



Writing @ Chacewater School

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|-----------------------|--|
| <b>Intent</b>         | <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>  |
| <b>Implementation</b> | <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: is taught</b> 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</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 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>  |

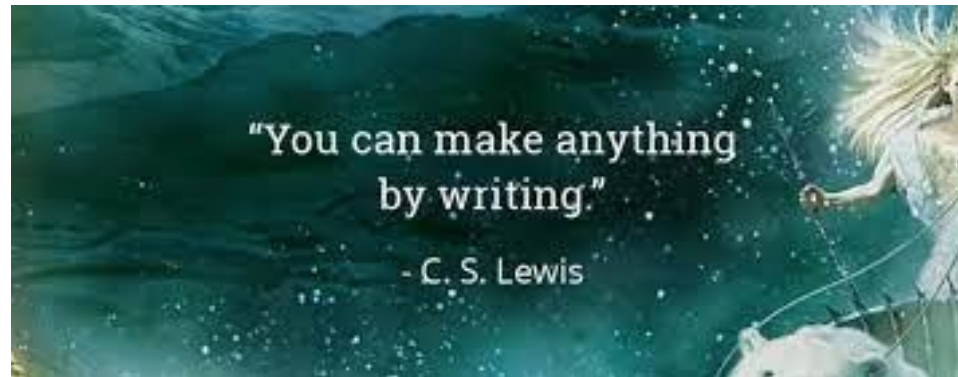
## 'L E A P' Into Writing at Chacewater

**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. 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.







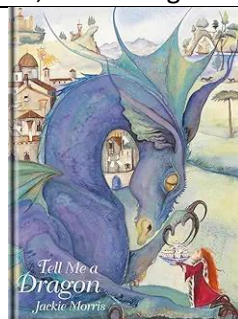

# Chacewater School Writing Theme Map

## 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>● 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>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><br><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> |  |   |  |  |   |
| <b>Word Level</b><br>Discrete | 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<br>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)<br>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]  |  |   |  |  |   |
| <b>Text</b>                   | <br>Oi Frog by Kes Grey<br>Fiction: Rhyme  | <br>Snow in my Garden<br>by Shirley Hughes<br>Poetry | <br>Stella and the<br>Seagull by Georgina<br>Stevens and Izzy<br>Burton<br>Non-fiction | <br>Daisy Doodles by<br>Michelle Robinson<br>Fiction | <br>Tell Me a Dragon<br>by Jackie Morris<br>Poetry | <br>My day at the Zoo by<br>Jay Dale<br>Non-fiction |
| <b>Outcome</b>                | To write rhyming sentences based   | 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   |

|                                |  |   |   |  |                       |   |
|--------------------------------|--|---|---|--|-----------------------|---|
|                                | on the pattern of the text                   |   |   |  |                       |   |
| <b><u>Grammar Coverage</u></b> | Securing understanding of sentences<br>Rhyme | Rhyme, alliteration and the passage of time | Sequence sentences to maintain cohesion<br>Capital letters for names and the pronoun I<br>sentences using 'and' | Joining words and clauses with 'and'<br>Alliteration with adjectives | Expanded noun phrases | Co-ordination using 'and'<br>Capital letters, full stops and exclamation marks<br>Capital letter for pronoun 'I'<br>Past simple tense |


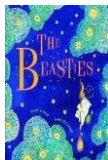
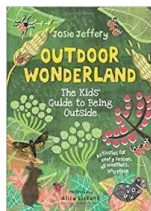
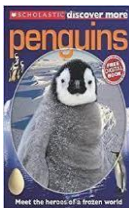

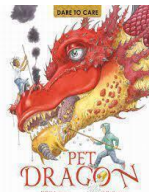
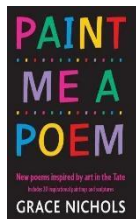


## **Chacewater School Writing Theme Map Year 2**

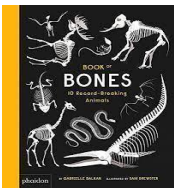
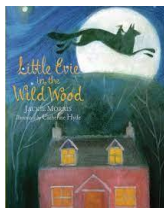
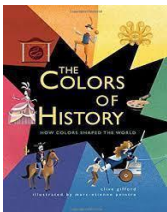

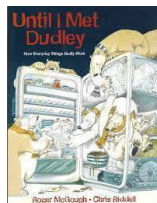



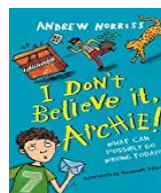
|                               | Autumn   | Spring  |   |   | Summer  |   |   |   |
|-------------------------------|--|---|---|---|---|---|---|---|
| <u>Word Level</u><br>Discrete | Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]<br>Formation of adjectives using suffixes such as –ful, –less<br>Use of the suffixes –er, –est in adjectives<br>the use of –ly in Standard English to turn adjectives into adverbs |   |   |   |   |   |   |   |
| <u>Text</u>                   | <br>I Love Bugs by<br>Emma Dodd<br>Poetry   | <br>The Book of Cars<br>and Trucks by<br>Neil<br>Clark<br>Non-Fiction | <br>How to Catch<br>Santa by Jean<br>Reagan<br>and Lee Wildish<br>Fiction | <br>Hidden World: Ocean by<br>Libby Walden<br>and Stephanie Fizer<br>Non-Fiction | <br>Little Red Riding Hood<br>Nosy Crow and<br>Ed Bryan<br>Fiction | <br>My Pet Goldfish<br>by Catherine<br>Rayner<br>Non-Fiction | <br>First Book Of<br>The Sea by<br>Nicola<br>Davies and Emily<br>Sutton<br>Poetry | <br>Traction Man<br>is Here! by Mini<br>Grey<br>Fiction |

|                                |   |  |  |  |  |  |  |  |
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| <b><u>Outcome</u></b>          | To write a descriptive poem                                 | to write an information page   | to write a story about catching something related to Christmas   | to write a non-chronological report  | to rewrite the story of Little Red Riding Hood, changing some key details  | to write a recount about a pet: to include separate factual information about the animal   | to write a poem / description  | to write a traction-man style story based on a toy   |
| <b><u>Grammar Coverage</u></b> | Joining words and phrases using and<br>Expanded noun phrase | Present simple tense<br>Coordination: and, but<br>Subordination: if, when, because<br>Sentence types: statements and questions<br>Sentence punctuation | Sentence types: questions, statements and commands<br>Punctuating sentences using capital letters, full stops, question marks and exclamation marks<br>Expanded noun phrases<br>Subordinating conjunctions | Expanded noun phrases<br>Using 'and' to link single clause sentences (coordination)<br>Subordination, using 'so'<br>Simple adverbials of 'where' | Sentence types: statements, commands, questions, exclamations<br>Expanded noun phrases<br>Choosing verbs to add precise details for the reader<br><br>Past tense | Exclamations/ exclamation marks<br>Punctuation in statements<br>Past and present tense<br>Subordination using when, if, because.<br>Simple cohesion in a series of sentences | Adjectives and expanded noun phrases<br>Exclamation marks<br>Alliteration<br>Rhyme and rhythm<br>Refrains and repeating pattern<br>Similes | Progressive verb form: present progressive<br>Expanded noun phrases: adjectives<br>Punctuating sentences using capital letters, full stops, question marks and exclamation marks |




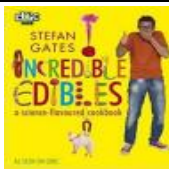
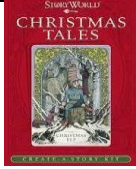
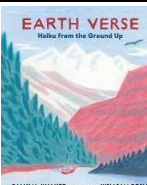
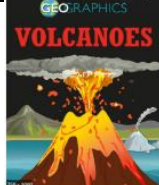



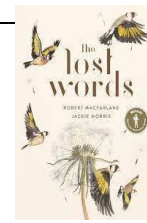
# Chacewater School Writing Theme Map Year 3

|                               | Autumn   |   |   | Spring  |  |  | Summer  |  |   |
|-------------------------------|--|---|---|---|--|--|---|--|---|
| <b>Word Level</b><br>Discrete | Formation of nouns using a range of prefixes [for example super-, anti-, auto-]<br>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]<br>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>                   | <br>Meerkat Mail by Emily Gravett<br>Fiction  | <br>The Beasties by Jenny Nimmo<br>Fiction | <br>Outdoor Wonderland by Josie Jeffery<br>Non-Fiction | <br>Penguins by Penelope Arlon<br>Non-Fiction | <br>Lord of the Forest by Caroline Pitcher<br>Fiction | <br>Dare to Care: Pet Dragon by M Roberstson<br>Fiction | <br>Paint me a Poem by Grace Nichols<br>Poetry | <br>Beatrice's Dream by K Williams<br>Non-Fiction | <br>Gregory Cool by C Binch<br>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  | Adverbials, fronted adverbials  | Layout of pages<br>Contractions<br>Conjunctions   | Multi-clause sentences with subordinating   | Speech<br>Identification of verbs and verb choice  | Multi-clause sentences with subordinating  | Similes<br>Expanded noun phrases<br>revised   | Adverbials, fronted adverbials<br>Multi-clause   | Multi-clause sentences with subordinating   |

|  |   |  |   |   |   |  |  |  |  |
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|  | and punctuation   | (with commas)<br>Complex sentences, main and subordinate clauses including use of commas<br>Noun phrases                               | Prepositional phrases   | g conjunction s   | Noun phrases and prepositional phrases  | conjunctions<br>Expressing time, place and cause with conjunctions, adverbs and prepositions<br>Heading and sub-headings<br>possessive apostrophes | Prepositional phrases  | sentences with subordinating conjunctions  | conjunctions<br>Sentence length and pattern<br>Fronted adverbials<br>Using and punctuating direct speech                               |
| Chacewater School Writing Theme Map Year 4 |   |  |   |   |   |  |  |  |  |
|  | Autumn  |  |   | Spring  |   |  | Summer   |  |  |
| Word Level<br>Discrete                     | The grammatical difference between plural and possessive –s<br>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] |  |   |   |   |  |  |  |  |
| Text                                       | <br>Book of Bones by G Balkan Non-fiction   | <br>Little Evie in the Wild Wood by J Morris Fiction | <br>The Colours of History by C Gifford Non-Fiction | <br>The Paper Bag Princess by C Thompson Fiction | <br>Until I met Dudley by R McGough Fiction & Non-Fiction | <br>The Beachcomber by G Brown Poetry                          | <br>The Most Wonderful Thing in the World by A Barrett Non-Fiction | <br>Everest by S Francis Non-Fiction | <br>I don't believe it Archie! By A Norris Fiction |
| Outcome                                    | create a riddle / factual report  | write own story based on the film  | 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   |

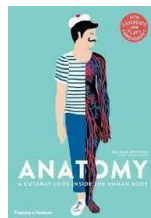
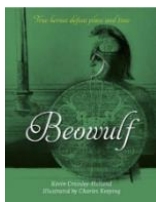
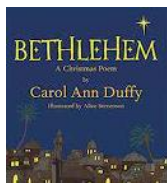

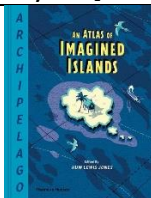

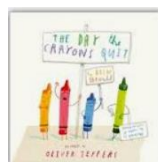
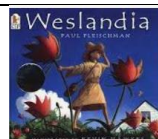
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|                                | about a British animal                      | 'The Girl and The Fox'  |   |   |   |   |  |   |  |
| <b><u>Grammar Coverage</u></b> | Conjunctions and clauses<br>Use of pronouns | Adverbials, fronted adverbials<br>Multi-clause sentences with a range of conjunctions (as)<br>Sentence length and patterns<br>Paragraphs: group ideas around a theme/related material.<br>Creating atmosphere | Expanded noun phrases<br>Adverbials, including fronted adverbials<br>Prepositional phrases<br>Commas after fronted adverbials<br>Headings and subheadings; presentation and layout<br>Paragraphs around a theme | Adverbials, fronted adverbials<br>Noun phrases<br>Sentences with more than one clause<br>Lots of examples of the perfect form in this text. | Multi-clause sentences with subordinating conjunctions<br>Wider range of punctuation (brackets and exclamation marks) | Expanded noun phrases (including prepositional phrases)<br>Commas in lists<br>Poetic devices: listing, sibilance and alliteration | Noun phrases<br>Dialogue<br>Conjunctions<br>Contractions | Expanded noun phrases<br>Prepositional phrases (as part of noun phrase)<br>Present perfect verb form<br>Nouns and pronouns for clarity and cohesion | Multi-clause sentences with a range of conjunctions<br>Adverbials (when)<br>Perfect verb form<br>Using and punctuating direct speech (opportunity to revise) |

## Chacewater School Writing Theme Map Year 5

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

|                                |  |   |   |  |   |  |   |   |   |
|--------------------------------|--|---|---|--|---|--|---|---|---|
|                                | Fiction  |   |   |  |   | Non-Fiction  | by M Morpurgo<br>Fiction  | become a Super Hero...<br>By R Horne<br>Fiction   | Poetry  |
| <b><u>Outcome</u></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><u>Grammar Coverage</u></b> | Revise: Use conjunctions, adverbs and prepositions to express time and cause (Y3/4).<br>Use fronted adverbials (Y3/4).<br>Use commas after fronted adverbials (Y3/4) | Synonyms<br>Brackets, dashes, commas<br>Revision of sentences<br>Choice about audience and presentation | Parenthesis using brackets, dashes, commas<br>Relative clauses<br>Dialogue to advance the action and to develop character | Noun phrases (including hyphenated adjectives),<br>Precise verb choices                    | Relative clauses, relative pronouns<br>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)<br>Degrees of possibility using adverbs and modals<br>Parenthesis: brackets, dashes<br>Colons before a list | Multi-clause sentences (subordination)<br>Writing with formality<br>Degrees of possibility using modal verbs<br>Punctuation: dashes, and hyphens<br>Layout and organisation | Expanded noun phrases<br>Hyphens<br>Vocabulary choice<br>Punctuation to avoid ambiguity<br>Poetic devices: onomatopoeia, alliteration, sibilance, assonance |

# Chacewater School Writing Theme Map Year 6

|                               | Autumn   |  |  |  | Spring   |   | Summer  |  |  |
|-------------------------------|--|--|--|--|--|---|---|--|--|
| <u>Word Level</u><br>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]<br>How words are related by meaning as synonyms and antonyms [for example, big, large, little]. |  |  |  |  |   |   |  |  |
| <u>Text</u>                   | <br>Anatomy<br>By H Druvert<br>Non-Fiction  | <br>Beowulf by<br>K Crossley-<br>Holland<br>Fiction | <br>Bethlehem<br>by C Duffy<br>Poetry | <br>Titanium<br>Film Study | <br>An Atlas of<br>Imagined<br>Islands by H<br>Lewis-Jones<br>Fiction | <br>Our Planet by<br>M Whyman<br>Non-Fiction | <br>The Day the<br>Crayons Quit<br>by Oliver<br>Jeffers<br>Fiction | <br>Weslandia by P<br>Fleischman<br>Fiction |  |
| <u>Outcome</u>                | 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 invent own island and write about its discovery, features and island life   | to write an information text about a global biome or local habitat using at least two distinct levels of formality.             | to write three letters from other everyday objects with contrasting formality   | to write a short story about a character’s time in an invented civilisation  |  |
| <u>Grammar Coverage</u>       | expanded noun phrases<br>relative clauses  | semi-colons to mark boundaries   | adverbials (revision Y4). semi-colons, colons or   | expanded noun phrases<br>use of: - and; commas to  | Range of register<br>Passive voice and formal  | Paragraphs: cohesion within and between   | Structures typical of informal speech   | Verbs: variation in tense and form   |  |

|  |   |   |   |   |  |   |  |  |  |
|--|---|---|---|---|--|---|--|--|--|
|  | <p>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>dashes to mark boundaries between main clauses</p> | <p>avoid ambiguity, parenthesis, synonyms/antonyms, non-finite clauses speech punctuation verb choice</p> | <p>language Multi-clause sentences to provide detail concisely Poetic language</p> | <p>Expanded noun phrases including relative clauses and to convey complex information Writing with formality Verbs: variation in tense and form including revision of modals Parenthesis using dashes Dashes to add additional information Colons before a list</p> | <p>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>(including option to revise perfect) Passive voice Expanded noun phrases to convey complex information Commas for clarity</p> |  |
|--|---|---|---|---|--|---|--|--|--|

## Chacewater School Writing Assessment Map

|              | Autumn               |                             | Spring |             | Summer |                             |
|--------------|----------------------|-----------------------------|--------|-------------|--------|-----------------------------|
| Whole School | Report<br>This is Me | Description<br>Winter Scene |        | Story       |        | Recount<br>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   |                             |