






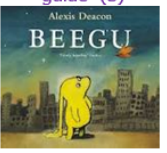



A close-up photograph of a person's hands writing in a notebook. The person is wearing a light-colored, textured sweater. The right hand holds a black pen with a gold-colored grip, writing on a piece of paper. The left hand rests on the notebook. The background is blurred, showing a white bowl and a wooden surface.

Writing at St Mewan

23 - 24

Overviews

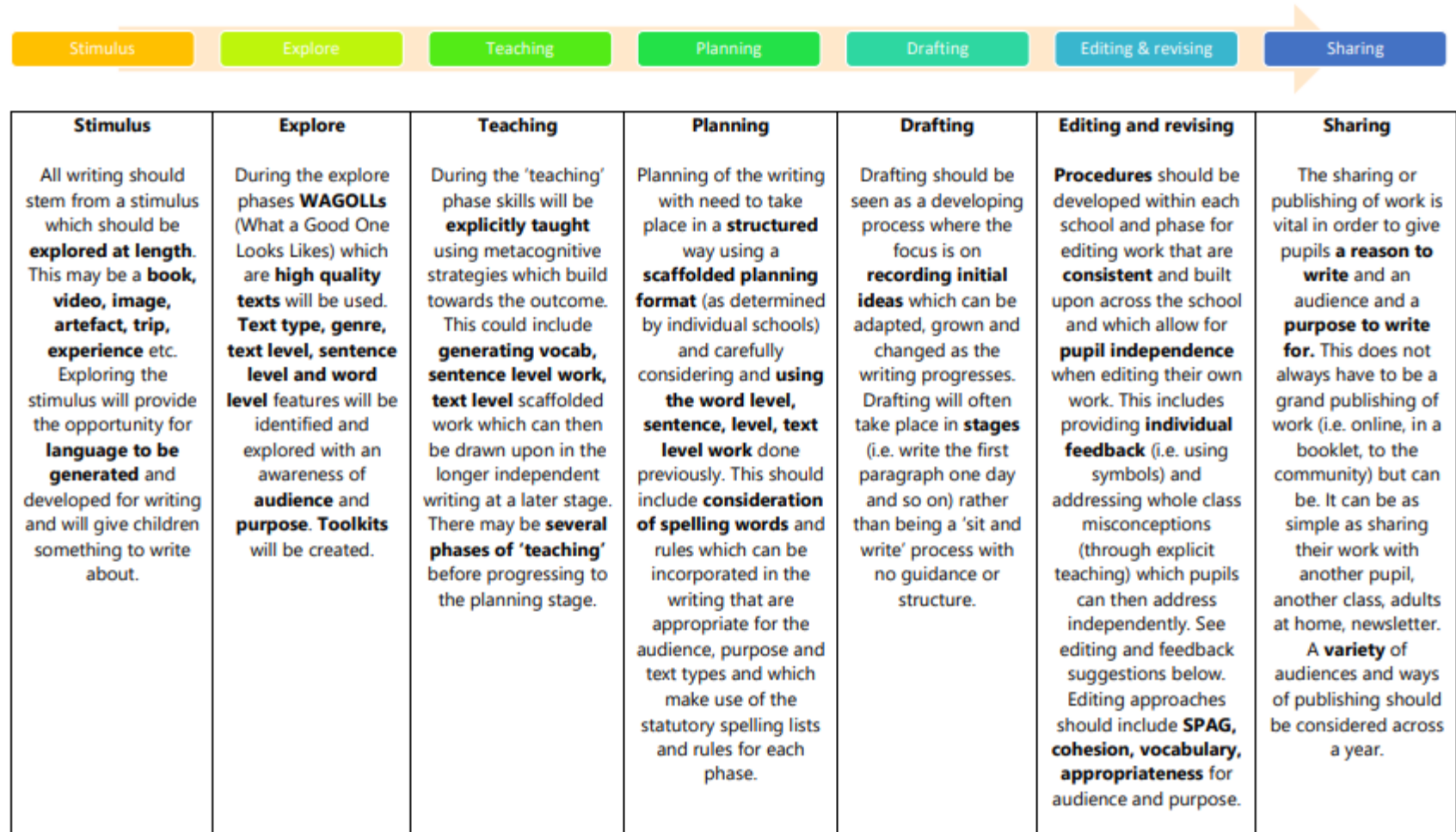
Overviews detail the units to be taught each term and the objectives which should be covered within each unit. A bold objective indicates new teaching. Non-bold objectives indicate the opportunity to consolidate or apply previous learning in a new context.

St Mewan Writing Curriculum						St Mewan Writing Curriculum						
Year 6						Year 1						
Year 6 writing units Non-fiction Fiction Skills work	Rainforests Narrative - description Grammar skills and editing techniques	Deforestation Persuasive Speech	Shackleton Non-chronological report  Anne Frank Report 	Alma Mystery Story 	Fran Mystery 	Year 1 writing units Non-fiction Fiction Skills work Poetry I – Independent S - Scaffolded	The tiger who came to tea  Character description (S) Sandwich instructions (S)	Beegu Crime scene report (S) Lost poster (S) How to look after an alien guide (S)  Elf on the shelf Diary (I)	Jack and the Jelly Beanstalk  Narrative with a change Little Red Riding hood by Lari Don 	Plants Instructions- how to plant a seed (I) Heligan Leaflets (non-fiction) (S) Poetry – 10 things found in a wizard’s pocket (S) 10 things found in a wizard’s pocket (I)	Storm Whale  Narrative – retelling (I) Poetry (I)	The Way Back Home Literacy Shed Where is the rocket going? Creative narrative (S) Holiday brochure (I)
Phonic & Whole word spelling <ul style="list-style-type: none"> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in the editing process. Also see spelling curriculum separately. continue to distinguish between homophones and other words which are often confused confidently spell some words with 'silent' letters confidently 						Phonic & Whole word spelling <ul style="list-style-type: none"> spell words containing each of the 40+ phonemes taught in Reception spell common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used spell the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound Revision of Reception key content. See RWinc Phonics Overview and Spelling overview						
Other word building spelling <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them confidently use dictionaries to check the spelling and meaning of words confidently use a thesaurus confidently. use the first 3 or 4 letters of a word to confidently check spelling, meaning or both of these in a dicti All the above as part of the editing process. Also see spelling curriculum separately. 						Other word building spelling <ul style="list-style-type: none"> The sounds /f/, /l/, /s/, /z/ spelt ff, ll, ss, zz and ck The /nj/ sound spelt n before k (i.e. abnk, honk,, think, suck) Division of words into syllables (pock-et, rabb-it, carr-ot, thun-der, sun-set) -tch (catch, fetch, kitchen, notch, hutch) The /v/ sound at the end of words (live, given have) vowel digraphs and trigraphs (ai, oi, ay, oy, e_e, e-e, i-e, o-e, u-e, ar, ee, ea, ea, er, er, ir, ur, oo, oo, oa, oe, ou, ow, ow, ue, ew, ie. i.e. igh, or, ore, aw, au, air, ear, ear, are) using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using –ing, –ed, –er and –est where no change is needed in the spelling of root words (grander, grandest, fresher, freshest, quicker, quickest) 						
Transcription <ul style="list-style-type: none"> work independently to transcribe own thoughts, opinions and ideas or take notes from others including videos and 						Transcription <ul style="list-style-type: none"> work independently to transcribe own thoughts, opinions and ideas or take notes from others including videos and 						
Handwriting <ul style="list-style-type: none"> confidently choose which shape of a letter to use when given choices and deciding whether or not to join up confidently choose the writing implement that is best suited for a task 						Handwriting <ul style="list-style-type: none"> confidently choose which shape of a letter to use when given choices and deciding whether or not to join up confidently choose the writing implement that is best suited for a task 						
Contexts for Writing <ul style="list-style-type: none"> identify confidently the audience for and purpose of the writing, selecting the appropriate form and using other similar writ in writing narratives, confidently consider how authors have developed characters and settings in what pupils have read, list 						Contexts for Writing <ul style="list-style-type: none"> identify confidently the audience for and purpose of the writing, selecting the appropriate form and using other similar writ in writing narratives, confidently consider how authors have developed characters and settings in what pupils have read, list 						
Planning Writing <ul style="list-style-type: none"> confidently note and develop initial ideas, drawing on reading and research where necessary 						Planning Writing <ul style="list-style-type: none"> confidently note and develop initial ideas, drawing on reading and research where necessary 						
Drafting Writing <ul style="list-style-type: none"> confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, confidently describe longer passages 		<ul style="list-style-type: none"> confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning confidently precise longer passages confidently use further 		<ul style="list-style-type: none"> confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, confidently describe settings, characters and atmosphere and integrating dialogue to convey 		<ul style="list-style-type: none"> confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, confidently describe settings, characters and integrating dialogue to convey 		<ul style="list-style-type: none"> confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, confidently describe settings, characters and integrating dialogue to convey 		<ul style="list-style-type: none"> confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, confidently describe settings, characters and integrating dialogue to convey 		

Structure of a unit

These are the stages of every writing unit we teach.

Writing process procedures: what a unit should include



Structure of a lesson

These are the stages of an individual writing lesson.

What a primary writing lesson could look like

Most lessons should (but may not always) include:



Starter	Oracy	Modelling or teaching of skills	Independent writing	Sharing	Response to feedback
A warm-up/starter/jumpstart linked to SPAG for the purpose of the writing and/or addressing misconceptions from AFL.	Opportunities to talk and develop vocabulary linked to writing. This could be by using explicit oracy strategies (i.e. Voice 21) or speaking and listening opportunities. It may include drama, presentation, paired work etc.	There should always be an element of modelling or teaching which pupils can build upon in their independent work.	To build stamina in writing, just like stamina in fitness, pupils need daily practise at length , building up pace, quality and quantity over time.	Pupils should be able to share vocab/ideas/ work regularly to learn from their peers and receive feedback .	Pupils need regular opportunities to respond to feedback and should see this as 'something they do' automatically.
Links to the Seven-step Model for Teaching Metacognitive Strategies					
Activating prior knowledge: links to curriculum to be taught across the unit	Activating prior knowledge: specific recall of knowledge linked to lesson focus Explicit strategy instruction	Explicit strategy instruction Modelling of learned strategy Memorisation of strategy Guided practice	Independent practice	Structured reflection: independent, partner or group	Independent practice: following feedback Structured reflection

Flashbacks



English Flashback 4

Yesterday	Last week
Last term	Last Year

- Flashbacks enable us to revisit prior learning to consolidate it as retrieval practise. They also enable us to address misconceptions.
- These may be SPAG activities or text-type based activities.
- We may have 1, 2, 3 or 4 within a lesson as long as over a week we have flashbacked to yesterday, last week, last term and last year.

Learning Journeys – why?

Learning Journeys are created and shared at the start of a unit and referred back to regularly.

They help pupils built their schema of how each part of their learning in a unit can be combined to create a final outcome.

We remind pupils to refer back to these when writing their independent so they can remember everything they have learnt that may help them.

They identify audience, purpose and the skills we are learning.

Outcome	To write a rainforest description using the senses
Audience & Purpose	To entertain and create a mental picture of a rainforest
SPAG Terminology covered	Verbs, adjectives, pronouns, prepositions, conjunctions, complex sentences, openers, relative clauses, commas splicing, relative pronouns.
Focus skills	<ul style="list-style-type: none"> • Knowing all the word classes and being able to use them. • Writing a range of simple, compound and complex sentences • Describing using the senses • Learning editing techniques • Carefully selecting vocabulary • Thinking about cohesion
L.O.	Outcome
Term - Topic	
A	I understand the rules of spelling in Year 6 and can use them effectively
B	I can identify and define nouns, verbs, adjectives, adverbs, pronouns, prepositions within a passage using a rainbow write.
C	I can find nouns, verbs, adjectives, adverbs from a stimulus to describe
D	I understand shades of meaning in language.
E	I can use my knowledge of SPAG terminology to write effective sentences.
F	I can identify and use coordinating and subordinating conjunctions to create compound and complex sentences.
G	L.O. I can expand my sentences with effective openers
H	I can describe powerfully using carefully chosen words and sentences structures.
I	I can identify embedded clauses
J	I can select vocabulary and sentence structures which reflect audience and purpose

WAGOLLS

WAGOLLS at the start of a unit help us to:

- Identify text features
- Identify text features for audience and purpose
- Identify SPAG techniques (more revision but for purpose)

And can be used later to build toolkits.


Rainbow Writing 	
RED	Nouns
PINK	Pronouns
ORANGE	Adjectives
YELLOW	Conjunctions Connectives
GREEN	Prepositions
TURQUOISE	Verbs
BLUE	Adverbs
PURPLE	Articles Determiners

Name _____ Date _____

L.O. I can identify different word classes in a sentence.

The Rainforest...

The **rainfore** (or jungle as some call it) is quite an unimaginable place. Unless you have ever been there, my friend, you will have seen nothing like it, I can tell you. A carpet of mossy green covers the saturated earth as a rich aroma of earthy soil fills your nostrils. Treading barefoot, as the many animals of the jungle do, you can feel the spongy moss between your warmed toes. But you must watch your step in the jungle for there are vines and branches everywhere waiting to catch you out and tip you upside down. Finger-like vines reach up towards the heavens beyond where the eye can see, wrapping their tentacles around the immense trees towering above. Beyond that, further into the canopy of the rainforest, though you cannot see them, you are being watched by the sharp eyes of the many monkey species of this fascinating place. In the distance, the drum of the waterfall can be heard, like a steady heartbeat, bringing life to the jungle. Shocked, mesmerised, amazed, any visitor to the rainforest will stand transfixed and hypnotised by the beauty of plants and richness of the greenery that surrounds them. The jungle: a hot and humid forest full of exotic and never-before seen plants and wildlife. Mesmerising.

Rainbow Writing 

RED	Nouns
PINK	Personal pronouns
ORANGE	Adjectives
YELLOW	Conjunctions Connectives
GREEN	Prepositions
LIGHT BLUE	Verbs
DARK BLUE	Adverbs
PURPLE	Determiners

Spelling

- In the word gathering stage, put important topic language on the working wall – encourage magpie-ing.
- Download the Year 1, Year 2, Year 3/4, Year 5/6 list and identify appropriate words to use, put these on a word mat or working wall. Expect pupils to highlight them in their writing.
- When marking spelling, use the codes so they have to have a go themselves.
- Use the orange dot.
- Use the 'have a go' sheets
- Provide visual word banks for every child.
- Provide spelling bookmarks for those who find spelling difficult which include their regularly spelt wrong words.
- Make sure there is a simple/complex speed sound chart in every book/table.

St Mewan – Spelling – 'have a go' sheet.

Use your speed sound chart and spelling skills to have a go.

Attempt one:

Goes it look right? If not, circle the bit that loons wrong, now use your chart and have another go – have as many tries as you need until it looks right. |

Modelling

During all modelling ensure that you are

- Doing LOTS AND LOTS of ‘thinking out loud’
- Explaining not just **what** but **why**.
- Modelling uplevelling.
- Modelling taking your time.
- Modelling **changing**.
- Modelling making mistakes and checking.
- Talking about audience and purpose.

Independent writing

Writing can still be independent if during writing:

- Pupils can generate their own toolkits
- Is based on something they've done before – i.e. revisiting a text type.
- Drafted and then broad feedback is given.

Remember

- Pieces may be shorter who have different success criteria for some pupils but must still be independent.
- You should include choice for GDS writers so they are not limited.
- Final edits are more for assessing not marking as pupils will not revisit them.
- Drafts should be read to inform editing lessons.

Editing – in Year 1

- Ping-pong
- Teacher model – children check
- Use tick or fix
- Include word banks on every lesson worksheet

Check ✓		
capital letters	full stops .	A gaps

Editing – in Year 2

- Ping-pong
- Teacher model – children check
- Use tick or fix
- Include word banks on every lesson worksheet
- Teach uplevel
- Add additional focuses as the year progresses – edit for ?, edit for !, edit for coordinating and subordinating conjunctions

Check ✓		
capital letters	full stops .	A gaps

Editing – in Year 3

- Ping-pong
- Teacher model – children check. Use https://trustcentralservices.sharepoint.com/:w:/r/sites/STMStaffHome/_layouts/15/Doc.aspx?sourcedoc=%7BDD3B66E7-B90C-57DE-973A-C4D2A97DE102%7D&file=Editing%20stations%20Y3.docx&action=default&mobileredirect=true as a guide
- Spelling (broken down – key words, phonetic spelling, non-negotiables, misconceptions)
- Punctuation (broken down . , ! ? “ ”).
- Word choices – uplevelling
- Tense
- Openers

Editing – in Year 4

- Ping-pong
- Teacher model – children check. Use https://trustcentralservices.sharepoint.com/:w:/r/sites/STMStaffHome/_layouts/15/Doc.aspx?sourcedoc=%7BDD3B66E7-B90C-57DE-973A-C4D2A97DE102%7D&file=Editing%20stations%20Y3.docx&action=default&mobileredirect=true as a guide

Focus skills:

- Spelling (broken down – key words, phonetic spelling, non-negotiables, misconceptions)
- Punctuation (broken down . , ! ? “ ”).
- Paragraphing
- Word choices – uplevelling
- Tense
- Openers

Editing – in Year 5

- Ping-pong
- Teacher model – children check. Use https://trustcentralservices.sharepoint.com/:w:/r/sites/STMStaffHome/_layouts/15/Doc.aspx?sourcedoc=%7BDD3B66E7-B90C-57DE-973A-C4D2A97DE102%7D&file=Editing%20stations%20Y3.docx&action=default&mobileredirect=true as a guide

Focus skills:

- Spelling (broken down – key words, phonetic spelling, non-negotiables, misconceptions)
- Punctuation (broken down . , ! ? “ ” – () ...).
- Paragraphing
- Word choices – uplevelling
- Tense
- Openers
- Clause structure (embedded)

Editing – in Year 6

- Ping-pong
- Teacher model – children check. Use https://trustcentralservices.sharepoint.com/:w:/r/sites/STMStaffHome/_layouts/15/Doc.aspx?sourcedoc=%7BDD3B66E7-B90C-57DE-973A-C4D2A97DE102%7D&file=Editing%20stations%20Y3.docx&action=default&mobileredirect=true as a guide

Focus skills:

- Spelling (broken down – key words, phonetic spelling, non-negotiables, misconceptions)
- Punctuation (broken down . , ! ? “ ”).
- Paragraphing
- Word choices – uplevelling
- Tense
- Openers
- Comma splicing

Consistency in editing

- Highlight for spelling words.
- Cross out and replace for uplevelling
- // for paragraphs
- Circle a full stop – follow it with a capital.
- Highlight a capital for names
- Sticky dots for comma checking.

A word on commas

- Commas can be used for
 - Lists
 - To separate a phrase from a clause
 - To separate a MAIN clause from a subordinate clause.
- NEVER, NEVER, NEVER BETWEEN TWO MAIN CLAUSES.

A word on speech punctuation

- https://trustcentralservices.sharepoint.com/:w:/r/sites/STMStaffHome/_layouts/15/Doc.aspx?sourcedoc=%7BAD784503-7D1B-5DD6-8F5E-F3DBA013F98E%7D&file=Teaching%20Speech%20Guidance.docx&action=default&mobileredirect=true

- Teachers will start to teach children how to set out direct speech in **Year 3**.
 - The **general rules of direct speech** are:
 - Each new character's speech starts on a new line.
 - Speech is opened and closed with inverted commas (speech marks).
 - Each line of speech starts with a capital.
 - The speech itself ends with some form of punctuation (a comma, exclamation mark or question mark) before the closing speech marks.
 - A reporting clause is used at the beginning or the end (said Jane, shouted Paul, replied Mum).
 - If the direct speech in the sentence is broken up by information about who is speaking, add in a comma or question mark or exclamation mark to end the first piece of speech and a full stop or another comma before the second piece (before the speech marks), for example:
 - "It's lovely," she sighed, "but I can't afford it right now."
- "I agree!" said Kate. "Let's go!"
- The reporting clause should be separated from the speech by a comma. If the reporting clause comes before the speech, it should be separated by a comma outside the speech marks i.e. Kate said, "Let's go." But if the reporting clause is after the speech, the comma should be used before the speech marks.

Speech

- Year 3 just teach reporting clauses, capitals and inverted commas.
- Year 4 teach the punctuation within and around the inverted commas and new line, new speaker.
- Year 5, teach speech alongside action so the speech is at different points within the sentence
- Year 6 – teach speech to build characterization and move the action on.

Commas and conjunctions

- https://trustcentralservices.sharepoint.com/:w:/r/sites/STMStaffHome/_layouts/15/Doc.aspx?sourcedoc=%7B4BE414B0-816F-53B9-A6C7-107B566689C4%7D&file=Conjunctions%20at%20St%20Mewan.docx&action=default&mobileredirect=true

When a sentence begins with a subordinating conjunction, the comma goes after the first clause:

i.e. If you are good, I will buy you a treat.

When you are naughty, it makes me feel sad.

If the conjunction is in the middle of the sentence, we do not need the comma as well, because the conjunction does the commas job of separating the two clauses.

i.e. I will buy you a treat if you are good.

NOT I will buy you a treat, if you are good.

It makes me feel sad when you are naughty.

NOT it makes me feel sad, when you are naughty.

Conjunctions continued

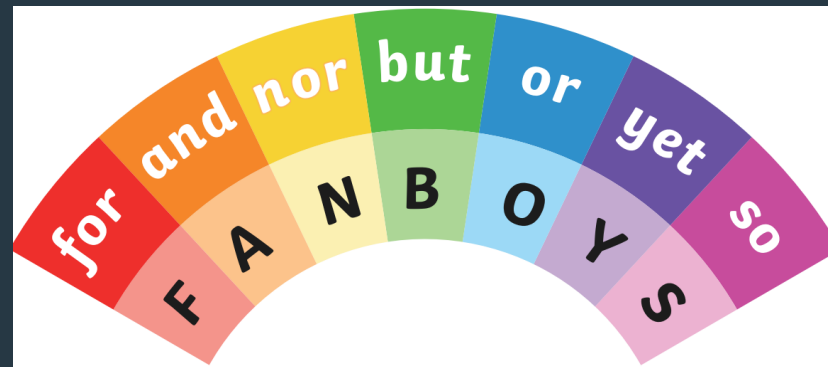
The same rule applies with coordinating conjunctions - commas are not required before or after them.

I like peas and I like jam

Not I like peas, and I like jam.

Unless the sentence is longer and more complex and the coordinating conjunction is doing another job.

We use I SAW A WABUB to remember subordinating conjunctions and FANBOYS to remember coordinating ones (though so can be subordinating or coordinating)



Expectations - Y1

Autumn	Spring	Summer
Aim to be writing 1-2 sentences 2-3 times a week.	Aim to be sequencing sentences to retell events. 4-5 sentences in longer writes.	At least a paragraph – short narrative

Focus:

- Phonetic attempts
- Red word spelling
- Full stops, capitals, finger spaces
- Letter formation

Expectations – Y2

Autumn	Spring	Summer
A paragraph every week with shorter SPAG writes in between	Building to two paragraphs in independent writes	Longer sustained pieces of 2-3 paragraphs.

Focus:

- phonetic spelling accurate
- Red word spelling
- Full stops, capital, fingers spaces, commas in lists, ? !
- Letter formation

Expectations – Y3

Autumn	Spring	Summer
Lots of short paragraphs and sentence level work across a unit. 2 -3 paragraphs in longer writes	Lots of short paragraphs and sentence level work across a unit. Increasing length gradually but valuing quality over quantity.	As Spring but sustained and accuracy improved

Focus:

- phonetic spelling accurate, moving to rule focus and choosing the correct sound.
- Sentences that make sense and are punctuated correctly using . , ? ! “ ”
- Commas in lists and after fronted adverbials
- Beginning to join

Expectations – Y4

Autumn	Spring	Summer
Lots of short paragraphs and sentence level work across a unit. 2 -3 paragraphs in longer writes	Lots of short paragraphs and sentence level work across a unit. Increasing length gradually but valuing quality over quantity.	As Spring but sustained and accuracy improved

Focus:

- moving to rule focus and choosing the correct sound.
- Sentences that make sense and are punctuated correctly using . , ? ! “ ”
- Commas in lists and after fronted adverbials. Also for subordination.
- Sentence openers
- Expanded noun phrases
- Beginning to join

Expectations – Y5

Autumn	Spring	Summer
Lots of short paragraphs and sentence level work across a unit.	Lots of short paragraphs and sentence level work across a unit.	Lots of short paragraphs and sentence level work across a unit.
Longer sustained writes	Longer sustained writes	Longer sustained writes

Focus:

- Rule focused spelling as well as phonics
- Sentences that make sense and are punctuated correctly using . , ? ! “ ” () – and , , - :
- Commas for relative clauses and subordinating clauses.
- Sentence openers and beginning to develop understanding of cohesion
- Sustained joining

Expectations – Y6

Autumn	Spring	Summer
Lots of short paragraphs and sentence level work across a unit.	Lots of short paragraphs and sentence level work across a unit.	Lots of short paragraphs and sentence level work across a unit.
Longer sustained writes	Longer sustained writes	Longer sustained writes

Focus:



- Rule focused spelling as well as phonics
- Sentences that make sense and are punctuated correctly using . , ? ! “ ” () - - ... and , , : ; -
- Accurate use of commas and ability to identify comm splicing
- Experienced editors.
- Understanding of cohesion
- Sustained joining

Sharing

- One typed piece
- Make it come alive – give it an audience.
- Buddy writing

Feedback

- Verbal feedback encouraged.
- Should move learning forward.
- Should address spellings
- Should encourage independence.

Year 6 Marking Policy	
T →	You need to check the tense of this word in the sentence.
C →	Check your capitals in this sentence
<u> </u>	The underlined word is spelt incorrectly. Use your phonics, word walls and dictionaries to check and have another go.
SP →	Check any spellings you are uncertain of on this line
●	An orange dot by a word means you should know how to spell this word. Check the walls and your book.
//	You need a new paragraph here.
P →	There is some missing punctuation, can you see where it should go and add it?
CS →	You have commas spliced. Remember commas separate a main clause from a phrase or a subordinate clause or are used in a list; never use them between two main clause.
Ch	Check this – it doesn't make sense!
↓	Something is missing here – can you correct it?
	You can highlight Year 3/4 Spellings in green to show your teacher
	You can highlight Year 5/6 Spellings in pink to show your teacher