

WRITING AT THE WILLOWS

WRITING IS PURPOSEFUL AND COVERS GENRES IN A PROGRESSIVE MANNER



What is taught when at the Willows: Writing

Genre	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A 1	Labels Captions Lists	Labels and captions (1 Week) Postcard (2 weeks) Poetry (2 weeks)	Non- Chron (2 weeks) Narrative (3 weeks) Recount (2 weeks)	Non- chron (3 weeks) Poetry (1 week) Journal (3 weeks)	Poetry (1 week) Non- Chron (2 weeks) Biography (2 weeks)	Narrative (3 weeks) Report (3 weeks) Poetry (1 week)	Narrative (3 weeks) Poetry (1 weeks) Explanation (2 weeks) (Class Assembly)
A 2		Narrative (3 weeks) Postcard (2 weeks) Recount (2 weeks)	Recount (1 weeks) Diary (2 weeks) Non- chron (2 weeks) (Class Assembly)	Narrative (3 weeks) Letter (2 weeks) Biography (3 weeks)	Narrative (3 weeks) Journal (2 weeks) Instruction (1 week)	Non- Chron (2 weeks) Persuasive Speech (3 weeks) Letter (1 week)	Letter (2 weeks) Non- Chron (2 weeks) Journal (2 weeks)
Sp 1		Fact File (2 weeks) Descriptive setting (3 weeks)	Fact File (2 weeks) Descriptive setting (3 weeks) Letter (1 week)	Recount (1 week) Instructions (1 week) Persuasive Poster (2 weeks) (Class Assembly)	Letter (2 weeks) Explanation (3 weeks)	Explanation (1 week) Journal (2 weeks) (Class Assembly)	Persuasive writing (3 weeks) One sided argument (2 weeks)
Sp 2	Narrative (Simple story) Recount Invitations	Journal (2 weeks) Non- Chron (2 weeks) Poetry (1 week)	Non- Chron (2 weeks) Journal (2 weeks) Recount (1 week)	Poetry (1 weeks) Non- Chron (2 weeks) Narrative (3 weeks)	Narrative (3 weeks) Biography (2 weeks) (Class Assembly)	Descriptive narrative (2 weeks) Poetry (1 week) Letter (2 weeks)	Narrative (3 weeks) Rep[ort (1 week) Journal (2 weeks)
S 1		Instructions (2 weeks) Recount (2 weeks) Postcard (2 weeks)	Recount (2 weeks) Traditional narrative (3 weeks) Instructions (1 weeks)	Instructions (1 week) Persuasive letter (2 weeks) Narrative (2 weeks)	Persuasive Brochure (3 weeks) Persuasive Letter (2 weeks) Poetry (1 week)	Narrative (2 weeks) Review (2 weeks) Explanation (Sci link 2 weeks)	Narrative (3 weeks) Journal (2 weeks)
S 2		Narrative (2 weeks) Poetry (2 weeks) (Class Assembly)	Poetry (2 weeks) Journal (2 weeks) Report (2 weeks)	Narrative (2 weeks) Biography (2 weeks) Narrative (2 weeks)	Narrative (2 weeks) Explanation (2 weeks) Journal (2 weeks)	Non- Chron (3 weeks) Persuasion (2 weeks) Poetry (1 weeks)	Explanation (2 weeks) Debate (3 weeks) Review (2 weeks)

KEY TEXTS ARE CHOSEN TO SUPPORT CROSS CURRICULAR TOPICAL LINKS AND GENRE NEED



Texts to support Writing and the Curriculum: Willows 2023

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AI	Our Class is a family Only one you Super Duper you I like myself in my family The family book The way I feel	Lost and Found Leaf Peep Inside Who's FT: Goldilocks and The Three Bears	The Rainbow Fish, The Snail and The Whale The Big Book of the Blue	Charlie Small and Gorilla City, Buddy's Rainforest Rescue, The Jungle Book- Habitats: Science skills	The Lost Book of Adventure Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay	Survivor Escape From Pompeii, A Storm Called Katrina	Leon and the Place Between Roof Toppers
A 2	Room on the Broom Bonfire Night (poetry) Diwali / Remembrance Day (Poetry) Scarecrows Wedding Christmas Story Christmas / Hanukah	The Queen's Hat, Who Was Rosa Parks? Little People Big Dream : Rosa Parks FT: Snow White and The Seven Dwarfs	Two Lives: Mary Seacole and Florence Nightingale Matthew Hensen Time Peake	The Dragon's Hoard, How To Train Your Dragon Viking Voyages	The Journal Of Iliona So you think you've got it bad: Romans What The Romans did for us	Horrible Histories, The Story of Crime and Punishment	Secrets of a Sun King The Red Pyramid Egyptology
Sp 1	Farmyard Hullabaloo Three Little Pigs Three Billy Goats Gruff What the ladybird heard Chinese New Year	Merecat Mail My Animal Atlas FT: The Little Red Hen	Fairy Tales From Other Cultures Tar Beach A place Called Home	The Food Atlas, Around The World in 80 days, The Garden of Hope The Secret Sky Garden	One Plastic Bag Flotsam, The Last Bear	The Boy who Biked The World Ever dark Rumblestar The Journey	Food and Fair Trade Off Side Where the World Turned Wild
Sp 2	How a Seed Grows Once there was a seed Oliver's Vegetables Oliver's fruit salad The Very Hungry Caterpillar	Charlie & The Great Fire of London The Baker's Boy & The Great Fire of London The illustrated Great Fire Of London 1666 FT: Dick Whittington	My Best Friend on The Titanic, Polar The Titanic Bear National Geographic: Titanic	Beowulf, Anglo-Saxon Boy Arthur and The Golden Rope King Arthur And The Knights Of The Round Table	Theseus and the Minotaur / Other Greek Myths/ Who Let The Gods Out	Rain Player The Great Kapok Tree	Wolf Brother The Wild Way Home
SI	Supertato A superpower like mine Superworm How to Catch a Star Whatever Next	Eliot Midnight Superhero Juniper Jupiter Traction Man Dr Ranj- A superhero Like You FT: The Paperbag Princess, Cinderella	Jack and The Beanstalk Jack and The Backed Bean Stalk Food Around The World	Island, All Around The World, Nature's Patchwork Quilt Dear Earth The Incredible Eco- Systems of the World	Travel guides to UK, The Story of London, The Big Book of the UK	Sherlock Holmes: Graphic Novel Tuesday High Rise Mystery	The Train To Impossible Places The Highland Falcon Thief
S 2	Commotion in the Ocean Sharing a Shell The Train Ride Rainbow Fish Pirates love underpants Seaside Poems	Old Bear Lost in the Toy Museum Toys Around the World FT: Rumpelstiltskin	In Every House On Every Street, Belonging, Window, A House That Once Was Estate Agent Advert	The Librarian of Basra My Name Was Hussain DK: Find out about World War II The History Detective Investigates: Evacuation in WWII	The Iron Man If Marveltown, The Imagination Box	The Clockwork Sparrow The Midnight Guardians Vanished, The Secret Of The Night Train	The Lion Above the Door Welcome To Nowhere, The Arrival

THE WRITING PROCESS

Phase	Teacher	Pupils	Marking and Feedback	
Read and Respond 1-2 days What am I writing? Who is it for? Why am I writing it?	<ul style="list-style-type: none"> Consider skills from previous units Provide a hook for learning and read a quality model text, looking at visual links. Explain outcome: Reason, Audience, Features, Tone RAF R- Y2 RAFT Y2-6) Establish clear purpose and audience Model reading strategies (ie Word meaning, Retrieval, Summarising, Inference, Predication, Relationship, Word choice, Comparison) Features to be given to students when being introduced to a new genre afterwards students should create their own tool kits drawing on previous learning. 	<ul style="list-style-type: none"> Read aloud Answer focussed retrieval/ inference/ writers choice of language questions Ask questions about the text Make connections, including previous learning (text- self, text- text, text-world) Include drama for hooks, sequence and overview of text Learn and use new vocabulary specific to the text 	<ul style="list-style-type: none"> Light marking (eg. ticking highlighting) of LO's. Self and peer marking based on class discussions. Keep on top of basic skills throughout. 	
Analyse 1 day Why is this a good example?	<ul style="list-style-type: none"> Teach grammar features for the text Identify key features of organisation, language (include grammar and punctuation) and vocabulary: RAFT Identify and WAGOLL (and if appropriate a WABOLL from Y2: what features do we NOT want to see) Prioritise which features of text children need to learn- word- level, sentence- level, text-level. Begin to gather ideas for writing. 	<ul style="list-style-type: none"> Highlight key language and organisational features Decide which version of the text is the best and why (WAGOLLS and WABOLLS where appropriate) Use scaffolds where appropriate such as: chunk/box-up the text to understand the content Evaluate text Re-read to consider understanding Use speaking and listening to support in-depth understanding of outcomes (eg. hot seating) and features (eg. Vocabulary, grammar) 		
Practise 2-4 days How can I use those skills?	<ul style="list-style-type: none"> Model writing using identified skills over more than one lesson. Give examples and non- examples. Identify in context. Practise in sentences. Apply it in a paragraph. 	<ul style="list-style-type: none"> Practise sentence level skills, using the context that they're going to write about (ie if they're writing about Vikings, keep the subject of Vikings to practise) but not so similar that they can do a direct copy later. Practise grammar requirements discretely eg direct speech 	<ul style="list-style-type: none"> Mark sentence level skills Carefully check children's success at using identified skills when writing in sentences. Keep on top of basic skills throughout. 	
Plan 1 day What will I write about?	<ul style="list-style-type: none"> Remind students of the purpose and audience. Provide support for children to structure ideas coherently. If this is a first time taught scaffold appropriately. Manage the balance between creating and scaffolding. Ask questions that structure their ideas. 	<ul style="list-style-type: none"> Plan writing using scaffolds as appropriate eg story maps and other graphic organisers. Research (eg characters, setting, the focus of the text). Answer questions to structure ideas. Create work banks (magpie from the model text, share ideas, use the linked texts). Draw and label (eg characters, settings). 	<ul style="list-style-type: none"> Read children's plans to make sure they make sense. Then; light mark. If appropriate, ask children to improve work choices. Keep on top of basic skills throughout. 	
Write Upto 4 days Can I write a good one?	<ul style="list-style-type: none"> Model writing matching planning and success criteria and including the taught vocabulary. If necessary include a Guided Write (on a rotational need) Proof read each section as we write for non- negotiables. 	<ul style="list-style-type: none"> Contribute to a shared group/ paired/ independent write. Develop a piece of writing over time. Refer to success criteria. Reflect on what's going well and what needs to improve. Proof read each section as we write for non- negotiables. 	Assessed Pieces <ul style="list-style-type: none"> Read all work and give whole class feedback based on common gaps in learning (use proforma) Students to use this information to edit and amend their own work. 	Non assessed Pieces <ul style="list-style-type: none"> Highlighted key features (on the work, checklist- or both). Avoid future requests eg 'Next' time or 'can you?' Instead, use imperatives eg 'Add two more adjectives. Find your missing capitals. Plan for next steps' NB: REMEMBER WHO YOU ARE MARKING FOR
Review edit, improve 2 Days What would make my writing better?	<ul style="list-style-type: none"> Whole class: edit a shared piece that includes errors from a target group of pupils. Demonstrate how to reflect on successes and areas to improve. Refocus children on the features of the text: RAFT. Focus on improving one aspect of their work at a time: basic skills and success criteria. Work with students on a Guided Edit Include a Writing Workshop for GD 	<ul style="list-style-type: none"> Reflect on what's going well and what needs to improve. Apply learning from whole class teacher led edit to written work. Work in teams, pairs or individually. Use ARMS (Add, Remove, Move or Substitute) and the MUST DOS non-negotiables. Correct errors. Improve writing, referring to the features. 	<ul style="list-style-type: none"> Light marking. If assessing use a checklist of skills to include and highlight it. Keep on top of basic skills/ MUST DOS throughout. 	
Publish 1 day Can I present my text well?	<ul style="list-style-type: none"> Recap purpose and audience. Model a well- presented final version of what the text might look like. 	<ul style="list-style-type: none"> Present work appropriately, perhaps with images and diagrams. Take pride in their work. Invite the intended audience to give feedback on students work 		

Start of task: introducing ideas, questions, drama (eg role play, hot seating), orally rehearsing before writing, using scaffolds

End of reading: class read/ reading aloud, oral reading, questions, open questions, literary questions

Start of task: introducing ideas, questions, drama

WEEKLY LESSON ORGANISATION



Y2-Y6 Structure of Daily English Lessons: The Willows

	Day 1	Day 2	Day 3	Day 4	Day 5
25 mins	Reading Practise: Total Comprehension				Specific fluency Practice.
15 mins	Discrete Sessions: Spelling, Handwriting, SPaG				
45 mins	Writing Process : Maximum of 3 weeks per genre (See Genre Coverage for termly plan)				

SPELLINGS ARE SUPPORTED BY:

<https://play.edshed.com/en-gb/spelling>



GRAMMAR AND PUNCTUATION PROGRESSION

Grammar and Punctuation Progression : Year 1- Year 6

WORD STRUCTURE	SENTENCE STRUCTURE	TEXT STRUCTURE	PUNCTUATION	TERMINOLOGY FOR STUDENTS
Regular plural noun suffixes -s or -es (eg, cat, cats, dogs, fish, fishes)	How words can combine to make sentences	Sequencing sentences to form short narratives	Separate words with spaces.	Word, sentence, letter, capital, full stop, punctuation, singular, plural, question mark, exclamation mark
Suffixes that can be added to verbs (help helping, helped, helper)	How and can join words and join sentences.	The consistent use of present tense versus past tense throughout texts	Introduce capital letters, full stops, question marks and exclamation marks to demarcate sentences	Verb, tense (past, present) adjective, noun, suffix, apostrophe, comma.
How the prefix un- changes the meaning of verbs and adjectives (negation eg, unkind, undoing)	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)			
nouns using suffixes such as -ness, -er	Expanded noun phrases for description and specification (eg, the furry teddy bear, the green goblin, the man on the moon)	Use of the continuous form of the verbs in the present and past tense to mark actions in progress (eg, he was skipping, she was shouting)	Capital letters for names and the personal pronouns I	Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, clause, subordinate clause
Formation of adjectives using suffixes such as -ly, -less (A fuller list can be found in the spelling annex)	Sentences with different forms: statement, question, exclamation, command.	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks and exclamation marks to demarcate sentences	Pronoun, possessive pronoun, adverbial
Use of the suffixes -er and -est to form comparisons of adjectives and adverbs	Expressing time and cause using conjunctions (eg, when, before, after, while, because) adverbs (eg, then, next, so, soon) or prepositions (eg, after, before, during, in, because of)	Headings and sub-headings to aid presentation	Commas to separate items in a list	Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Formation of nouns using a range of prefixes, such as super-, anti-, auto-	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Use of the perfect form of the verbs to mark relationships or time and cause (eg, I have written it down so we can check what he said.)	Apostrophes for the contracted form in spelling.	Active and passive voice, subject and object, hyphen, synonym, colon, semi colon, bullet points
Use of the determiners a, an according to whether the next word begins with a vowel or consonant. (eg, a rock, an open box)	Fronted adverbials	Use of paragraphs to organise ideas around a theme	Introduction to inverted commas to punctuate direct speech	Key: Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Word Families based on common words	Relative clauses beginning with who, which, why, where or whose			
The grammatical difference between the plural and possessive -s	indicating degree of possibility using modal verbs (eg, might, should, will, must) or adverbs (eg, perhaps, surely)	Appropriate choice of pronoun or noun across sentences	Use of inverted commas to punctuate direct speech	
Standard English forms for verb inflections instead of local spoken forms (eg, we were instead of we was, or I did instead of I done)	Use of the passive voice to affect the presentation of information in a sentence (eg, I broke the window in the greenhouse versus The window in the greenhouse was broken)	Devices to build cohesion within a paragraph (eg, then, after that, this, firstly)	Apostrophes to mark singular and plural possession (eg, the girl's name, the boys' boots)	
Converting nouns or adjectives into verbs using suffixes (eg, -ate, -ise, -ify)	Expanded noun phrases to convey complicated information concisely (eg, the boy that jumped over the fence is over there, or the fact that it was raining meant that it was the end of sports day)	Linking ideas across paragraphs using adverbials of time (eg, later), place (eg, nearby), and number (eg, secondly)	Use of commas after fronted adverbials (eg, Later that day, I heard the bad news.)	
Verb prefixes (eg, dis-, de-, re-, over- and re-)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags eg, He's your friend, isn't he? Or the use of subjective in some very formal writing and speech)	Linking ideas across paragraphs using a wider range of cohesive devices semantic cohesion (eg, repetition of a word or phrase), grammatical connections (eg, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellision	Use of commas to clarify meaning or avoid ambiguity.	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg, said versus reported, alleged or claimed in formal speech or writing)		Layout devices, such as headings, sub headings, columns, bullets or tables to structure text	Use of the semi- colon, colon and dash to indicate stronger subdivision of a sentence than a comma	
			Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (eg, recover versus re- cover)	

All bold vocabulary should be understood with the meaning set out in the glossary



Non- Negotiables: Writing at the Willows

We have identified some **MUST DOS** that by the end of the year we will insist on for the majority of children. These **MUST DOS** are exactly that- the children **MUST DO**. Typically, without these writing will be wrong. **MUST DOS** are also key points, which we will insist on in all other forms of writing across the curriculum.

	EYFS	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Grammar and Punctuation	Proof Read Capital Letters and full stops Capital Letters for own name	As previous years and: Separate words with a space Capital letters for I Capital letters for people's names Begin a sentence with a capital letter End sentences with a full stop.	As previous years and: Demarcate sentences with . ? ! Capitals for all proper nouns Avoid 'comma splices' Commas for lists Apostrophes: Contractions Correct and consistent tenses	As previous years and: Speech: Accurately punctuated with punctuation before each inverted comma. New line, new speaker Apostrophes: Regular possession Commas for fronted adverbials	As previous years and: Commas to mark all phrases and clauses
Spelling	Spell phonetically plausible in line with learned graphemes.	As previous years and: Spell in a phonetically plausible way Spell high- frequency and Bug Club 'tricky' words (Y1 list)	As previous years and: Spell high- frequency and Bug club 'tricky' words (Y2 list) Y2 Spelling in line with England Appendage Common exception words.	As previous years and: Homophones: here/ hear where/were/ wear/we're there/their/ they're are/our of/have (I shouldn't have) off/of to/too/two its/it's which/witch Spell high frequency words (Y3/4)	As previous years and: Spell high frequency words (Y5/6)
Handwriting	Learned letters to be formed correctly.	As previous years and: Form all letters accurately	As previous years and: Begin to join-up Form all letters with the appropriate size and orientation	As previous years and: Legible and appropriately joined	