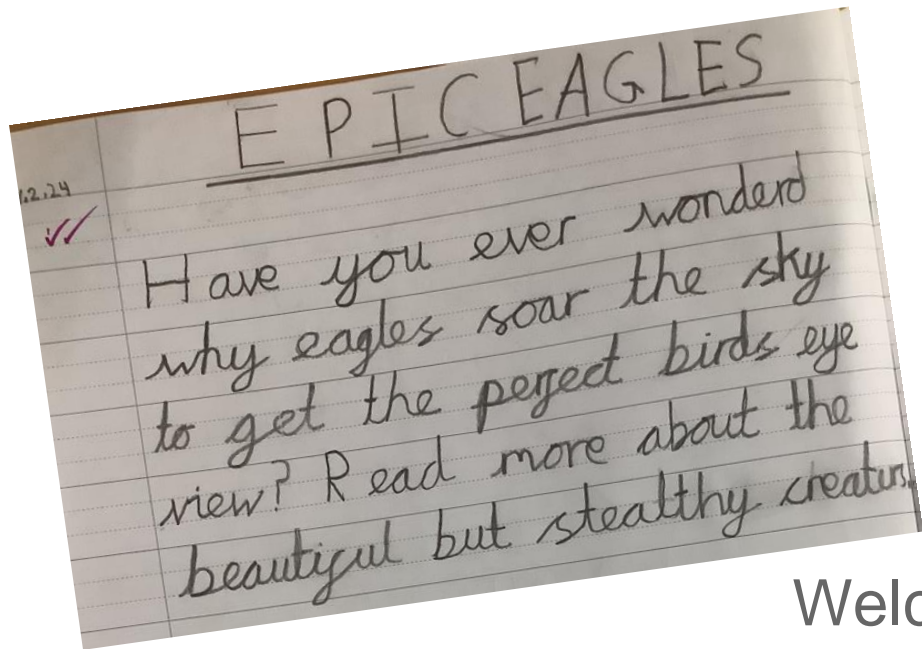


Writing



Welcome to our
CUSP writing
workshop.



Long term writing sequencing

Setting descriptions 2 x 2 weeks	Stories with familiar settings 2 x 3 weeks	Instructional writing 2 x 2 weeks	Recount from personal experience 2 x 2 weeks	Informal letters 2 x 2 weeks	Shape poems and calligrams 1 week essential 1 week enrichment	Poetry – pattern and rhyme 1 week essential 1 week enrichment	Poetry on a theme (nature) 1 week essential 1 week enrichment
Character descriptions 2 x 2 weeks	Simple retelling of a narrative 2 x 3 weeks	Stories from other cultures 2 x 3 weeks	Recount from personal experience 2 x 2 weeks	Non-chronological reports 2 x 3 weeks	Formal invitations 2 x 2 weeks	Poems developing vocabulary 1 week essential 1 week enrichment	Poetry on a theme (humorous) 1 week essential 1 week enrichment
First person narrative descriptions 2 x 2 weeks	Third person narrative (animal stories) 2 x 3 weeks	Dialogue through narrative (historical stories) 2 x 3 weeks	Formal letters to complain 2 x 2 weeks	Non-chronological reports 2 x 3 weeks	Advanced instructional writing 2 x 2 weeks	Performance poetry – including poetry from other cultures 1 week essential 1 week enrichment	Poetry on a theme (emotions) 1 week essential 1 week enrichment
First person diary entries (imaginative) 2 x 2 weeks	Third person adventure stories 2 x 3 weeks	Stories from other cultures 2 x 3 weeks	News reports 2 x 2 weeks	Persuasive writing (adverts) 2 x 2 weeks	Explanatory texts 2 x 2 weeks	Critical analysis of a narrative poem 1 week essential 1 week enrichment	Poems which explore form 1 week essential 1 week enrichment
Third person stories set in another culture 2 x 3 weeks	Playscripts (Shakespeare retelling) 2 x 2 weeks	Dialogue in narrative (first person myths and legends) 2 x 3 weeks	Balanced argument 2 x 2 weeks	Biography 2 x 3 weeks	Formal letters of application 2 x 2 weeks	Poems that use word play 1 week essential 1 week enrichment	Poems which explore form 1 week essential 1 week enrichment
First person stories with a moral 2 x 2 weeks	Extended third person narrative (adventure stories) 2 x 3 weeks	News reports 2 x 2 weeks	Explanatory texts 2 x 2 weeks	Autobiography 2 x 2 weeks	Discursive writing and speeches 2 x 2 weeks	Shakespeare's sonnets 1 week essential 1 week enrichment	Poems that create images and explore vocabulary (war poetry) 1 week essential 1 week enrichment

Types of writing the children will be exposed to on their writing journey.



Strong Start

Year 4 unit overview

Year 4: How should a sentence be structured?

Capital letters

These are used at the start of a sentence.

These are used for proper nouns.

Sentence breaks

A full stop is used to show the end of a sentence before moving onto a new point.

Word classes

These are categories of words that have specific grammatical functions. They include nouns, adjectives, verbs and adverbs.

Lesson 16

- Use a capital letter to mark the start of a sentence and for a proper noun.
- Identify sentence breaks.

Lesson 17

- Use a full stop to mark the end of a sentence.
- Identify sentence breaks.

Lesson 18

- Know that a sentence contains a subject (the noun that is the main focus of the sentence) and a verb and expresses a complete thought.
- Identify nouns, adjectives and verbs in a sentence.

Lesson 19

- Build sentences using and identifying nouns, verbs, adjectives and simple adverbs.

Lesson 20

- Correct common errors in basic sentence composition, e.g. word order, basic punctuation, incomplete sentence, etc.

Strong start lessons are used at the beginning of the academic year to revisit basic principles of sentence structure from the previous year. These lessons focus on sentence composition, particularly punctuation and grammar and secure a foundational understanding for all pupils to access the year.



Strong start example Year 4



Vocabulary



Explain

Cairo pyramid Giza Egypt Nile Africa

Capital letters are used at the start of a sentence and to mark proper nouns.

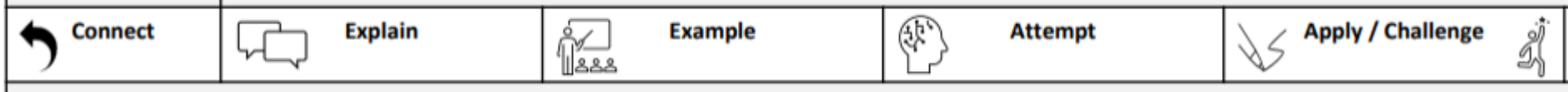
In the text below:

1. Insert a proper noun.
2. Identify the sentence break and insert a capital letter for a new sentence.



These pyramids were built in what is now the country of _____ they were created as monuments to dead kings.

Writing Lesson Structure







Children get a chance to:

- Revisit prior learning (connect)
- Unpick vocabulary (vocabulary)
- Orally rehearse (explain)
- Have a worked example modelled (example)
- Have a supported attempt (attempt)
- Have an independent attempt (apply)
- Dive deeper and consolidate (challenge)

Knowledge Note

Monday 30th October 2023

Part 1, Lesson 1 focus: use inverted commas to punctuate direct speech

	Explain		Example
	Inverted commas are the symbols that are placed around words that are spoken aloud.		"What's the matter?" murmured Ciara, sleepily.

- 1 "I have no idea where they are!" hissed her cousin.
- 2 "Let me to ^{the} post post it out!" shouted Billy.
- 3 "Where did you put my favorite game?" she asked her dad.
- 4 "Make sure you shut the gate." reminded Sam.
- ⑤ "The kids aren't here, oh no!" screamed the babysitter

Summarise and exemplify key concepts.

End of unit assessment

Ingredient	Example	My work shows -	My teacher thinks -
Use and sustain the first person perspective	I, we, me, my, us, our	✓	✓
Select precise adjectives to modify nouns	double-headed, golden, arched		✓
Use expanded noun phrases to describe in detail	heavy, wooden door	✓	✓
Use conjunctions and adverbs to vary your sentence structures	Placed on the chair was a rounded, silver helmet with gold decorations and two horns.		✓
Demonstrate secure use of the following punctuation: • Capital letters and full stops • Commas in lists	I pushed open the heavy, wooden door.	✓	
Flexible content			



Suddenly, nervously I stumbled through a dense, cold, dark forest. Suddenly, I found this thin, weak plank of wood by my feet. As I looked further and further I built a bridge with a broken gate at the other end, covered with vines. I turned around and saw two short one small one and one big, it was the door were covered in ^{the} ~~thick~~ ^{thick} of poison ivy. The door felt rough and splintery I reached my hand ^{up} out and pushed it open.

Pupils are familiar with the ingredients for a successful end outcome based on the build up and practice in the lessons prior.

They self mark at the end of each writing unit before the teacher assesses.

Key Performance Indicators

Key Performance Indicators (KPI's) are a national tool used to assess children in their writing.

Early Years are assessed using the EYFS Profile.

Each year group from 1 - 6 is assessed according to KPI's with key indicators being used at the end of each year group.

It is used to guide teachers to ensure that children are working at the national age-related expectations.



Key Performance Indicators

End of reception expectations (ELG)

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Nursery

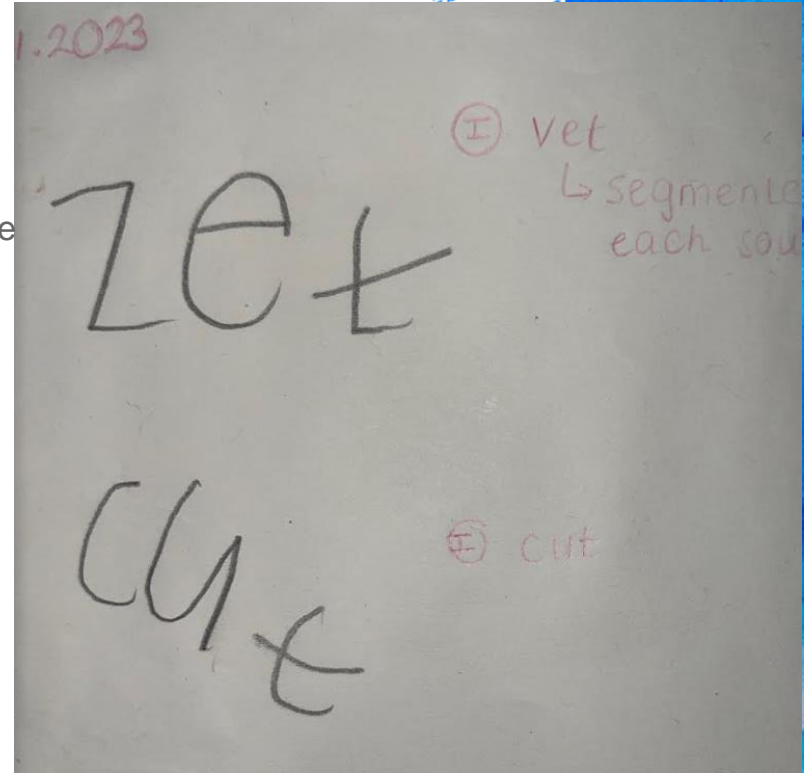
Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



Using phonics to segment and write 'vet' and 'cut'.



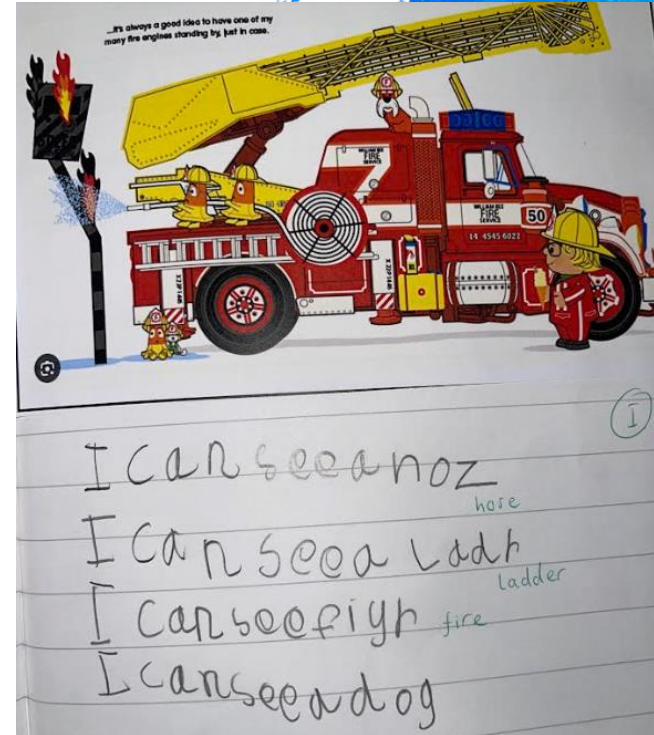
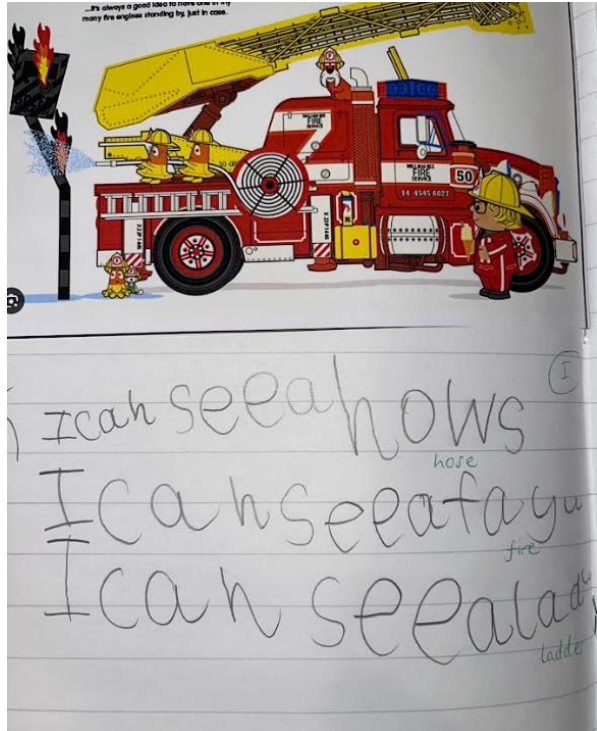
A picture and sounds from the story 'Runaway Pancake'.

Reception

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.




Writing words and captions for pictures.

Reception

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



w.b. 5.2.2024

We have been learning about Lunar New Year.
Can you write a list of the animals you remember from the story?

dragoo dragon (I)
tugur tiger
cow
m. oc monkey
Pi9
nos horse




vet
vet



fiyman
fireman

Wb 26.2.24

Label the parts of the sunflower (I)



Pollen pollen
Petal petal
Leaf leaf
Stem
Root
Seed

Writing phonetically plausible words.

Reception

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

w/b 11.12.23

Dear Santa,

For Christmas, please may I have...



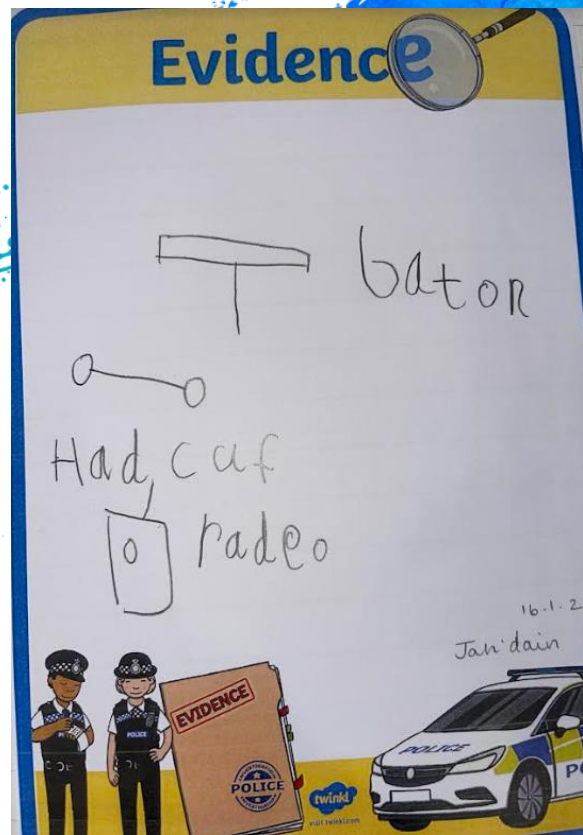
a spademan toy a spademan toy

robot robot

a toy motobik a toy motorbike

tablit tablet

Number blocks numberblocks



Writing phonetically plausible words.

Key Performance Indicators

End of KS1 (phase 1) expectations for writing.

Working at the expected standard – After discussion with the teacher can:

- Write simple narratives and about real events.
- Use **full stops and capital letters for most sentences** and use question marks (?) when needed.
- Use **adjectives** in expanded noun phrases to describe. (e.g. the huge, crumbling castle)
- Stay in **past or present tense** for most of a piece of writing.
- Use conjunctions **and, but or so** (for coordination) and **when, if and because** (for subordination) in sentences.
- Sound out words into phonemes (sounds) and choose the correct letters, **spelling many words correctly**.
- Spell **many common exception words**
- Use **apostrophes to spell some contractions** (e.g. don't, didn't, I'm, couldn't, they're, it's)
- Make sure **capital letters are the correct size** (bigger than most lower case letters) and direction.
- Use spaces between words.



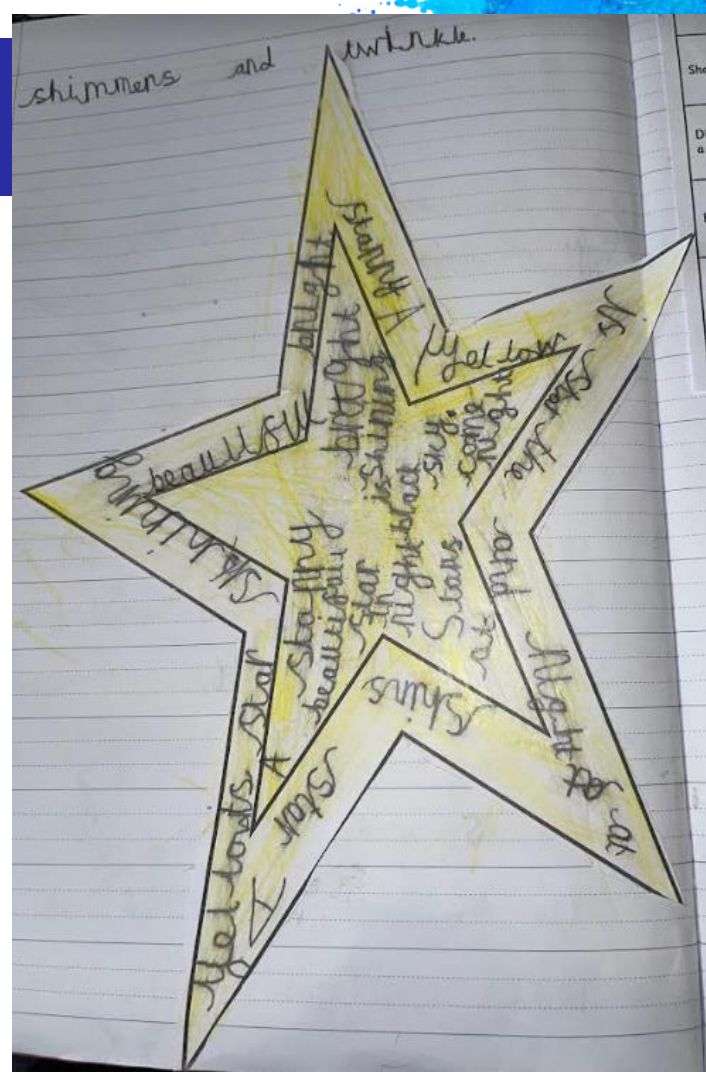
Wonderful Work

17/1/24 ①
This week we have been thinking
about
How to go on an endless quest!
Today we have been thinking
about
How to run and doubt!
②
This week we have been thinking
about
How to get a drain out!
with old plug holes and
terrible trolls.
I saw a rat roll like a mole

Rhyming poetry
Year 2

Cursive handwriting

Year 1
Shape
poem



Key Performance Indicators

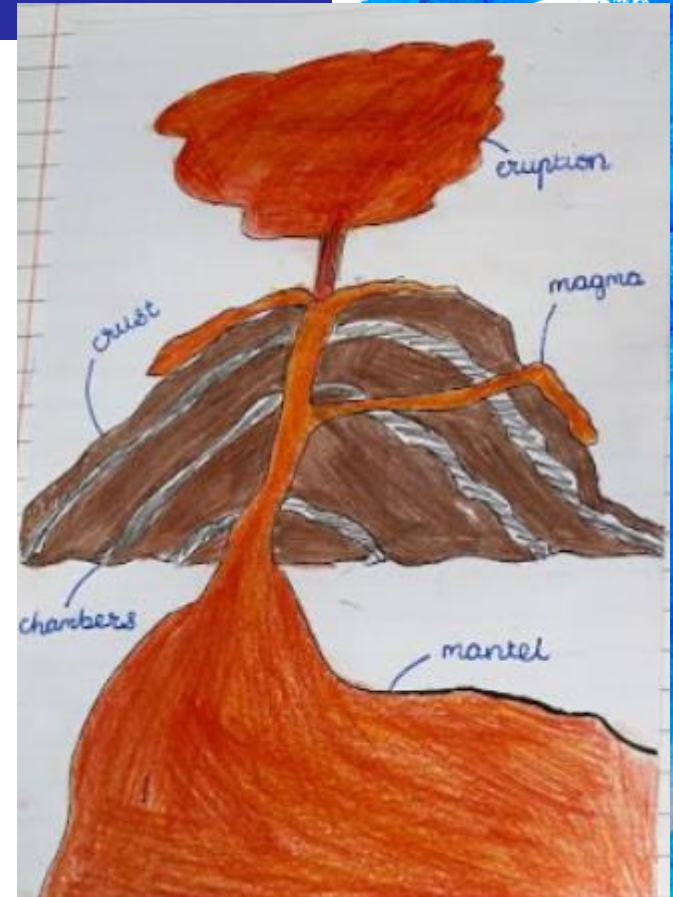
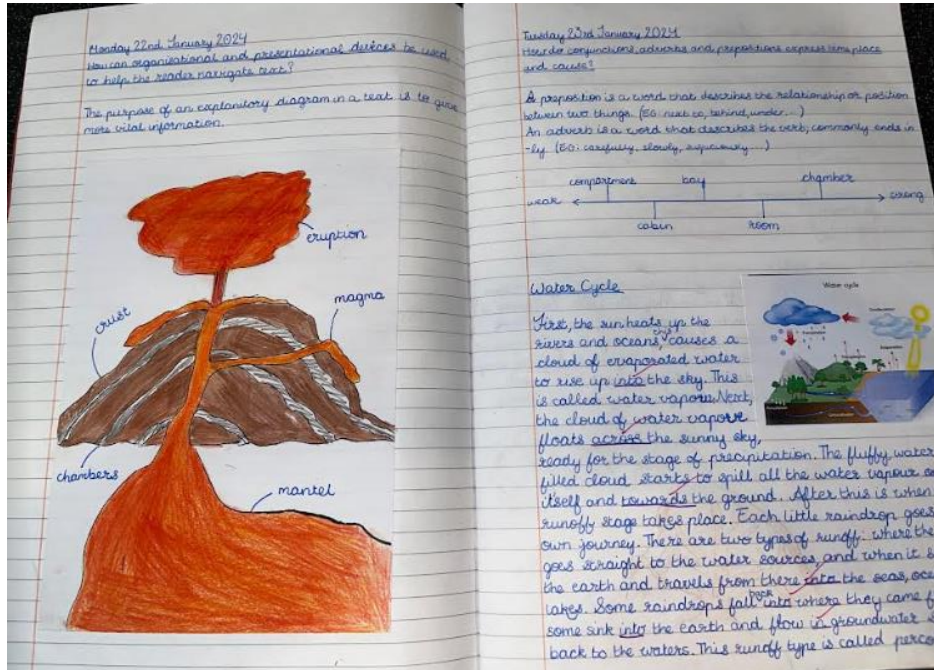
End of KS2 (phase 3) expectations for writing.

Working at the expected standard (end of KS2)
<ul style="list-style-type: none">• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. using first person in a diary; direct address in instructions or persuasive writing)
<ul style="list-style-type: none">• In narratives, describe settings, characters and atmosphere
<ul style="list-style-type: none">• Integrate dialogue in narratives to convey character and advance the action
<ul style="list-style-type: none">• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
<ul style="list-style-type: none">• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
<ul style="list-style-type: none">• Use verb tenses consistently and correctly throughout their writing
<ul style="list-style-type: none">• Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
<ul style="list-style-type: none">• Spell correctly most year 5 and 6 spelling list words and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
<ul style="list-style-type: none">• Write at speed with legible joined handwriting.



Wonderful Work

Organisational and presentational devices Y6



Wonderful Work

Third person narrative, Y4

Monday 15 January 2024

Ingredients for Success: Y3 Third person narrative (Block A)

Ingredient	Example	My work shows -	My teacher thinks -
Use the third person.	They had then watched with delight from behind the glass as she and the other small birds swing like acrobats ...		✓
Use the past tense.	... the blue tit retreated ...		✓
Use a clear and simple story.	Use a story map or boxing up to help plan the six parts of your story.		✓
Use a range of descriptive devices to create characters and settings.	heavy, iron grey bitterly cold cold tightened its grip on the garden		✓
Use a range of descriptive devices to describe characters and settings.	adjectives, expanded noun phrases adverbs, prepositions similes / metaphors		✓
Use a range of descriptive devices to describe characters and settings.	A fully grown human appeared and tipped a small pile of crumbs and fruit pieces onto the flat surface of the bird table, calling, "Dinner time! Come and get it, my feathered friends."		✓
Use a range of descriptive devices to describe characters and settings.	It had been a long, harsh winter.		

A rainbow crossed the clear blue sky looking like X paradise. The panda was shoving it away through hundreds of bamboo shoots. The soil was wet and muddy perfect to kick on. In the distance, there was a tall, thin, looking figure but it had a tall roof and massive tires. Looking for those bamboo shoots while trying to herd the her children to sleep and another girl exhausted from passing out.

Getting worried her and her cub walked further into the forest getting I say? Although she felt like every time they just turned further into the forest the closer the figure came. The mother felt anxious, as her cub bawled. Running with on her back her cub on the middle of her back, running to safety, running through the coming skies. As were darkness they found a low tree thinking what it will happen in the day time.

Instructional writing, Y4

Wednesday 28th February

Can I use and sustain a formal tone in writing?

A recipe that leads to Beans on Toast

Learning to cook is ~~an~~ important skill. This recipe for beans on toast is a very filling ~~skill~~ ^{sp} ~~delicious~~. Making things from scratch is great for all those little learners.

Equip	Equip/ingredients
Bread →	<ul style="list-style-type: none"> scale seeds about roots tray eggplant spoon baking soda flour/wholemeal
Beans →	<ul style="list-style-type: none"> beans veg/pepper, carrot zest, tomato boiling water stock pot tomato puree eggplant olive olive olive
Mattiah bread	Mattiah beans
Can I use and sustain a formal tone in writing?	?

Wonderful Work

Adventure Story, Year 6

15.1.24
Lively flames gave the blackened trees an eerie alabaster glow as Lucy Gray tangled amongst the merlot heat, all the while calling out. "Queequeg!" every step. Wildlife scattered in panic everywhere every animal everywhere from a cochrato on a flaring branch to a harmless snake around Lucy Gray's leg. She caressed the thing, knowing as long as she was intact, the serpent wouldn't bite.
A frightened whimper sounded from a nearby bush. The orange flurry of a porcupine scampered over to his mother, dodging the mahogany - coloured tongues and crawling under the dusty smoke.
Lucy Gray cradled his face, speaking in a low voice. "Ain't you the cake with the cream? Smart dog. Now, Mum and Dad are back home in the cave. We need to find them before the bokaboo sings and it's over, okay? We find them, come on."
Queequeg looked delighted to be given a task, and set about sniffing his way past the ^{dead} fire & twisting like an organism fighting for its share of the planet. Everything seemed too fast to Lucy Gray, like the world sped up and she had been left behind in the dust.
Her snake had now wrapped itself along her hand a verdant blue glove.

The storm came on before its time. They wandered up an under ^{blow} thunder. And many a hill did the girl dog snake climb, and finally reached the top.

Lively flames gave the blackened trees an eerie alabaster glow as Lucy Gray tangled amongst the merlot heat, all the while calling out. "Queequeg!" every step. Wildlife scattered in panic everywhere every animal everywhere from a cochrato on a flaring branch to a harmless snake around Lucy Gray's leg. She caressed the thing, knowing as long as she was intact, the serpent wouldn't bite.

Wonderful Work

THE DAILY PATRIOT
WINDRUSH DOCKS. BRITAIN WELCOMES NEWCOMERS

History is made when the MV Empire Windrush finally arrives in Tilbury Docks. ✓
By Clara Belini-King ✓

Roughly ^{5P} 492 people travelled on the Empire Windrush from various countries in the west over the previous two days in search of better living standards, better economic ^F fares, and a change of scenery. ✓
Tilbury Docks had the privilege of being the first to see the new British citizens and greet them with as much Essex spirit they could gather on an otherwise dreary June 22nd, 1948. There have been some comments about the sensibility of letting a Nazi German ship into English waters, but the Government of Britain has wisely ruled out any threats. ✓

The reason all these brave patriots decided to come here was because of the prospects. A terribly hurricane had wrecked

many workers destitute and in search for jobs. On this side of the world, we were reading something different. The needed workers after the brutal drop of people too had sacrificed to the front. The government decided to give all countries of the Commonwealth British citizenship, and sent over a boat to pick up the new Britons. ✓

Britain

Once the passengers vacated the boat, we took the opportunity to wash one of the fresh faces how they were adjusting to British life. Miss Jean Aguirre commented on the foreignness of our shores. Back in Mexico, the shores are warm and relaxed. Here, even after weeks of preparation, we all shower ^{shower} constantly. It is still a beautiful country, though. We - me and my brother - feel home. If I had the chance to stay or go back, I would go

THE DAILY PATRIOT
WINDRUSH DOCKS. BRITAIN WELCOMES NEWCOMERS

History is made when the MV Empire Windrush finally arrives in Tilbury Docks. ✓
By Clara Belini-King ✓

Newspaper article,
Y6

Roughly ^{5P} 492 people travelled on the Empire Windrush from various countries in the west over the previous two days in search of better living standards, better economic ^F fares, and a change of scenery. ✓
Tilbury Docks had,

Prerequisites for good handwriting

Development towards handwriting



- Bilateral integration: the ability to co-ordinate both sides of the body at the same time



- Crossing the midline: spontaneously cross over the midline, moving one hand or foot into the space of the other



- Proprioception: the sense that lets us perceive the location, movement and action of parts of the body

Gross motor skills and hand-eye coordination activities are good foundations for fine motor skills to build on.

Without proprioception, you wouldn't be able to move without thinking about your next step. It is your body's ability to sense movement.

Prerequisites for good handwriting

ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

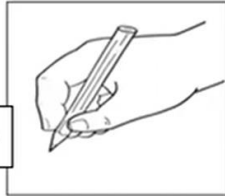
Palmer grip



Pronate grip



Dynamic tripod grip



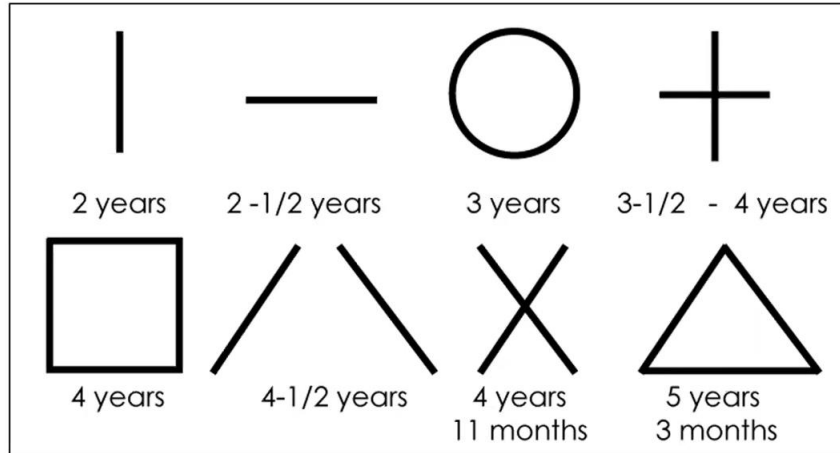
Static tripod grip



Dynamic tripod grip gives ultimate control and articulation of the pencil.

Prerequisites for good handwriting

Pre-writing shapes



Good indicators to assess children that may have barriers to writing.

What can you do at home?

EYFS

- Opportunities for climbing, running, catching, using different body parts at the same time.
- Fine motor opportunities i.e. using tweezers, holding scissor correctly, playing with malleable such as playdough.
- Good vestibular (balance and core) to encourage good writing posture i.e. dressing independently; playing on swings and monkey bars.
- Encourage good tripod grip.

KS1

- Reading! Exceptional readers make exceptional writers.
- Exposure to different texts i.e. newspapers, magazines to develop an understanding of different text structures and formats.
- Encourage tripod grip
- Encourage oral rehearsal before transposing into writing
- Support the use of description i.e. adverbs and adjectives when out and about



What can you do at home?

KS2

- Encourage detail in writing such as character description and dialogue
- Support oral rehearsal and planning of ideas
- Encourage children to take pride in their presentation
- Use dictionaries to check spelling and thesaurus' to develop wider vocabulary.
- Encouraging children to write for a real purpose and audience

