St Mary's Writing Curriculum

How We Teach Guide

Writing Progression at St Mary's

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key text	Colour monster Owl babies The map book	Dear Father Christmas	Whatever next Look Up!	The little red hen	Way back home	The three little pigs
Reception	***Narrative*** ***To entertain*** Orally retelling stories focusing on emotions.	***Narrative*** ***To entertain*** Orally retelling with a focus on sequencing.	***Narrative*** ***To entertain*** Creating story maps and innovating a tale using Drawing Club.	***Narrative*** ***To entertain*** Writing full sentences when retelling a story.	***Narrative*** ***To entertain*** Inventing a story from a stimulus.	***Narrative*** ***To entertain*** Settings and descriptions.
	Non-fiction ***To inform*** Orally retelling and mapping.	***Non-fiction*** ***To inform*** Writing Christmas lists with a focus on CVC words.	***Non-fiction*** ***To inform*** Recount a real-life event with a beginning, middle and end.UW moon landing	***Non-fiction*** ***To inform*** Instructions with a focus on sequencing.	***Non-fiction*** ***To inform*** Recount with a beginning, middle and end.	***Non-fiction*** ***To inform*** Recount with a beginning, middle and end and facts.
Key text	You Choose- captions Oi Frog!	Dogger	Transport link - Naughty Bus	Jack and the beanstalk	Jack and the Beanstalk Man on the Moon/space book	Animal fun text- Sriddle - rumble in the jungle Monkey puzzle Storm Whale
Year 1	***Narrative*** ***To entertain***	***Narrative*** ***To entertain***	***Narrative*** ***To entertain***	***Narrative*** ***To entertain***	***Narrative*** ***To entertain***	***Narrative*** ***To entertain***

At St Mary's we use a book-based approach to writing. Our core texts are mapped out on our long-term overviews and link to our Reading Spine. A fiction and non-fiction unit of writing is completed each half term with poetry taught at least twice per year. We follow the programmes of study for each year group in the National Curriculum which ensures progression and breadth.

Teachers then produce a medium-term plan to show what skills and short burst writes will be completed in each unit. Although the core texts will remain the same, teachers have autonomy to adapt medium term plans to suit the needs of their class.

Term 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 31.10.22	**Stone Age Boy** **Narrative - setting description** LF: Immersion in a text	**Stone Age Boy** **Narrative** LF: To box up the model text	No lesson	**Stone Age Boy** **Narrative** LF: To empathise with the character	**Stone Age Boy** **Narrative** ***Short burst*** LF: To write a recount
Week 2 7.11.22	**Stone Age Boy** **Narrative** LF: figurative language	**Stone Age Boy** **Narrative** ***Short burst*** LF: Describe a cave	No lesson	**Stone Age Boy** **Narrative** LF: noun phrases	**Stone Age Boy** **Narrative** ***Short burst*** LF: Describe a landscape
Week 3 14.11.22	NFER reading assessment	NFER grammar assessment	No lesson	**Stone Age Boy** **Narrative** LF: Plan a setting description	**Stone Age Boy** **Narrative** LF: Orally rehearse my writing
Week 4 21.11.22	**Stone Age Boy** **Narrative** ***Final piece*** LF: To write a setting description	**Stone Age Boy** **Narrative** ***Final piece*** LF: To write a setting description	No lesson	**Stone Age Boy** **Narrative** LF: To edit and improve my work	**Stone Age Boy** **Narrative** LF: To publish and share our stories with Y1
Week 5 28.11.22	**Stone Age Boy** **Non-fiction** **Biography** LF: Immersion in the text	**Stone Age Boy** **Non-fiction** **Biography** **LF: Boxing up and vocabulary**	No lesson	**Stone Age Boy** **Non-fiction** **Biography** LF: past tense	**Stone Age Boy** **Non-fiction** **Biography** ***Short burst*** LF: To write a letter
Week 6 5.12.22	**Stone Age Boy** **Non-fiction** **Biography** LF: Plan and orally	**Stone Age Boy** **Non-fiction** **Biography** ***Final piece***	No lesson	**Stone Age Boy** **Non-fiction** **Biography** ***Final piece***	**Stone Age Boy** **Non-fiction** **Biography** LF: To edit and

Each unit of work must have a model text which showcases the desired outcome for the unit of writing. This must be ambitious and include all of the grammar concepts to be taught within the unit of work. Writing should be purposeful and meaningful with an intended audience communicated to children from the start.

Children will complete <u>at least 1 piece of writing each week</u>. This will either be in the form of a short burst write or their final written outcome.

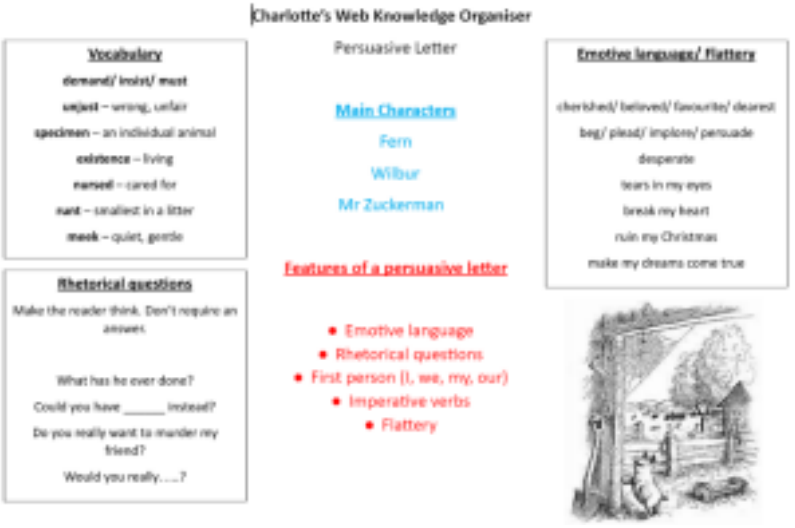
Teaching sequence

Lesson 1 – Hook Lesson

Introduction to the core text. Ideas include making porridge in Year 1 at the start of a unit of work on instruction writing or learning magic tricks in Year 3 at the start of a unit of work on fantasy writing.

Lesson 2 – Vocabulary/boxing up/model text

The model text should be boxed up with the class to show the building blocks of the text. Key vocabulary is to be discussed and taught and a word mat should be developed to use throughout the piece of work. This could include key characters and skills to be taught.



Lesson 3 – 8 (approx.) – grammar lessons followed by short burst write

The next part of the teaching sequence requires the teacher to explicitly teach the grammar skills needed for this unit of work (e.g. fronted adverbials, commas in a list, past progressive verb form). It is to the teacher's discretion as to how many skills need to be taught for each unit and how many lessons are needed to explicitly teach them. This is then followed by a **short burst write** opportunity which allows the children to practise the newly learnt skill and build ideas ready for the final piece of writing. This could be a character description before writing a narrative or instructions before writing a non-chronological report.

Lesson 9 - Planning

E.g.

Lesson 3 – Teach alliteration

Lesson 4 – Short burst setting description

Lesson 5 – Teach direct speech Lesson 6 – Teach direct speech

Lesson 7 – Short burst conversation

Children will plan their final piece of writing. Attention should be given to explicitly teaching how to write in note form and ensure key vocabulary and grammar skills are included.

Lesson 10 – Oral Rehearsal

Children have the opportunity to say their writing aloud and to make alterations where necessary. Turning notes into full sentences is a skill and will need explicit instruction.

Lesson 11 – 13 (approx.) – Writing
Children are given time to write their final piece. Scaffolds and word banks to be provided where necessary. In each lesson, modelling should be used to raise aspirations.

Lesson 14 – Editing/Up-levelling

Children are given the opportunity to edit and improve their work. This could be independently, in pairs, with support of an adult or as a group. Purple pens should be used and again this needs to be explicitly taught. Children could be guided as to which piece of their work needs to be improved.

Lesson 15- Publishing

Children will be asked to publish their work into their publishing books. This will be the children' s best work where they will include any edits or up-leveling they have made on their draft pieces of writing. This piece of work should show the children' s best handwriting and should show a progression of their skills across the year. Children will publish 2 pieces of writing per term.

Lesson 16– Celebration

Once a term, there should be an opportunity to share children's work. This could be with parents and carers, another class or to produce a final piece for display or a class book.

<u>Lesson must-haves</u>

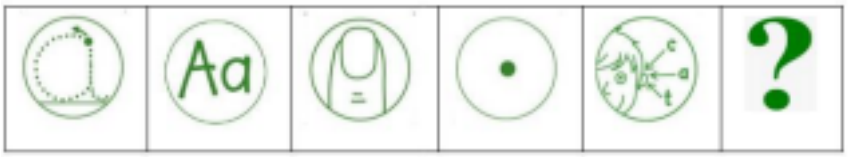
- Form of recap at the start of every lesson (grammar)
- Modelled writing as much as possible
- Tier 2 and 3 vocabulary used and modelled
- Opportunity for talk and practise

<u>Marking and Feedback</u>
<u>Working Wall Expectations</u>

- Reflects current learning
- Key vocabulary/word mat displayed
- Key skills with examples
- Model text
- Shared/model writing
- Sentence openers
- Box-it up on display

All work will be marked in correspondence with the school's policy. Next steps to be used where appropriate to move learning forward. Children will be given the opportunity to respond to their marking as an EMA at least once a week.

In KS1, teachers will use the following success criteria to show children where improvements can be made.



In Years 3-5 a marking grid will be produced for each final piece of writing to show whether the grammar skills taught have been independently used within the writing.

Writing Success Criteria

Friday 19th May 2023
LO: First person narrative

Figurative languages (onomatopoeia, power of 3, simile etc)	
Uses simple and compound sentences which are grammatically correct and punctuated correctly	
Uses adverbs, prepositions and conjunctions to express time and cause	
Written in first person.	
Handwriting is legible, neat and joined	
Punctuation to mark sentences – full stops, capital letters, exclamation and question marks – is usually used accurately.	

Children's draft pieces of writing won't be marked by the teacher and will solely be uplevel, edited and revised by the child in purple to show that it's the child's independent work. The teacher will 'deep mark' the child's published piece of work, giving them something they have done well and a target to work on for their next pieces of writing.