



## Writing

**Inspire. Aspire. Achieve.**

*Inspiring a life-long commitment to learning*

### **School vision: Inspire Aspire Achieve**

**Inspire** - 'Inspire' to provide our pupils with an engaging, bespoke curriculum which fosters a desire to keep learning because "education is not the filling of a pail, but the lighting of a fire".

**Aspire** - 'Aspire' to ignite our pupils with dreams and aspirations that they know are within their reach.

**Achieve** - 'Achieve' is to ensure that all of our pupils successfully reach their academic goals through sheer hard work, determination and persistence.

### **Curriculum Vision – Writing**

- To know about the world – the teaching of writing is supported by a range of well-chosen, high-quality texts which exposes our children to different authors as well as different story types.
- To have high levels of oracy – through reading and listening to a range of high-quality texts, children will develop their vocabulary and at the same time their ability and confidence to communicate their own ideas.
- To have ambition – children's experiences of language-rich texts and high-quality models will allow them to enjoy reading and writing and have drive and determination to produce their own stories which they are proud of.

### **Writing Intention:**

At Cogenhoe Primary School we intend for our pupils to be independent, resilient and confident writers who are ready to embark on the next stage in their education. We aspire to spark their imagination, ensuring that children are enthusiastic and motivated to write. We want every child to believe that they are a writer. The highest standards of spoken and written language are consistently modelled and used in our school. We believe that it is vital that children are able to communicate effectively through speaking, listening and writing. Being able to write well supports learning in the wider curriculum; we intend for our children to use their skills across the curriculum consistently.

## Writing Implementation:

We use the *Talk for Writing* approach to teach literacy throughout the school. The teacher uses stimulating experiences (hooks) at the start of a unit to inspire the children, encouraging them to feel enthusiastic about their learning. A unit begins with teachers assessing what children can already do using 'cold writes'. The children then orally rehearse and internalise model texts, so that they understand the patterns, structure and vocabulary required for the intended genre. Effective shared writing practice is a fundamental part of the writing process. Grammar and spellings are taught in context and discretely, where applicable. This develops into independent application of acquired skills through innovation. At Cogenhoe, we underpin our writing curriculum work with an established reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon. The writing curriculum is coherently sequenced so that knowledge and skills are revisited and built upon. This is developed across four strands: the composition of writing through ambitious models, grammatical subject knowledge, vocabulary development and awareness of authorial intent.

Our whole school progressive writing overview ensures that there are ample opportunities for all children to apply their core writing skills across the wider curriculum.

Our 'washing line' displays demonstrate high-quality writing and support children's independent application of skills taught. In every classroom the learning journey and compositional/grammatical focus is clearly visible.

At Cogenhoe, we promote a love of writing in many ways. *The Wall of Wonder* displays excellent pieces of work on a cyclical basis – each class takes it in turn to display pieces of wonderful writing. Each class also votes for a writer of the term and this is shared on the school website and in the termly newsletter. Letters of recognition are also sent home to celebrate this achievement. Pen licences are awarded when children have mastered the Cogenhoe Cursive Handwriting Policy and certificates are presented in the celebration assembly.

This is all achieved by following the National Curriculum (2014).

## National Curriculum 2014

**Purpose:** English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

**Aims:** The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

**Spoken language:** The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

**Writing:** The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

**Spelling, vocabulary, grammar, punctuation and glossary:** The 2 statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than 1 meaning. References to developing pupils' vocabulary are also included in the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory [glossary](#) is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

### Progression

EYFS
Enjoy songs and rhymes, tuning in and paying attention.
Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
Say some of the words in songs and rhymes.
Copy finger movements and other gestures.
Sing songs and say rhymes independently, for example, singing whilst playing.
Enjoy sharing books with an adult.
Pay attention and respond to the pictures or the words.
Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.

Repeat words and phrases from familiar stories.

Ask questions about the book. Makes comments and shares their own ideas.

Develop play around favourite stories using props.

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Enjoy drawing freely.

Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

Make marks on their picture to stand for their name.

- Understand the five key concepts about print:

- print has meaning

- print can have different purposes

- we read English text from left to right and from top to bottom

- the names of the different parts of a book

- page sequencing

- Develop their phonological awareness, so that they can:

- spot and suggest rhymes

- count or clap syllables in a word

- recognise words with the same initial sound, such as money and mother

Engage in extended conversations about stories, learning new vocabulary.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Write some or all of their name.

Write some letters accurately.

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

## **Comprehension**

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### **Word Reading**

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **Writing**

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.

## **National Curriculum Progression**

### **Spoken language Year 1-6**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates

- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

## Year 1

### Writing - transcription

Spelling - see [English appendix 1](#)

Pupils should be taught to:

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

### Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these



<p><b>Writing - composition</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write sentences by: <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul> </li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>	<p><b>Writing - vocabulary, grammar and punctuation</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using ‘and’</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>• learning the grammar for year 1 in <a href="#">English appendix 2</a></li> </ul> </li> <li>• use the grammatical terminology in English <a href="#">English appendix 2</a> in discussing their writing</li> </ul>
<p><b>Year 2</b></p> <p><b>Writing - transcription</b> <i>Spelling - see <a href="#">English appendix 1</a></i> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• spell by: <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> </ul> </li> </ul>	<p><i>Handwriting</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul>

- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in [English appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

### **Writing - composition**

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

### **Writing - vocabulary, grammar and punctuation**

Pupils should be taught to:

- develop their understanding of the concepts set out in [English appendix 2](#) by:
  - learning how to use both familiar and new punctuation correctly - see [English appendix 2](#), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
  - learn how to use:
    - sentences with different forms: statement, question, exclamation, command
    - expanded noun phrases to describe and specify [for example, the blue butterfly]
    - the present and past tenses correctly and consistently, including the progressive form
    - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
    - the grammar for year 2 in [English appendix 2](#)
    - some features of written Standard English
- use and understand the grammatical terminology in [English appendix 2](#) in discussing their writing

- read aloud what they have written with appropriate intonation to make the meaning clear

### Year 3 and 4

#### Writing - transcription

Spelling - see [English appendix 1](#)

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them - see [English appendix 1](#)
- spell further homophones
- spell words that are often misspelt - see [English appendix 1](#)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

#### Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

#### Writing - composition

Pupils should be taught to:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [English appendix 2](#)
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot

#### Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in [English appendix 2](#) by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in [English appendix 2]
- indicate grammatical and other features by:

<ul style="list-style-type: none"> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> <li>• read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> <li>• use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately when discussing their writing and reading</li> </ul>
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<p><b>Year 5 and 6</b></p>	
<p><b>Writing - transcription</b>  <i>Spelling - see <a href="#">English appendix 1</a></i>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">English appendix 1</a></li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> </ul>	<p><i>Handwriting and presentation</i>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>

<p><b>Writing - composition</b>  Pupils should be taught to:</p>	<p><b>Writing - vocabulary, grammar and punctuation</b>  Pupils should be taught to:</p>
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- plan their writing by:
    - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
    - noting and developing initial ideas, drawing on reading and research where necessary
    - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
  - draft and write by:
    - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
    - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
    - précising longer passages
    - using a wide range of devices to build cohesion within and across paragraphs
    - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
  - evaluate and edit by:
    - assessing the effectiveness of their own and others' writing
    - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
    - ensuring the consistent and correct use of tense throughout a piece of writing
    - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
  - proofread for spelling and punctuation errors
- develop their understanding of the concepts set out in [English appendix 2](#) by:
    - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
    - using passive verbs to affect the presentation of information in a sentence
    - using the perfect form of verbs to mark relationships of time and cause
    - using expanded noun phrases to convey complicated information concisely
    - using modal verbs or adverbs to indicate degrees of possibility
    - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
    - learning the grammar for years 5 and 6 in [English appendix 2](#)
  - indicate grammatical and other features by:
    - using commas to clarify meaning or avoid ambiguity in writing
    - using hyphens to avoid ambiguity
    - using brackets, dashes or commas to indicate parenthesis
    - using semicolons, colons or dashes to mark boundaries between independent clauses
    - using a colon to introduce a list
    - punctuating bullet points consistently
  - use and understand the grammatical terminology in [English appendix 2](#) accurately and appropriately in discussing their writing and reading

- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Teachers use the Talk for Writing Progression map to ensure there is progression of text structure, sentence construction, word structure/language, punctuation and terminology. <https://www.talk4writing.com/wp-content/uploads/2015/09/Progression-Updated-2015.pdf>

## Long Term Plan

### EYFS

Autumn Term			
Fiction	Non-fiction		
<b>4 stories in 4 weeks...</b> 1. The Three Little Pigs 2. Goldilocks 3. Little Red Riding Hood 4. The Gingerbread Man	<b>Wanted Poster</b>		<b>Fiction</b> Owl Babies Dear Santa
<b>Supporting books</b> The Gruffalo	<b>Rhymes / songs</b> 1. Head Shoulders Knees and Toes 2. I'm a Little Teapot 3. This Little Piggy 4. Firework Party 5. Twinkle, Twinkle Little Star		<b>Supporting books</b> Handa's Surprise Six Dinner Sid
			<b>Non-fiction</b> Owl Non-Chronological Report
			<b>Rhymes / songs</b> 1. 2 Little Dickie Birds 2. The Grand Old Duke 3. Cauliflowers Fluffy 4. When Santa got Stuck 5. Jingle Bells

Spring Term			
Fiction	Non-fiction		
<b>The Enormous Turnip</b>	<b>Recipe</b>		<b>Fiction</b> Take a Walk Little Bear
<b>Supporting books</b> Farmer Duck Mr Grumpy's Outing	<b>Rhymes / songs</b> 1. Old McDonald had a farm 2. Humpty-Dumpty 3. 5 Little Monkeys 4. Ba Ba Black Sheep 5. Little Jack Horner		<b>Supporting books</b> Whatever Next Rosie's Walk
			<b>Non-fiction</b> Lost Poster
			<b>Rhymes / songs</b> 1. The Bear went over the mountain 2. The Wheels on the Bus 3. Little Peter Rabbit 4. ...Chicken (Lay a Little Egg) 5. Wee Willie Winkie

Summer Term			
Fiction	Non-fiction		
<b>Pirate Pete</b>	<b>Instructions</b>		<b>Fiction</b> The Sleepy Bumblebee
<b>Supporting books</b> SHhh! On the Way Home	<b>Rhymes / songs</b> 1. 10 Little Pirates 2. I'm a Pirate 3. Row, Row, Row your Boat 4. The Waves in the Sea 5. 5 Little Speckled Frogs		<b>Supporting books</b> Goodnight Moon Mr Grumpy's Outing
			<b>Non-fiction</b> Report
			<b>Rhymes / songs</b> 1. There was an Old Lady 2. Incy Wincy Spider 3. Wiggley Woo 4. 10 in the Bed 5. Hickory Dickory Dock

YEAR 1

Class book (daily read aloud)	The Twits + Greatest Magical Stories			The Greatest Animal Stories + Owl Babies			Metal Miss +			
Theme	Our families			Animal Adventures			Robot Rumpus			
Novel / Books to support Unit	My Brother series by Anthony Browne			The Gruffalo			New! Tickle a Tiger (The Tiger who came to tea)			
Poetry							The Tin Forest, The Robot and the Bandaid & Wendell and the Robots			
Other stimulus e.g. visual literacy							Robot Rumpus			
Snippets to broaden frame of reference related to look&							3 Little Aliens and the Big Bad Robot			
Fiction or Non-fiction	Fiction	Non-fiction	Fiction	Fiction	Non-fiction	Fiction	Fiction	Non-fiction	Fiction	Non-fiction
MODEL TEXT	Baby mouse	[TW] information text about their families based on the Anthony Browne My Brother books	3 Billy Goats Gruff	The Gruffalo (TW adapted model)	How to care for an animal	[TW] version of Mr Gumpst staying	New! Tickle a Tiger (TW)	Non-robot Robot	(TW) Fact file about a type of robot	Our trip to the country museum from the red TW book
STORY TYPE / GENRE	Journey	Report	Defeat the monster	Journey	Instructions	Journey	Warning	Looking	Report	Warning
FOCUS		<ul style="list-style-type: none"> <li>• Sentence construction</li> <li>• Story language and cohesion</li> <li>• Writing full stories.</li> </ul>		Description - objects		Description - animals	Action – the way the animals move	Endings – he learns not to be forgetful	Description: action (verbs)	Action – how the characters move
HOT TASK OUTCOME & SUGGESTED LEVEL OF INNOVATION	To write a journey story substituting characters and/or settings	To write a characterisation text about a member of your family	To write a defeat the monster story based on the 3 Billy Goats Gruff and/or similar	To write a journey story based on hand's surprise that substitutes the animals, fruit and/or main character	To write a set of instructions on how to care for a pet / animal	To write a journey story based on Mr Gumpst's outing where the animals &/or IVC are substituted	To write a warning story based on New! Tickle a Tiger could be the sequel – Newer Tickle a Tiger	To write a sequel to a story where he forgets something when e.g. arms, leg, ears.	To write a fact file about a robot	To write a story based on a picture of a robot

YEAR 2

Class book (daily read aloud)	Famous 5 series e.g – Five go down to the sea + Meerkat Mail			The Enchanted Wood + Hodgehog			Podkin One Ear + Charlotte's Web			
Theme	On I do like to be beside the seaside!			If you go into the woods today...			Superheroes			
Novel / Books to support Unit	The Lighthouse Keeper's Lunch Mr Seahorse by Eric Carle Pirate Post and Pirates Nest Door			Kiddies the book-writing monster Good Little Wolf Into the forest			Little Red Riding Hood The Day the Crayons Quit by Oliver Jeffers			
Other stimulus e.g. visual literacy							Superheroes Traction Man series Amazing Grace			
Snippets to broaden frame of reference related to look&							I quit			
Fiction or Non-fiction	Fiction	Non-fiction	Fiction	Fiction	Non-fiction	Fiction	Fiction	Non-fiction	Fiction	Non-fiction
MODEL TEXT	[TW] version adapted to the Light House Keeper's Lunch	[TW] report about a sea creature	Pirate Post	[TW] version of a card mentioning a day of the week (e.g. please?)	Kenneth and the Hungry Fox (change to wolf)	How to trap a wolf	Little Red Riding Hood	[TW] Traction man story	Biography of a superhero	[TW] Letter based on the Day the Crayons Quit
STORY TYPE / GENRE	Journey	Report	Finding	Recount	Warning	Instructions	Warning	Journey/types 1	Biography	Persuasion
FOCUS	Cohesion		Description – setting and object (measure)		Description – animals he meets and the handle		Description – setting	Action – how the hero rescues		
HOT TASK OUTCOME & SUGGESTED LEVEL OF INNOVATION	To write a journey story which substitutes the food in the basket &/or the people the character meets.	To write a report about another animal	To write a finding story which features a different kind of pirate e.g. spy, space, underwater, fire pirate.	To write a postcard home about a holiday	To write a warning story based on Kenneth and the hungry fox substituting the characters &/or setting	To write a set of instructions to catch another fairy/witch/magical creature	To write a warning story based on Little Red Riding Hood, substituting characters and/or setting	To write another Traction Man story	To write a biography of another superhero	Children write from the perspective of another object that would quit e.g. stationary, clothes or a different colour etc.

YEAR 3

Class book (daily read aloud)	Charlie and the Chocolate Factory + The Battle of Bubble and Squeak			Iron Man + The Abominables			Dead Man's Cove + Beetle Boy		
Theme	Food, Glorious Food!			Fee, Fi, Fo, Fum!			Adventure		
Novel / Books to support Unit	Vegan Delight by Benjamin Zephaniah Little Bit of Food by Joseph Coelho			Brian Froud's Giants / Goblins / Trolds			The Goose*		
Poetry									
Other stimulus e.g. visual literacy									
Snippets to broaden frame of reference related to look&									
Fiction or Non-fiction	Fiction	Non-fiction	Fiction	Fiction	Non-fiction	Fiction	Fiction	Non-fiction	Non-fiction
MODEL TEXT	The Pigeon that spoke	[TW] Should children be allowed happy meals in their lunchboxes?	[TW] Goliath a cautionary tale about greed.	Jack and the Beanstalk	Twee Giant	Kenneth and the Greedy dragon	Adventure at Sandy Cove	[TW] newspaper based on the jewels found at Sandy Cove	[TW] recount about a school trip (fictional)
STORY TYPE / GENRE	Warning / Journey	Discussion (balanced argument)	Character transformation	Defeat the monster / mortal	Report	Warning story	Lost/Found story	Recount (newspaper)	Recount (school trip)
FOCUS	Dialogue		Endings	Description – landscape and objects		Story cohesion	Suspense		
HOT TASK OUTCOME & SUGGESTED LEVEL OF INNOVATION	To write a warning tale based on the pigeon that spoke substituting characters and objects	To write a balanced argument about whether they should be allowed something e.g. the internet / or wear trainers	To write a cautionary tale about greed	To write a character transformation story	To write a report about another fairy tale creature or imaginary being	To write a story that explores the plot of Kenneth and the Greedy dragon to include a giant	To write a story that recycles the plot structure of Adventure at Sandy Cove	To write a newspaper report based on something that is discovered	To write a recount about a trip or experience

YEAR 4

Class book (daily read aloud)	The Lion, The Witch and The Wardrobe + Tom's Midnight Garden			Eragon + Fantastic Beasts and Where to Find Them			Varjak Paw + Wonder			
Theme	Enchanted Lands			Time Machine			Dragons!			
Novel / Books to support Unit	Ice Palace The Land of Neverbelieve			The Wizard Queen by Michael Wildgen <a href="#">ShareStation.com.au</a> <a href="#">Wardrobe Club</a>			The Dragon Machine Dragonology The Egg Miss Goney by James Carter Paw's Evidence of Dragons book The Dragons who stole our school by Nick Teckock			
Poetry				A range of war poetry						
Other stimulus e.g. visual literacy										
Snippets to broaden frame of reference related to look&	The Snow Walker's Son			The Larkspur by Sarah Stewart Once by Morris Gleitsman						
Snippets to broaden frame of reference related to look&	Northern people taking the war stories, photos, eye witness accounts etc. 'Walter Tull'									
Fiction or Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
MODEL TEXT	Elf Road	[TW] Persuasive leaflet brochure about an imaginary land	Castle Wood	[TW] diary about a significant day (could be set in a historical period)	Cobbler of Knowl	The Rainbow Dragon	Why dragons are extinct	Mr Big	[TW] autobiography	Zelda Chase
STORY TYPE / GENRE	Fictional story	Persuasion	Finding Tale / pastoral	Recount (diary)	Defeat the monster	Report	Explanation (why)	Character transformation	Recount (1 <sup>st</sup> person)	Quest
FOCUS	Description: Setting		Description: Setting		Description of characters			Description - character		Suspense
HOT TASK OUTCOME & SUGGESTED LEVEL OF INNOVATION	To write a pastoral story	To write a persuasive report which persuades people to visit their imaginary land.	To write a pastoral story	To write a diary extract	To write a character transformation tale which recycles the plot pattern of Mr Big	To write a report about a dragon or another mythical creature	To write an explanation about another mythical creature e.g. plants, both or fairies	To write a character transformation tale which recycles the plot pattern of Mr Big	To write an autobiography	To write a story with suspense





## Toolkits

Creating and using toolkits is a fundamental part of the Talk for Writing process. Toolkits are always co-constructed with the class and it should be emphasised that they are tools and not rules. We use the toolkits from *Creating Storytellers and Writers* by Pie Corbett and Julia Strong. We also create our own toolkits ensuring sufficient repetition and progression.

### An example toolkit for teaching *settings*:

Creating settings should be a creative process. Here is a chance for children to invent new and unusual descriptions which tell of tempting and unknown places, and to create atmospheres that allow readers to anticipate what might be about to happen e.g. in the calm before a crisis. Children need to have spent time on the 'reading like a reader' phase of the 3 I's model, collecting ideas, vocabulary, turns of phrase and noticing how writers can hint and lay clues when creating settings - like the background music in films; how they are able to show settings subtly by looking at the world through the eyes of a character or, even more subtly, by depicting how characters feel or react. A good setting, combined with good characterisation colour in the sketch of the plot. Everything you write into a setting should be relevant in some way to telling of the story. Working on settings often flows naturally from poetry writing; this is a great opportunity to explore and use figurative language – alliteration, personification, similes and metaphor etc.

<p><b>P/R</b></p> <ul style="list-style-type: none"><li>- Use pictures, experience and common places to choose a familiar or well-known setting.</li><li>- Imagine being the character in the setting. Use what you could see and what you could hear.</li><li>- Use a list of three to build a picture. e.g. trees, flowers and a bench.</li><li>- Use adjectives to describe. e.g. Tall trees, bright flowers, wooden bench</li></ul>	<p><b>1/2</b></p> <p><i>Building on YR work:</i></p> <ul style="list-style-type: none"><li>- Picture it; use well-known places and imagination to create a setting.</li><li>- Imagine being the character in the setting. Use the senses to describe what you could see, hear, touch, smell and feel.</li><li>- Use adjectives to describe the setting in detail. e.g. Tall trees, bright flowers, wooden bench.</li><li>- Use a list of three to build a picture. e.g. blue curtains, red carpet and a blazing fire.</li><li>- Use similes to create an image for the reader. e.g. like an icicle</li></ul>	<p><b>3/4</b></p> <ul style="list-style-type: none"><li>- Choose an interesting name for your setting. e.g. Hangman's Wood; Sandy Cove; Crystal Castle</li><li>- Think about the time of day and the weather e.g. An electrical storm at night = scary and dangerous. Sun illuminating on the horizon = happy/hopeful.</li><li>- Use an interesting detail as a 'hook'. e.g. Only one window was broken. His window.</li><li>- Change the settings to change the mood/atmosphere. e.g. comfy – the warm kitchen; scary – the dark, cold alley. - Use the weather to help you create the mood e.g. scary setting – rain and thunder. - Use figurative language to bring the setting to life and create an image for the reader (you do not need to pick all of these at once!) e.g. Sounds - alliteration/ onomatopoeia. Images - similes, metaphor/ personification</li></ul>	<p><b>5/6</b></p> <ul style="list-style-type: none"><li>- Show the setting through the main character's eyes. e.g. Zak could see a bright speck in the sky which grew bigger and bigger. What could it be?</li><li>- Describe the character's reactions to show how the setting is making them feel. e.g. His hand gripped the banister till his knuckles turned white.</li><li>- Use unexpected detail as a 'hook' e.g. It was then that he noticed it. Something had been crawling in the fine, red dust beneath the largest tower. Zak stopped and stared at the marks. They were not like anything he had ever seen.</li><li>- Change the settings to change the mood/atmosphere. e.g. comfy – the warm kitchen; scary – the dark, cold alley. - Vary sentence lengths to alter the pace. e.g. use short sentences to create tension and excitement – balance these with longer sentences containing detail.</li></ul>
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	- Use adverbs to describe how and create movement. e.g. Angrily, the wind whirled - Use prepositions to describe different positions. e.g. above, below, to the side, underneath, inside, outside, behind.		- Use figurative language to bring the setting to life and create an image for the reader (you do not need to pick all of these at once!) e.g. Sounds - alliteration/ onomatopoeia. Images - similes, metaphor/ personification
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## Impact

Cogenhoe children believe that they are writers. They are given many opportunities to showcase their writing skills in literacy and across the curriculum. Our children's love of reading and writing go hand in hand.

What our children say about writing:

"The washing lines help me because we have a lot of information on them, also when we do text maps we learn actions for the story to remember it." Holly Year 6

"I like the washing line at the back of the room and all the different things we do to get the model text into our heads" Jade, Year 6

"I like it when we do a warm write and then a hot write for each unit because it helps me get new ideas and get better." Sienna Year 6

"The lessons are really fun and everyone gets help. I like the text maps." James Year 6

"I like writing at Cogenhoe because we text map stories to help us learn and we share our stories with each other to help improve them." Ella Year 6

"It's really fun because you get to use your own ideas in the story." William Year 6

In 2019:

Key Stage Two attainment of the high standard in Writing **(20%) was in line with national data.**

Key Stage Two attainment of the expected standard **(77%) was broadly in line with national data.**

**Key Stage Two attainment of the high standard in GPS (Grammar, punctuation and spelling) (33%) was broadly in line with national.**

**Key Stage Two attainment of the expected standard in GPS (80%) was above national data.**

Key Stage One attainment of the expected standard in writing **(70%) was above national and the higher standard was also above national at 17%.**

