>	<p>Adverbials, fronted adverbials Noun phrases Sentences with more than one clause Lots of examples of the perfect form in this text.</p>	<p>Multi-clause sentences with subordinating conjunctions Wider range of punctuation (brackets and exclamation marks)</p>	<p>Expanded noun phrases (including prepositional phrases) Commas in lists Poetic devices: listing, sibilance and alliteration</p>	<p>Noun phrases Dialogue Conjunctions Contractions</p>	<p>Expanded noun phrases Prepositional phrases (as part of noun phrase) Present perfect verb form Nouns and pronouns for clarity and cohesion</p>	<p>Multi-clause sentences with a range of conjunctions Adverbials (when) Perfect verb form Using and punctuating direct speech (opportunity to revise)</p>

# 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>Grammar Coverage</b>	Revise: Use conjunctions, adverbs and prepositions to express	Synonyms Brackets, dashes, commas Revision of sentences	Parenthesis using brackets, dashes, commas Relative	Noun phrases (including hyphenated adjectives),	Relative clauses, relative pronouns Links between paragraphs	relative clauses, complex sentences, expanded noun phrases,	Paragraphs: cohesion within and between (range of cohesive	Multi-clause sentences (subordination) Writing with formality Degrees of	Expanded noun phrases Hyphens Vocabulary choice Punctuation

	time and cause (Y3/4). Use fronted adverbials (Y3/4). Use commas after fronted adverbials (Y3/4)	Choice about audience and presentation	clauses Dialogue to advance the action and to develop character	Precise verb choices		fronted adverbials, parenthesis using brackets, dashes or commas	devices) Degrees of possibility using adverbs and modals Parenthesis: brackets, dashes Colons before a list	possibility using modal verbs Punctuation: dashes, and hyphens Layout and organisation	to avoid ambiguity Poetic devices: onomatopoeia, alliteration, sibilance, assonance
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## 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	 <b>Should dogs be banned from parks?</b>  BBC News Article: Have your say	 Weslandia by P Fleischman Fiction

<b><u>Outcome</u></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><u>Grammar Coverage</u></b>	expanded noun phrases relative clauses devices to build cohesion within ideas across paragraphs using wider cohesive devices layout devices	semi-colons to mark boundaries between clauses hyphens to avoid ambiguity Expand noun phrases to convey complicated information concisely	adverbials (revision Y4). semi-colons, colons or dashes to mark boundaries between main clauses	expanded noun phrases use of: - and; commas to avoid ambiguity, parenthesis, synonyms/antonyms, non-finite clauses speech punctuation verb choice	Paragraphs: cohesion 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	Range of register 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	Structures typical of informal speech Writing with formality Degrees of possibility using adverbs Wider range of punctuation (brackets, commas, exclamation marks, question marks, underlining, apostrophes) Paragraphs:	identify persuasive words and phrases use exaggeration as a persuasive feature use passive voice write multiclaue sentences	Verbs: variation in tense and form (including option to revise perfect) Passive voice Expanded noun phrases to convey complex information Commas for clarity

							cohesion within and between (range of cohesive devices		
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## Chacewater School Writing Assessment Map

	Autumn		Spring		Summer	
Whole School	Report This is Me	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	
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