

Welcome to the Writing Rave

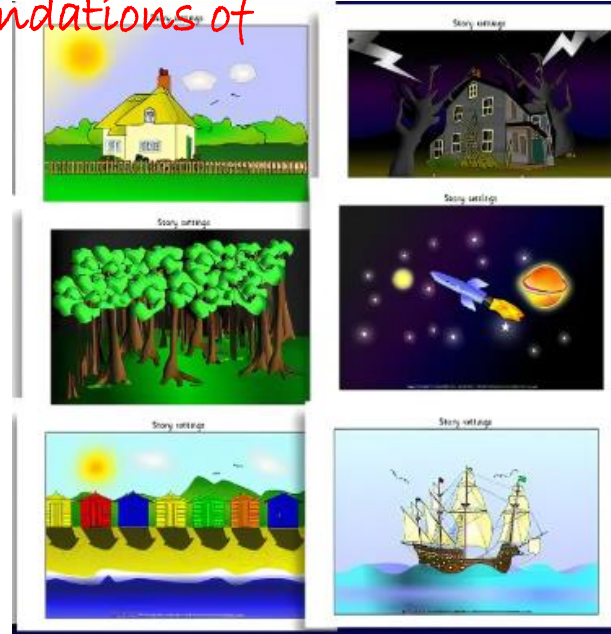
- *The importance of reading*
 - *How we teach writing*
 - *Handwriting*
 - *Spelling shed*
- *The progression across the year groups*
 - *Helping at home*



Is reading really important?

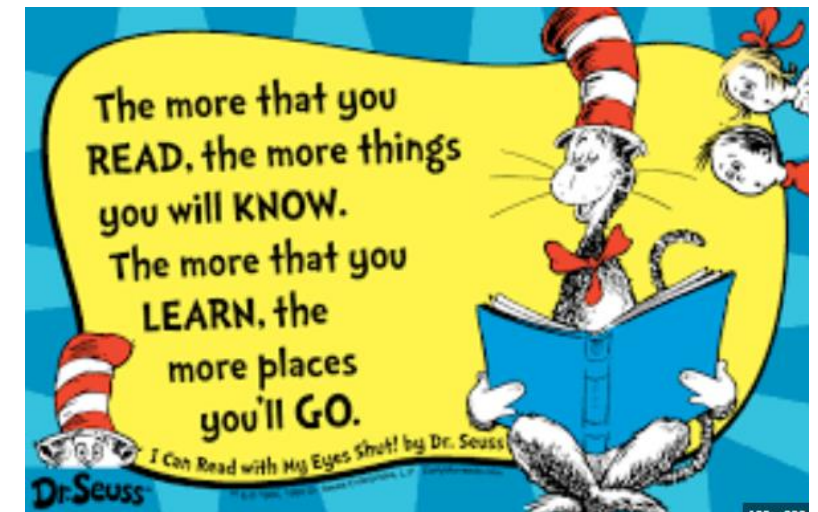
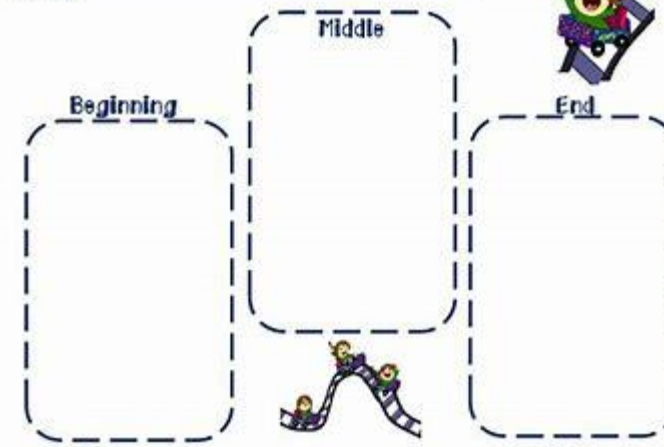


Absolutely! This is where the children begin to collect ideas for their own writing. They are introduced to different characters and settings. They learn about the layout of different texts. Reading and books are the foundations of writing.



Name _____ Taking a Ride with PLOT

Book _____



Teaching
writing at
St Chad's -
Using the
Write Stuff

The Write Stuff

Transforming the Teaching of Writing



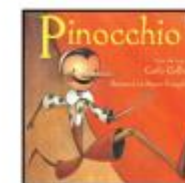
by Jane Considine

Teaching Sequence

Character
Highs

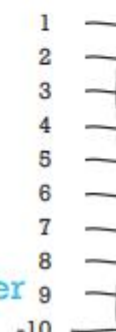
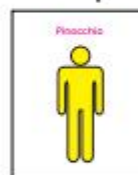
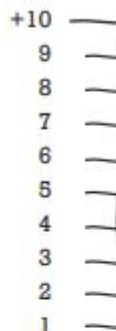
Narrative Map

Based on this book



Plot points are based on corresponding illustrations in the book.

DAY 1 ★ Puppet making	DAY 2 S A new puppet with a pointy nose	DAY 3 S Pinocchio runs away	DAY 4 S A lesson for Pinocchio
DAY 5 ★ A real boy	DAY 6 S Good boys go to school	DAY 7 S A very naughty puppet	DAY 8 S An invitation for Pinocchio
DAY 9 ★ The land of lost toys	DAY 10 S Pinocchio tells a lie	DAY 11 S A helpful bird	DAY 12 ★ Dangerous water
DAY 13 S Dad in trouble	DAY 14 S Pinocchio the hero	DAY 15 S A real boy at last	DAY 16 ✎ Independent Writing Sequence
DAY 17 ✎ Independent Writing Sequence	DAY 18 ✎ Independent Writing Sequence	DAY 19 ✎ Independent Writing Sequence	DAY 20 ✎ Independent Writing Sequence

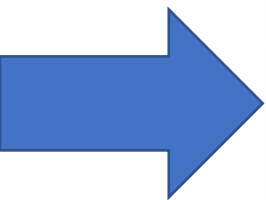


Character
Lows



To understand how to use this map, please read the page titled 'Narrative Journey'.

We follow a teaching sequence that breaks the unit into learning chunks. Each learning chunk will have up to 3 lenses. Each lens allows the child knowledge of the type of sentence needed. The writing is mapped out onto a narrative map. In the unit there are always a selection of experience days for the children to gain practical experiences.



These are
the lenses
used to
support
sentences.





Feeling

The sentences can be written with a positive or negative effect.



The three little pigs were excited.



Mother pig was sad to see the little pigs go.



Checking (hearing)

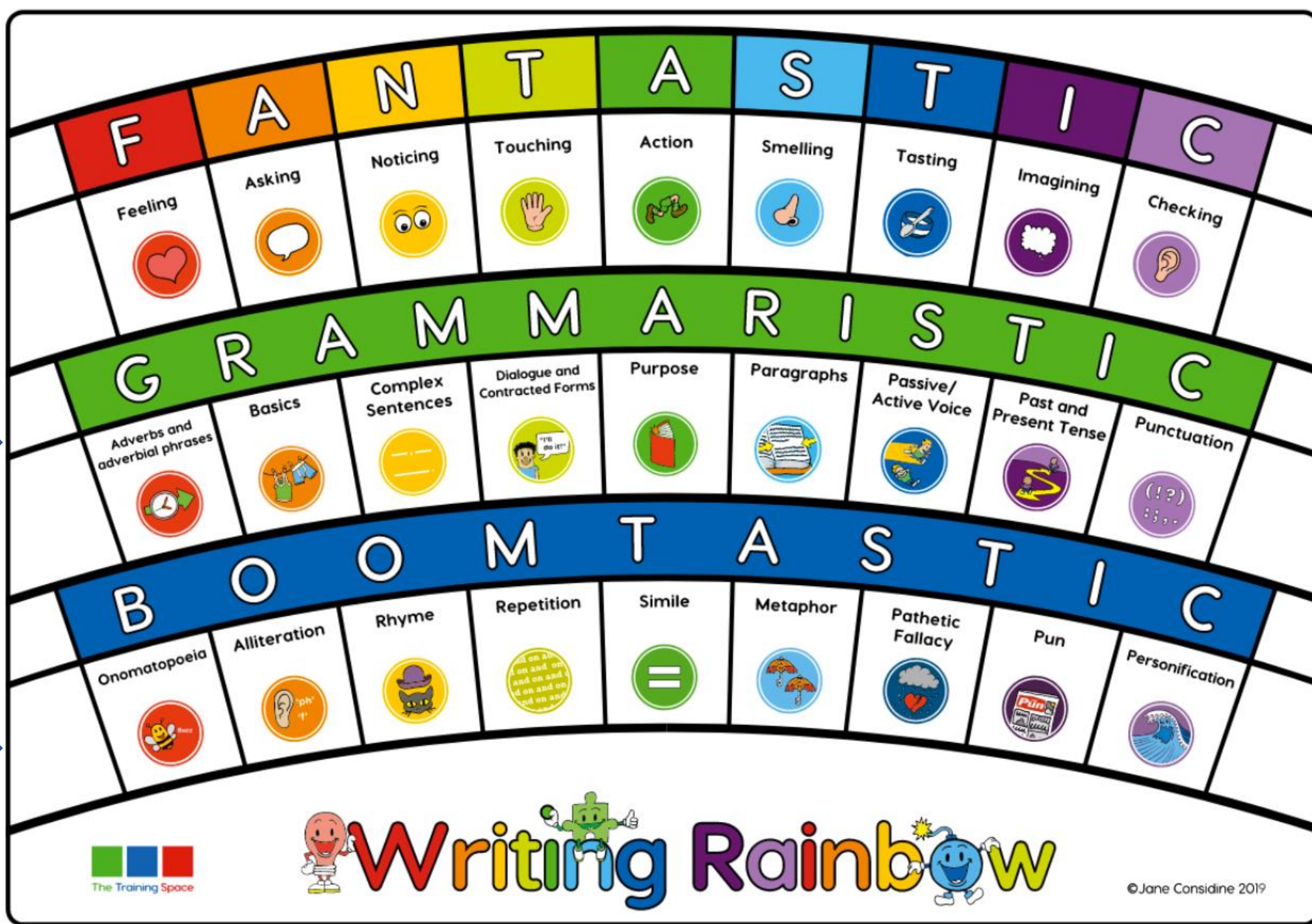
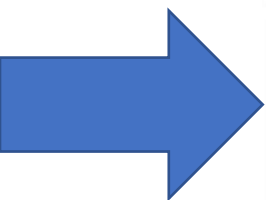
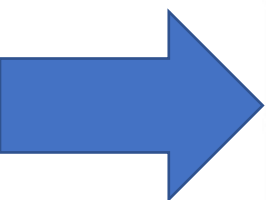


Tap tap tap went the pig as he built his house.



The house fell down with a mighty crash!




Grammar lessons are embedded within the unit.



CHOTs and sentence stacking

The children learn to chat and jot – chot, ideas for each learning chunk before writing a guided sentences. These chotting sessions help the children to build up a word bank of interesting vocabulary.

WALT: write a precise sentence for a character description.

 I can use precise adjectives.	<u>Nose</u> Thin, wonky, crooked, lopsided, narrow, warty, lumpy, sticky, snotty.
 I can use conjunctions to write complex sentences.	<u>Conjunctions</u> That, when, yet, because, which, and, or, so, but
 I can write a sentence about the action of the mouth.	<u>Mouth</u> Grin, snarl, sneer, lip curl, pursed, pucker.



Write the physical description - mouth, nose and chin



Mrs Twit has a long wonky, warty nose that looks like a huge hook.



She has a double chin that catches the food which falls from her mouth as she eats.



Her mouth never smiles just sneers at you while she thinks of her next awful trick.

Sentence Stacking

Mrs Twit

Mrs Twit is a cruel, dreadful person who is married to an equally awful man, Mr Twit. The two of them spend all their time playing evil games on each other, for people or any creatures they meet.

Mrs Twit has an evil, angry glass eye that watches your every move planning her next disgusting game. Her hair is as greasy as chips and oil leaking from a car. It's as prickly as a hedgehog and messy as a child's bedroom. Her teeth are as black as Santa's boots and her breathe smells like manure and blue cheese.

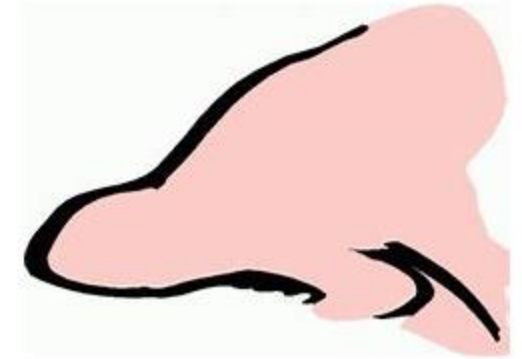
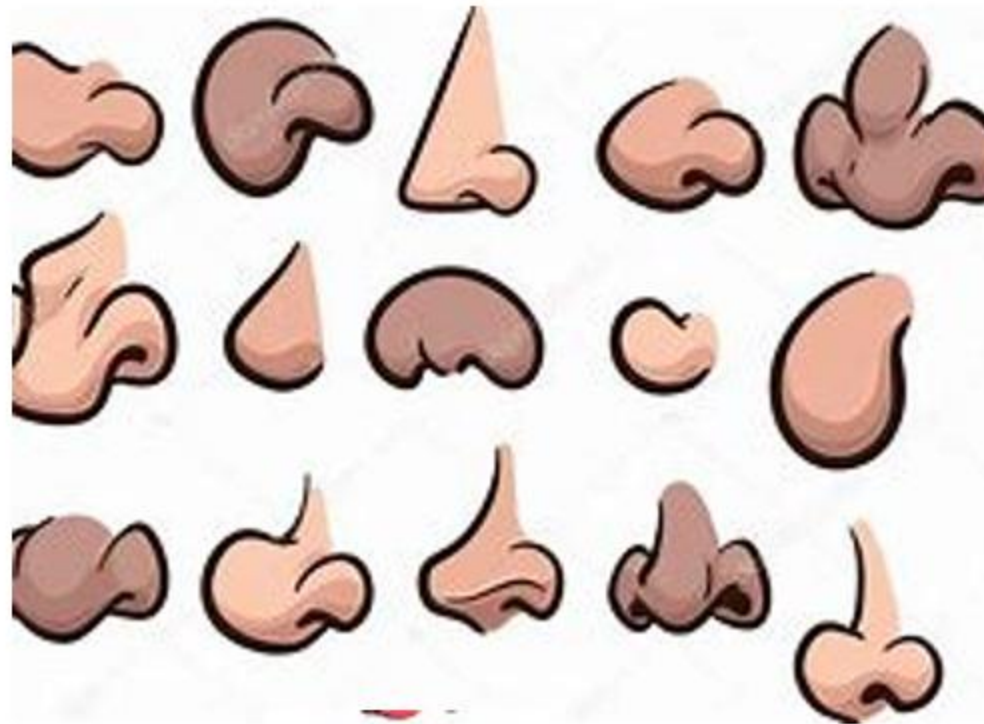
Mrs Twit has a warty, chubby noses that looks like a witches. She has a double chin which catches the food that falls from her mouth. Her mouth never smiles just grins at you while she thinks of her next cruel game. Mrs Twit's favourite hobby is pranking Mr Twit by putting worm in his spaghetti. She didn't like slimy frogs in her bed. She didn't like shrinking. She really did like Mr Twit. Her house was crooked. Her house was unloved. Her house was delapidate.

Thank you Emie
Thank you Joi
Thank you Cora
Thank you Lily
Thank you Florence
Thank you Ethan
Thank you Flo
Thank you Alana
Thank you Archie
Thank you Charlie



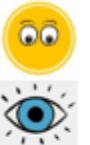
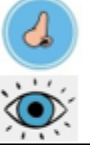



FEANTASTIC



An example of how we collect words – what can you see? How can you describe the nose?



Independent writes

MrTwist is an ugly and dreadful
man he is married to an elderly and
lady Mrs Twist. the two of them
spend all of there time playing
mean tricks and on other ~~people~~
people. MrTwist has beady eyes that
glare at you. MrTwists breath smells
like m oldy carrots. His ~~here~~ hair
is as greasy as chips. MrTwists beard is
Full of Food. MrTwists teeth are as
dirty as a muddy puddle. MrTwist
adores a hug tight sticky glue
for killing birds and eaten them
or so getting little boys. He
does not like Mrs Twist and children
His house is derelated, old and
unloved.

The whole class sentence stacking then
leads into an independent write, where
the children use the focused lenses to
create their own sentences.

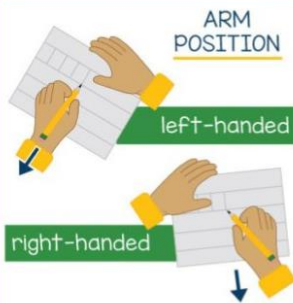
Dear Penpal,
"My name is Robyn."
Robyn
"I like the zoo."
I like the zoo.
"We learn new things"
We learn new things.
"I like the dolls house I play with the characters"
I like the dolls house I play with the characters.
Robyn
Love from

CHECK YOUR CHILD'S HANDWRITING POSITION

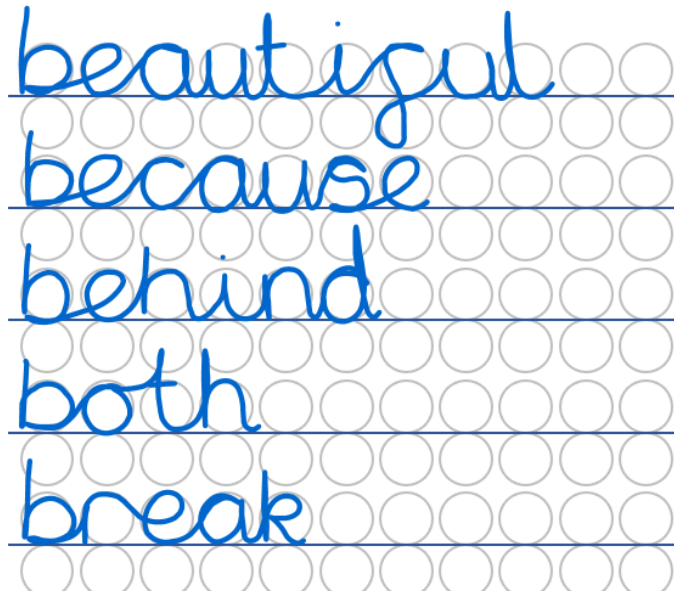
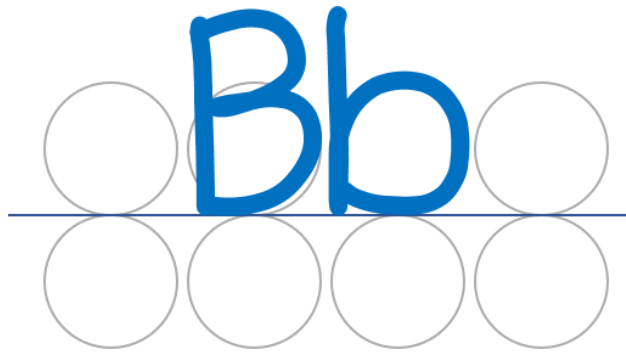
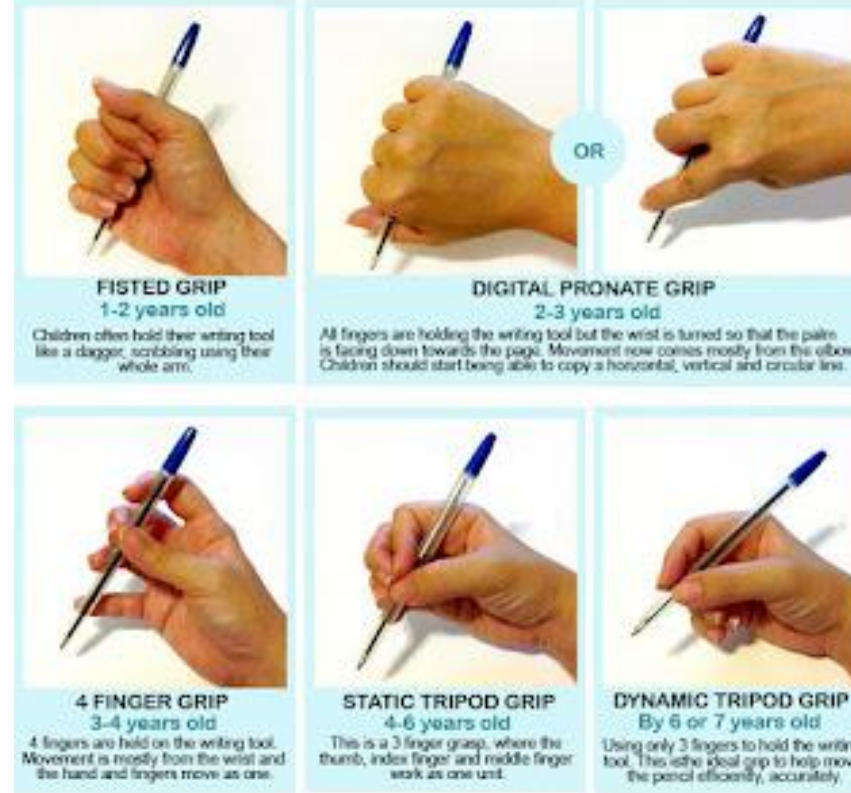
BODY POSTURE



ARM POSITION



PENCIL GRIP



Handwriting is taught daily through out the school, linked to phonics and spelling. Cursive joins are used, encouraging children to use lead ins, ascenders and descenders.



Use a dot for each single letter sound and a line when multiple letters make one sound.



Independent

lenti|l
2

gerbi|l
2

fossi|l
2

nostril
nos|tril
2

This week's words end in 'il'.
The 'i' makes a slight /uh/ sound before the /l/, e.g. 'f-o-ss-uh-l'.

This unstressed vowel sound is called a schwa. In the dictionary it looks like this: ə

All children have logins for spelling shed. This is used to teach all the spelling patterns from Year 1 – 4. The children enjoy playing the games to help reinforce the spelling patterns.

Syllables break words in parts and the sound buttons help to identify the sounds.

Prefix

micro
(very small)

Base Word

Morphology Matrix

fossil

(the parts of a dead animal or a plant that have become hard and turned into rock)

Suffix

s

ise

ed*

s

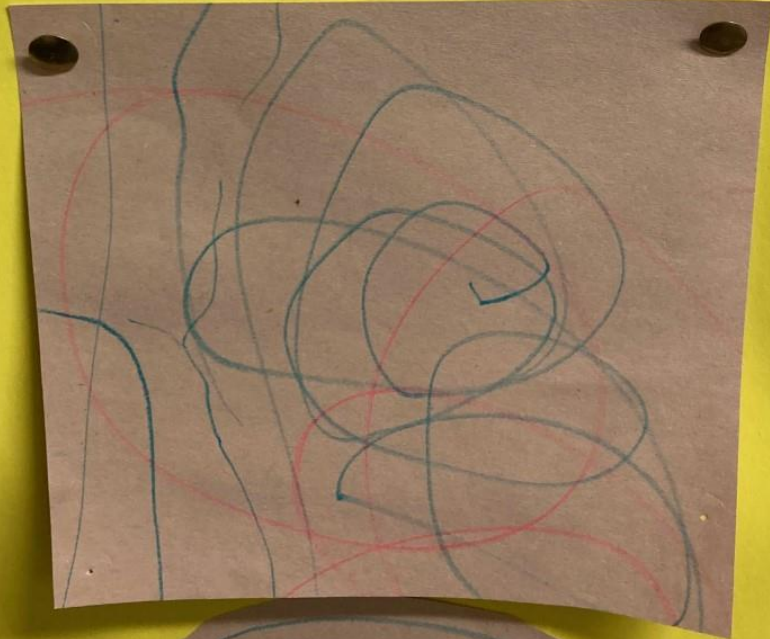
ing

ation

Examples of writing across the school from Autumn 2022

70-61

YEAR N



Fletcher and the falling leaves

3.10.



"Leaves

ch
change"

lis shen



"catch"

Caugh



"back on"

bawcon



W

"wind"

W (b n

Monday 17th
 one summer day
 went sailing
 on a boat
 The sailor
 went to the
 shops.
 They went
 through the

then they went
 to the ice
 they bought
 it some food

They went through
 the sticky mud

They went to
 the shop
 they bought
 some sailing

They went
 through the
 snow storm

The ship was
 splashing



The Sailor is a small advent
 urous rabbit. he is a cheeky rabbit
 because he stomps in the snow
 home. The rabbit has large big
 brown eyes. He has brown hair like
 the colour of coffee. It feels like
 a teddy. His boat is brown
 and banded. His boat is a small
 red boat. His boat is a small
 simple boat. The sailor stomps
 in his boat. The sailor had many
 adventures like dolphins, monkeys
 and sailing.

YEAR 2

An outstanding thing once happened
to me. One morning after breakfast
I walked through the fabulous woods.
The sun shone out of the bright sky.
The birds sang their hearts out. AS
I hiked along the path it was beautiful.
Little oak trees caught my eyes suddenly.
I stumbled and rolled into a
huge hole. Deep! Deep! Deep! I fell
into the glowing dark hole "ahh". When
I finally came round I sat up and
I saw myself in this weird place.
I was in a colossal cave. In the

An outstanding thing once happened
to me. One morning after breakfast
I walked through the fabulous woods.
The sun shone out of the bright sky.
The birds sang their hearts out. AS
I hiked along the path it was beautiful.
Little oak trees caught my eyes suddenly.

I couldn't see anything
repaired. My eyes swelled in the
sit. It was stomach. AS I stumbled. Someone.
It looked like a hippo, but not a
usual hippo. I might see them
was walking near to me. It was a
stone age girl.

Jasper

The petrifying pyramid

by Isabella

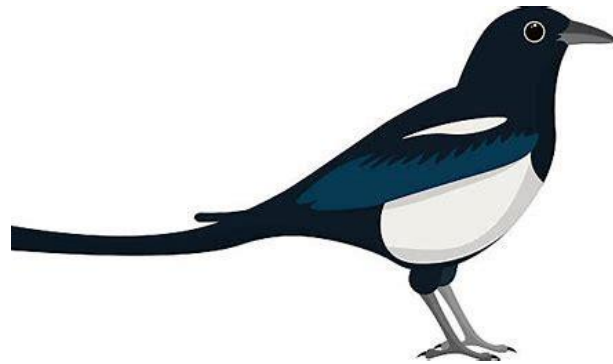
Lavender had entered the petrifying
pyramid. She stood across the dusty and
cinnamon-brown floor. She was astonished.
The walls had crumbled from ancient history.
"This is amazing!" she said to herself with
excitement.

Lavender walked across a obsidian-black
corridor but as she got further it got
DARKER! She couldn't see anything. Then
lavender suddenly slipped into a short
hole. She kept going down, down, down. She
was terrified.

Finally, she landed onto a soggy,
damp, wet floor. Her breath was about to
explode. It was as fast as a crocodile
about to eat her alive. She slowly
stood across the deep passage way. She
had fallen down. She came to a glassman
hall way. She kept walking across.

Lavender had entered the petrifying
pyramid. She stood across the dusty and
cinnamon-brown floor. She was astonished.
The walls had crumbled from ancient history.
"This is amazing!" she said to herself with
excitement.

before. The explorer was amazed. The explorer
was amazed of the secret passage way.
The explorer was amazed of the secret
passage way. She had found it. She
looked at the picture that she had
found. Lavender came to a mark that was
in the picture and it showed her how
it. She did what she found and visited
the treasure. The treasure started to reveal
diamonds, rubies and gold. But as it opened, they
saw a pharaoh. One well-known pharaoh, he
didn't know who they were yet.



Questions?

Staff are always available to answer any questions you might have. Please drop an email to the school office.



Jamie: pupil scripts

Piece A: Short narrative

Standing on the toll clift neeyer
the see and theair was a Seemoster.
I called the boys owver and tolld
them my fiendishly, clever plan.

Fuerst I will need sever bothboms.
To make a fever bothbom
you need fevers from a
part. I slid and then I sor
the seedrago and then the boys
said drop the bothboms.
His tung felt tingly and tickey.
He had swmd awye and we
said awer plan wuct.

Jamie: annotations

Piece A: Short narrative	Key
This was part of a topic based on <i>How to Train Your Dragon</i> by Cressida Cowell. Jamie had discussed the ideas as part of whole-class work and with the teacher before writing. The title of the writing was given to the class and is replicated in the narrative.	[C] composition [GP] grammar and punctuation [T] transcription

The 7 sentences comprising this short sequence (75 words) form a simple narrative.

An expanded noun phrase sets the scene – *the toll clift neeyer the see* – for the sighting of the *seemoster* and the 'fiendishly clever plan'. The other characters are introduced concisely: the boys and the sea-monster/sea-dragon. There is a good sense of the interaction between the narrator and the boys, achieved through dialogue.

The narrative is moved forward through the use of adverbials such as 'first' and 'then'. Inserted into the narrative, with a gesture towards the reader, are instructions for how to make 'feather bathboms'. The narrative includes direct speech, although this is not punctuated as such: *the boys said drop the bothboms* and *We said awer plan wuct*.

The conjunction 'and' is the only one used in this piece. This lack of variety is one of the reasons why this pupil is judged to be 'working towards the expected standard'.

[C] [GP]

All sentences are demarcated by capital letters and full stops.

[GP]

Standing on the toll clift neeyer the see and
theair was a seemoster. I called the boys
owver and tolld them my fiendishly, clever
plan.

Fuerst I will need fever bothboms. To make
a fever bothbom you need fevers from a
part. I flid and then I sor the seedrago and
then the boys said drop the bothboms.
His tung felt tingly and ticley.

He had swmd awye and We said awer plan
wuct.

Dialogue is integrated into the narrative, although not shown with inverted commas.

[C] [GP]

Although the past tense of 'fly' is not correct ('fled' should be 'flew'), the pupil has chosen the correct tense. This is consistent with the rest of the narrative.

[GP]

Although the past participle form of the verb is not correct ('swimmed' should be 'swum'), the pupil has used the past perfect tense correctly at this point.

[GP]

The spacing between words is secure.

Lower-case letters are well formed, starting and finishing in the right place. Many of them are the correct size relative to one another. This is particularly evident in words where the pupil seems confident of the spelling (*on, the, need, you, and*) and can pay attention to handwriting. In words where the spelling is copied (*fiendishly*) or in words that are more challenging for the pupil to spell (*Fuerst*), the size of the letters is less consistent. Capital letters are sometimes used unnecessarily.

[T]

Spoken words are segmented into phonemes almost always accurately. Many of these words are correctly spelled: *standing, boys, will, need*. Where the graphemes are not correct, the attempts are usually phonically-plausible and it is clear that the pupil has listened closely to identify the individual sounds in the words: *neeyer, tung, wuct*. Words that have not been segmented accurately into phonemes contain more than one syllable and are possibly less common: 'sea monster', 'sea-dragon', 'parrot'.

The pupil's pronunciation is evident in some misspellings: *fever* (feather) and *both* (bath), as is the lack of knowledge of some past tense forms: *flid* (flew) and *swmd* (swam).

Many common exception words from year 1 are correct (*the, was, a, I, my, he*). The word 'told', a common exception word from year 2, is not correct in the second sentence.

[T]

Meet Fred. Fred loves to find things. One day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} was really dark in the attic and there were pretty deep holes in the floor. Just then some thing caught his eye. ^{It} was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. First he opened the silver one which had wires in it. ^{Soon} ~~Soon~~ he had opened all of them.

Fred put all the parts together. it made a computer. Suddenly he ^{Spotted} ~~noticed~~ a white box ^{with} ~~which~~ 3 pins. It was a plug Fred plugged in the plug. The computer said DELL. Whatever does that mean? I thought Fred. He made jumpers, bread and butter ^{every thing} down that he had finish writing, the machine went boom. Fred was sad. ^{So} ~~So~~ he went to the garage got some tools and put it back together. From that day on Fred used his machine every day ^{to knit} ~~to knit~~ his school jumper.

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a crickety, old and wooden house. They got there precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in returnst some money?" "Sure," replied Poppy and set off in the dusty allaway.

On the dusty allaway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the allaway and finally arrived home. When she arrived, her mum was furious and she was so skubbant with Poppy. She threw the beans out of the glass delicate window as fast as a cheetah.

"Go to your room without any of your favourite scrumptious dinner!" shouted Poppy's mother. Poppy felt really miserable, so she went to her room without any of her favourite scrumptious dinner.

The next morning Poppy saw a massive and it was reaching into the fluffy, white, cuddly clouds. Poppy decided to climb it.

Up... up... up. It got colder and colder and colder. Poppy got really cold. Finally she arrived up to the top of the massive beanstalk.

Slowly, Poppy lifted her head and then she saw a humungous castle. Poppy was so amazed she couldn't say anything. When she could speak she crawled to the castle and knocked quickly but nobody answered.

Creep... creep... creep. Trembling, Poppy heard a booming voice. "FEEFI FO FUM!" roared the voice. "I SMELL THE BLOOD OF AN ENGLISH MAN!" As fast as Poppy's legs could take her, she ran to an oven to hide and she was safe. Luckily the person went to sleep. Slowly Poppy sneaked out of the oven and realized that the person was an enormous giant! Then Poppy saw some golden flowers on the table. Really quickly, Poppy grabbed the golden flowers as fast before you could say jump.

Carefully, Poppy scurried down the massive beanstalk and gave the golden flowers to her poor mum.

"Oh my!" cried Poppy's mum happily.