

# Llangyfelach Primary School



## Literacy Scheme

## Writing Continuum


Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<b>Information</b>	<b>Instruction</b>	<b>Discussion</b>	<b>Recount</b>	<b>Persuasion</b>	<b>Explanation</b>
<b>Narrative 1</b>		<b>Narrative 2</b>		<b>Poetry</b>	

### Creative Writing Detailed Planning

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<b>Narrative 1</b> Focus on story writing skills		<b>Narrative 2</b> Story writing		<b>Poetry</b>	
N/R	Listening to /reciting fairytales	N/R	Retelling fairytales (Pie Corbett)	N/R	Reciting rhyme / Concept of rhyme
Y1	Narrative structure	Y1	Retelling and adapting fairytales	Y1	Reciting rhyme / Concept of rhyme
Y2	Characters and appearance Character	Y2	Adventure – use of story mountain	Y2	Shape poems ( <i>similes</i> )
Y3/4	dialogue ( <i>speech marks</i> )	Y3/4	Myths & Legends ( <i>cwricwlwm cymreig</i> )	Y3/4	Acrostic, Haiku, Limerick ( <i>similes</i> )
Y4/5	Revise dialogue/Openings & Endings	Y4/5	Ghost stories	Y4/5	Raps /Lyrics ( <i>personification</i> )
Y6	Atmosphere & Mood ( <i>inference</i> )	Y6	Sci-fi / Fantasy	Y6	Ballads ( <i>metaphors</i> )


*\*specific skill that needs to be incorporated*

## Early Years Genre Map

		Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
		Information	Instruction	Discussion	Recount	Persuasion	Explanation
<b>LPS Projects</b>		<b>Welcome to LPS!</b>	<b>Once upon a time...</b>	<b>Once upon a time...</b>	<b>LPS Bug Hotel</b>	<b>Barnaby Bear at Swansea Bay.</b>	
<b>N</b>	<b>A</b>	Tedi Twt	Mammy bear	Goldilocks	Reception Class	Barnaby Bear's friends	Nursery staff
	<b>P</b>	Tell Tedi Twt all about them and what makes them special.	How to make porridge.	Was Goldilocks right to go into the home of the Three Bears?	Tell reception about their bug hunt.	Persuade them to visit the beach.	Explain what we will need to make our own seaside.
	<b>F</b>	Class display	Instruction video	Class letter (scribed by staff)	Oral recount using iPad	Speech	Presentation
<b>LPS Projects</b>		<b>Play, Learn, Hatch and Grow</b>		<b>LPS Spring Festival</b>		<b>Rockpool Raiders</b>	
<b>R</b>	<b>A</b>	Mrs Gaffney-Jones	EY children	Mrs Gaffney-Jones	Parents	Swansea residents	Year 2
	<b>P</b>	Gather information about dinosaurs.	How to care for their new discovery.	Which festivals should be included in the LPS Spring Festival?	Recount of Spring Festival.	Persuade them not to drop litter on the beach.	Explain their findings from their project.
	<b>F</b>	Class book	Instruction leaflet	Debate / iPad	School Newsletter	Poster	Interview

**A** = Audience      **P** = Purpose      **F** = Form

## Year 1 and 2 Genre Map


		Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
		Information	Instruction	Discussion	Recount	Persuasion	Explanation
<b>LPS Projects</b>		<b>LPS Happy Healthy Helpers</b>		<b>Amazing Astronauts</b>		<b>LPS and Brynteg Farm</b>	
<b>Y1</b>	<b>A</b>	HHH	Y2 children	Year 2 children	Parents	Local schools	Visitors to the farm
	<b>P</b>	How to improve wellbeing at school.	How to play playground games.	What makes a great astronaut?	Present learning from the Planetarium.	Persuade other schools to visit the farm.	How to care for the animals at the farm.
	<b>F</b>	Webpage	Poster	Labelled diagram	Website	Presentation	Leaflet
<b>LPS Projects</b>		<b>LPS and The Penllergare Trust</b>		<b>The Roman Invasion</b>		<b>The Bay Magazine</b>	
<b>Y2</b>	<b>A</b>	Visitors of the Woods	LPS pupils	Y2 class	Parents/visitors	Swansea Council	Bay magazine Readers
	<b>P</b>	Information on how Penllergare Woods	Instructions on how to grow plants successfully.	To decide whether to join a Celtic tribe or Roman legion.	Recount of visit to Castell Henllys	Persuade the council members to protect the bay and its habitats.	Explain the current issues around Swansea Bay.
	<b>F</b>	Social Media Posts	Instruction Manual	Debate	J2e book	Letter	Magazine article

**A** = Audience

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## Year 3 and 4 Genre Map


		Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
		Information	Instruction	Discussion	Recount	Persuasion	Explanation
LPS Projects		<b>Fantasia</b>		<b>Our Lost history of Sweyns-ey</b>		<b>Swansea Market</b>	
Y3	A	Visitors to Plantasia	Swansea residents	Swansea history society	Swansea Museum	Swansea residents	Customers at the Market
	P	Inform visitors of deforestation and endangered species.	How to improve conservation within the community.	Did Vikings settle in Wales? What does the evidence show?	Why and how Vikings settled around the coasts of Wales.	Promote Swansea market to gain more custom.	Explain why Swansea Market has been rebuilt over the years and the materials used.
	F	Wall display	Leaflet	Class letter (scribed by staff)	Presentation	Advert	Presentation
LPS Projects		<b>The River Ilston Disaster</b>		<b>Wales, Wars and Weddings</b>		<b>LPS Fitness Fanatics</b>	
Y4	A	Local residents	G7	Criw Iaiith	Swansea University	LPS Pupils	LPS Pupils
	P	Report on local disasters.	Instruct others how to prevent pollution.	Owain Glyndwr's revolt and the impact on Welsh identity & language.	Recount of what life was like in Wales during the era.	Promote importance of a healthy lunch box.	Explanation on the importance of a healthy lifestyle.
	F	News Report	Presentation	Debate	Workshop display	Fitness Fanatics Assembly	Fitness Fanatics Assembly

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## Year 5 and 6 Genre Map

		Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
		Information	Instruction	Discussion	Recount	Persuasion	Explanation
<b>LPS Projects</b>		<b>Copperopolis</b>		<b>Abertawe Egyptology</b>		<b>Cymru Constellations</b>	
<b>Y5</b>	<b>A</b>	Primary Pupils	LPS Pupils	Swansea Council	Visitor to the Egypt Centre	Environmentalists	Penllegrare Trust
	<b>P</b>	Information on the Copper industry in Swansea during this era.	Instruct others how they can preserve their heritage today.	Should we save the Egypt centre from closure?	Recount of exhibition.	Persuade others of specific sites suitable for Space Strategy Wales.	Explanation of the history of the Observatory at Penllegrare Woods.
	<b>F</b>	Webpage	Video	Report	Exhibition Display	Report	Presentation
<b>LPS Projects</b>		<b>Wales at War</b>		<b>The Origin of the Species</b>		<b>Creative Cymru</b>	
<b>Y6</b>	<b>A</b>	Year 5 pupils	Children	Scientists	Visitors to Museum	LPS Community	i-Team
	<b>P</b>	Information about the events that led to WW2.	Instruct others how to use a gas mask.	Is it right that through history we remember Darwin over Wallace?	Recount of your discovery of a new insect.	Persuade others that everyone will want your newly designed gadget!	Explain how Wales influenced the world of technology and engineering since the 1800's.
	<b>F</b>	Presentation	Instruction leaflet	Report	Manuscript	Advert	Podcast

**A** = Audience

**P** = Purpose

**F** = Form

## Information Texts

	Nursery	Reception	Year 1	Year 2
<b>Oracy</b>	<p><b>Word Tennis:</b></p> <ul style="list-style-type: none"> <li>Teacher models with another adult or child.</li> <li>Scaffold with images of the topic matter e.g. an animal.</li> <li>Use single words – facts- to ‘ping pong’ back and fore to give facts about the animal.</li> <li>Words should be chosen that are different to their partners.</li> </ul>	<p><b>Word Tennis:</b></p> <ul style="list-style-type: none"> <li>Teacher models with another adult or child.</li> <li>Scaffold initially with images of the topic e.g. animals.</li> <li>Use single words – nouns or adjectives to ‘ping pong’ back and fore to give facts e.g. about the animal.</li> <li>Words may be chosen that may not link with their partner’s previous word.</li> <li>Take turns and listen to their partner not repeating what they have already heard.</li> <li>Teacher scribes the words into a ‘word bank’ on the word wall.</li> </ul>	<p><b>Puppets</b></p> <ul style="list-style-type: none"> <li>Talk following a teacher’s model using sentence stems that expand on a point e.g. My brother is funny and he is kind.</li> <li>Include some detail and relevant vocabulary associated with the person they are talking about.</li> <li>Speak audibly using the puppet to children who may not be in their friendship group.</li> <li>Listen to a partner talking for longer periods of time e.g. a sequence of sentences and respond to what they have heard.</li> </ul>	<p><b>Puppets</b></p> <ul style="list-style-type: none"> <li>Talk following a teacher’s model using sentence stems that expand on a point e.g. giving reasons, <i>My brother is funny because...</i></li> <li>Sequence what they say including relevant detail and staying on task e.g. telling a series of points about a member of their family.</li> <li>Present their puppet talk to another group or the whole class.</li> <li>Take part in a group puppet task keeping focus on the topic and taking turns to speak e.g. introducing their family member to the group.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Use physical skeleton and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Use physical skeleton and pictures</li> <li><b>Add words to your pictures (preparation for topic sentence)</b></li> <li><b>Teacher models text type during shared writing.</b></li> <li><b>Pupils show an awareness of full stops.</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher modelling use of skeleton</li> <li><b>Use a title</b></li> <li><b>Teacher model use of colour coded connectives</b></li> <li><b>Pupils write their own sentences using capital letter, full stop and question/exclamation marks where appropriate.</b></li> <li><b>To introduce ‘and’ into compound sentence e.g. The jaguar lives in the forest, and</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher modelling use of skeleton</li> <li>Include a title</li> <li>Teacher model use of colour coded connectives</li> <li>Pupils write their own sentences using capital letter, full stop and question/exclamation marks where appropriate.</li> <li><b>Pupils begin to plan using their own skeleton</b></li> <li><b>Pupils follow their skeleton to write their own information text</b></li> <li><b>Include a title</b></li> </ul>

			<p>he hunts.</p> <ul style="list-style-type: none"><li>• Introduce the double comma to explain difficult words e.g. The eagle has talons, sharp claws, and a pointy beak.</li></ul>	<ul style="list-style-type: none"><li>• Include an opening sentence</li><li>• Begin to use the double comma to explain difficult words e.g. The eagle has talons, sharp claws, and a pointy beak.</li><li>• To introduce 'and, but or' into compound sentence e.g. The jaguar lives in the forest, but can also be found in the jungle.</li></ul>
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## Information Texts

	Year 3	Year 4	Year 5	Year 6
<b>Oracy</b>	<p><b>Collective Role</b></p> <ul style="list-style-type: none"> <li>• Talk in role as part of a group about a common topic e.g. their chosen god.</li> <li>• Use vocabulary and adjectives relevant to their chosen god.</li> <li>• Include opinions on the topic or subject matter e.g. <i>X was a powerful god because...</i></li> <li>• Organise and group information about what they want to say into headings or themes e.g. special skill, appearance etc.</li> <li>• Begin to give reasons to expand their points e.g. Athena was the best goddess because she beat Poseidon.</li> </ul>	<p><b>If Objects Could Speak</b></p> <ul style="list-style-type: none"> <li>• Talk in role as an object they have chosen.</li> <li>• Use imagination to describe what they do or what they can see, hear, feel, smell.</li> <li>• Use a sentence stem as a scaffold when they step into the circle in role e.g. I am the whip that keep the horses moving. I can hear the roar of the crowd.</li> </ul>	<p><b>Information Gap</b></p> <ul style="list-style-type: none"> <li>• After researching your chosen character return to your 'home group' and share what you have found out to the group using key vocabulary and specific facts.</li> <li>• Organise what they want to say about their Tudor figure so that the group can follow what they are saying.</li> <li>• Peers listen carefully and note down the key points.</li> <li>• Ask questions and respond to questions of others.</li> </ul>	<p><b>Conscience Alley</b></p> <ul style="list-style-type: none"> <li>• Use information and facts to express an opinion on a character or event.</li> <li>• Communicate this clearly and succinctly to the character in the conscience alley.</li> <li>• Use expression and tone to support your point of view.</li> <li>• Keep focused on the task and note down other people's point of view after listening.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Teacher modelling use of skeleton</li> <li>• Include a title</li> <li>• Teacher model use of colour coded connectives</li> <li>• Pupils begin to plan using their own skeleton</li> <li>• Pupils follow their skeleton to write their own information text</li> <li>• Include a title</li> <li>• Include an opening sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher modelling use of skeleton</li> <li>• Include a title</li> <li>• Children suggest use of colour coded connectives</li> <li>• Pupils plan using their own skeleton</li> <li>• Pupils follow their skeleton to write their own information text</li> <li>• Include a title</li> <li>• Include an opening sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils plan using their own skeleton</li> <li>• Pupils select own colour coded connectives</li> <li>• Pupils follow their skeleton to write their own information text</li> <li>• Include a title</li> <li>• Include an opening sentence</li> <li>• Present tense / Third person</li> <li>• Sub-headings</li> <li>• <b>Clear topic sentence under</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pupils plan using their own skeleton</li> <li>• Pupils select own colour coded connectives</li> <li>• Pupils follow their skeleton to write their own information text</li> <li>• Include a title</li> <li>• Include an opening sentence</li> <li>• Present tense / Third person</li> <li>• Sub-headings</li> <li>• Clear topic sentence under each</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Present tense / Third person</b></li> <li>• <b>Sub-headings</b></li> <li>• <b>Clear topic sentence under each sub-heading</b></li> <li>• <b>Write in clear sequence, beginning to use paragraphs.</b></li> <li>• <b>Adjectives to describe</b></li> <li>• <b>Use the double comma to explain difficult words e.g. The eagle has talons, sharp claws, and a pointy beak.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Present tense / Third person</li> <li>• Sub-headings</li> <li>• Adjectives to describe</li> <li>• <b>Clear topic sentence under each sub-heading with at least one more supporting sentence</b></li> <li>• <b>Organise writing into paragraphs.</b></li> <li>• <b>Pictures and diagrams</b></li> <li>• <b>Use topic words</b></li> <li>• <b>Interesting detail</b></li> <li>• <b>Use double comma to give clear and accurate definitions</b></li> <li>• <b>Apostrophe is used to show missing letters e.g. I'm , Don't</b></li> </ul>	<p><b>each sub-heading with supporting sentences and connectives within the paragraph.</b></p> <ul style="list-style-type: none"> <li>• Adjectives to describe</li> <li>• Pictures and diagrams</li> <li>• Use topic words</li> <li>• Interesting detail</li> <li>• Use double comma to give clear and accurate definitions.</li> <li>• <b>Most, majority, many ...</b></li> <li>• <b>Picture and caption</b></li> <li>• <b>Fact boxes</b></li> <li>• <b>Presentation of piece</b></li> <li>• <b>Complex sentences- as, because, if, although</b></li> <li>• Apostrophe is used to show missing letters e.g. I'm , Don't</li> <li>• <b>Apostrophe is used to show possession e.g. the lion's roar/lions' roar</b></li> </ul>	<p>sub-heading with supporting sentences</p> <ul style="list-style-type: none"> <li>• Adjectives to describe</li> <li>• Pictures and diagrams</li> <li>• Use topic words</li> <li>• Interesting detail</li> <li>• Most, majority, many ...</li> <li>• Picture and caption</li> <li>• Fact boxes</li> <li>• Presentation of piece</li> <li>• Complex sentences- as, because, if, although</li> <li>• Use double comma to give clear and accurate definitions</li> <li>• <b>Make comparisons e.g. While, whereas</b></li> <li>• <b>Drop in subordinate clauses , which or who... , sentences</b></li> <li>• <b>More formal language</b></li> <li>• Apostrophe is used to show missing letters e.g. I'm , Don't</li> <li>• Apostrophe is used to show possession e.g. the lion's roar/lions' roar</li> </ul>
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## Instruction Texts

	Nursery	Reception	Year 1	Year 2
<b>Oracy</b>	<p><b>Mime</b></p> <ul style="list-style-type: none"> <li>Follow more than one instruction modelled by an adult (or child).</li> <li>Listen carefully to the instruction and respond with actions.</li> <li>Imitate real life experience – decorating a tree.</li> </ul>	<p><b>Babble Gabble</b></p> <ul style="list-style-type: none"> <li>Take turns and follow on from what their partner has said after listening.</li> <li>Use sentence stems e.g. put, add, mix.</li> <li>Talk in correct sequence for the events.</li> </ul>	<p><b>Fish and Chips</b></p> <ul style="list-style-type: none"> <li>Take it in turns to talk to their partner for a longer period of time e.g. before or after reading or an experience. Each sentence should start with an imperative.</li> <li>Use relevant vocabulary associated with the subject or prompt that the teacher has given them e.g. what Cinderella saw at the ball.</li> <li>Speak audibly as a partner to someone not in their friendship group.</li> <li>Show they have listened with growing attention to a partner talking to them in a sequence of sentences.</li> <li>Respond to their partner, taking turns e.g. fish says a few sentences then chips etc.</li> </ul>	<p><b>Babble Gabble</b></p> <ul style="list-style-type: none"> <li>Take turns to babble gabble under the following headings:</li> <li><i>You will need...</i></li> <li><i>Method...</i></li> <li><i>Don't forget to...</i></li> <li>Follow on from what their partner has said after listening and miming out what their partner has said.</li> <li>Use imperatives with 'ly' words e.g. carefully, slowly etc.</li> <li>Talk in correct sequence for the events.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Use physical skeleton and pictures</li> </ul>	<ul style="list-style-type: none"> <li>Use physical skeleton and pictures</li> <li><b>Add command / bossy words to your pictures ( in preparation for instruction sentence)</b></li> <li><b>Teacher model use of bossy words during shared writing</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher modelling use of skeleton</li> <li><b>Use a title</b></li> <li><b>Teacher model use of bossy words</b></li> <li><b>Pupils write their own instructions using bossy words</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher modelling use of skeleton</li> <li><b>Teacher model use of bossy words</b></li> <li><b>Pupils begin to plan using their own skeleton</b></li> <li><b>Pupils follow their skeleton to write their own instruction text</b></li> <li>Pupils write their own sentences</li> </ul>

		<ul style="list-style-type: none"><li>• <b>Pupils show an awareness of full stops.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Pupils write their own sentences using capital letter, full stop and question/exclamation marks where appropriate.</b></li><li>• <b>Add pictures</b></li></ul>	<p>using capital letter, full stop and question/exclamation marks where appropriate.</p> <ul style="list-style-type: none"><li>• <b>Include a title including the word How to ...</b></li><li>• <b>Introduce - You will need:</b></li><li>• <b>Number your sentences</b></li><li>• <b>Add pictures to accompany each point</b></li></ul>
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## Instruction Texts

	Year 3	Year 4	Year 5	Year 6
<b>Oracy</b>	<p><b>Fish and Chips</b></p> <ul style="list-style-type: none"> <li>Take it in turns to talk to their partner extending their ideas, adding relevant vocabulary and using imperative verbs. Speak for at least 20 seconds on a topic or theme.</li> <li>Listen carefully to what their partner is saying and identify what they have now learnt e.g. noting down ideas or new vocabulary afterwards.</li> <li>After listening to their partner ask for further details or more information if required e.g. can you tell me more about x.</li> <li>Recall and share what they have been talking about with another Fish and Chips pair.</li> </ul>	<p><b>Word Tennis (in sequence):</b></p> <ul style="list-style-type: none"> <li>Scaffold initially with images of the experience.</li> <li>'Ping pong' back and fore words that we will need to use to write the instructions, including the imperative verbs.</li> <li>Make notes after listening to use in my writing.</li> <li>Use technical vocabulary.</li> </ul>	<p><b>One Word Storytelling – group task:</b></p> <ul style="list-style-type: none"> <li>Pupils follow on after each other, keeping in sequence and adding one word to the instructions.</li> <li>Listen carefully to all members of the group so that they can select the most appropriate word to come next.</li> <li>Use precise quantities, measurements, timings etc.</li> </ul>	<p><b>One Word Storytelling – group task:</b></p> <ul style="list-style-type: none"> <li>Pupils follow on after each other, keeping in sequence and adding one word to the instructions.</li> <li>Listen carefully to all members of the group so that they can select the most appropriate word to come next.</li> <li>Use connectives: e.g Following, Before you... , Having, Immediately after, To conclude and simultaneous connectives 'whilst'</li> <li>Use precise quantities, measurements, timings, technical vocabulary.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Teacher modelling use of skeleton</li> <li>Teacher model use of command words</li> <li>Pupils begin to plan using their own skeleton</li> <li>Pupils follow their skeleton</li> </ul>	<ul style="list-style-type: none"> <li>Teacher modelling use of skeleton</li> <li>Pupils create their own bank of command words</li> <li>Pupils plan using their own skeleton</li> <li>Pupils follow their skeleton to</li> </ul>	<ul style="list-style-type: none"> <li>Pupils plan using their own skeleton</li> <li>Pupils follow their skeleton to write their own instruction text</li> <li>Include a title including the word How to ..</li> <li>Introduce You will need:</li> </ul>	<ul style="list-style-type: none"> <li>Pupils plan using their own skeleton</li> <li>Pupils follow their skeleton to write their own instruction text</li> <li>Include a title including the word How to ..</li> <li>Introduce You will need:</li> </ul>

	<p>to write their own instruction text</p> <ul style="list-style-type: none"> <li>• Include a title including the word How to ..</li> <li>• Introduce You will need:</li> <li>• <b>Introduce a colon within sentences to show lists</b></li> <li>• Number your sentences</li> <li>• <b>Add simple diagrams to accompany each point</b></li> <li>• <b>Add sub-headings: You will need: Method: Equipment:</b></li> <li>• <b>Add adverbs e.g. stir slowly</b></li> </ul>	<p>write their own instruction text</p> <ul style="list-style-type: none"> <li>• Include a title including the word How to ..</li> <li>• Introduce You will need:</li> <li>• Introduce a colon within sentences to show lists</li> <li>• Number your sentences</li> <li>• Add diagrams</li> <li>• Add sub-headings: You will need: Method: Equipment:</li> <li>• Add adverbs e.g. stir slowly</li> <li>• <b>Add precise quantities, measurements, timings</b></li> <li>• <b>Begin to use technical words</b></li> <li>• <b>Apostrophe is used to show missing letters e.g. I'm , Don't</b></li> <li>• <b>Advice, tips and warnings</b></li> </ul>	<ul style="list-style-type: none"> <li>• Number your sentences</li> <li>• Add diagrams</li> <li>• Add sub-headings: You will need: Method: Equipment:</li> <li>• Add adverbs e.g. stir slowly</li> <li>• Add precise quantities, measurements, timings</li> <li>• Introduce a colon within sentences to show lists</li> <li>• <b>Use technical words and begin to use a double comma to explain difficult words</b></li> <li>• <b>Ban the word 'Get'</b></li> <li>• <b>Including opening sentence or description</b></li> <li>• <b>Add a closing sentence</b></li> <li>• Apostrophe is used to show missing letters e.g. I'm , Don't</li> <li>• <b>Apostrophe is used to show possession e.g. the lion's roar/lions' roar</b></li> <li>• Advice, tips and warnings</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce a colon within sentences to show lists</li> <li>• Number your sentences</li> <li>• Add diagrams</li> <li>• Add sub-headings: You will need: Method: Equipment:</li> <li>• Add adverbs e.g. stir slowly</li> <li>• Add precise quantities, measurements, timings</li> <li>• Use technical words and use a double comma to explain difficult words <b>with a clear definition</b></li> <li>• Ban the word 'Get'</li> <li>• Including opening sentence or description</li> <li>• Add a closing sentence</li> <li>• <b>Time connectives e.g Following, Before you... , Having, Immediately after, To conclude and simultaneous connectives 'whilst'</b></li> <li>• Advice, tips and warnings</li> <li>• Apostrophe is used to show missing letters e.g. I'm , Don't</li> <li>• Apostrophe is used to show possession e.g. the lion's roar/lions' roar</li> </ul>
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## Discussion Texts

	Nursery	Reception	Year 1	Year 2
<b>Oracy</b>	<p><b>Talking Puppets</b></p> <ul style="list-style-type: none"> <li>Teacher models sentence stems e.g. likes and dislikes</li> <li>Begin to use familiar vocabulary or single words</li> <li>Respond to questions: What? Which?</li> <li>Take turns to speak about topic</li> </ul>	<p><b>Fish and Chips</b></p> <ul style="list-style-type: none"> <li>Teacher models with another adult in the classroom.</li> <li>Talk for a short period of time about topic after stimulus</li> <li>Use familiar vocabulary</li> <li>Use single words, phrases or simple sentences</li> <li>Speak audibly to their partner</li> <li>Show they have listened by not repeating what has been said</li> <li>Take turns to talk</li> </ul>	<p><b>Fish and Chips</b></p> <ul style="list-style-type: none"> <li>Teacher models with another adult in the classroom.</li> <li>Talk for a longer period of time about topic after stimulus</li> <li>Use relevant vocabulary associated with the subject or prompt.</li> <li>Speak audibly as a partner with someone who is not in their friendship group.</li> <li>Show they have listened with growing attention to a partner.</li> <li>Respond to a partner taking turns.</li> </ul>	<p><b>Fish and Chips</b></p> <ul style="list-style-type: none"> <li>Take it in turns to talk to their partner extending their ideas and adding relevant details.</li> <li>Speak clearly to their partner who may not be in their friendship group.</li> <li>Look at their partner when listening and ask for clarification if needed e.g. why did you think that x was x?</li> <li>Recall and share basic details what they have been talking about with another Fish and Chips pair.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Use physical skeleton and pictures</li> </ul>	<ul style="list-style-type: none"> <li>Use physical skeleton and pictures</li> <li><b>Teacher models genre through shared writing</b></li> <li><b>Pupils show an awareness of full stops.</b></li> <li><b>Add “on one hand” and “on the other hand” (in preparation for discussion sentence)</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher modelling use of skeleton</li> <li><b>Use a title</b></li> <li><b>Teacher model use of on one hand / on the other hand</b></li> <li><b>Add a reason to support each point</b></li> <li><b>Pupils write their own discussion sentences for both points of view</b></li> <li><b>Pupils write their own sentences using capital letter,</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher modelling use of skeleton</li> <li><b>Include a question in your title e.g. Should we ...?</b></li> <li>Teacher model use of on one hand / on the other hand / also</li> <li>Add a reason to support each point</li> <li>Pupils write their own discussion sentences for both points of view</li> </ul>

			<b>full stop and question/exclamation marks where appropriate.</b>	<ul style="list-style-type: none"><li>• Pupils write their own sentences using capital letter, full stop and question/exclamation marks where appropriate.</li><li>• <b>Also, in addition, an important point, additionally</b></li><li>• <b>Add a final sentence ‘ I think...’</b></li><li>• <b>Begin to use a comma after a connectives e.g. on the one hand, in my opinion.</b></li></ul>
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## Discussion Texts

	Year 3	Year 4	Year 5	Year 6
<b>Oracy</b>	<p><b>Sensory Circle:</b></p> <ul style="list-style-type: none"> <li>• Share ideas with a partner or group about what I can see, hear, smell and touch using varied sentence stems e.g. the sound of the bark is.</li> <li>• Use detailed descriptive vocabulary</li> <li>• Note down ideas or new vocabulary to use in our writing.</li> </ul>	<p><b>Village / staff meeting:</b></p> <ul style="list-style-type: none"> <li>• Take on a role and contribute to a group discussion about an event e.g. talk in the role of a fictional character in the meeting.</li> <li>• Listen to what the group are saying during the meeting noting down ideas or new vocabulary.</li> <li>• Choose which ideas they will use in their writing.</li> <li>• After listening at the meeting, give a view on what they have said agreeing or disagreeing with their point of view.</li> </ul>	<p><b>Question and Answer in role:</b></p> <ul style="list-style-type: none"> <li>• Take on a role and be convincing about their point of view using gesture or repetition of key points.</li> <li>• Make multiple points from the point of view of a character.</li> <li>• Link ideas together during talk using connectives: furthermore, in addition, also.</li> <li>• Use expression, pace and gesture in role – slowing down and speeding up to emphasis key points when speaking.</li> <li>• Speak convincingly and authoritatively from the point of view of a character.</li> <li>• Interrupt confidently in role to questions that have been asked, referring back to points you have previously made e.g. As I said..further to my point was x.</li> </ul>	<p><b>Debate in role:</b></p> <ul style="list-style-type: none"> <li>• Formal presentation in role taking on a view that they may not necessarily agree with.</li> <li>• Use gesture, repetition of key points and persuasive techniques e.g emotive language, bias etc to convince their audience.</li> <li>• Link ideas together during talk using connectives likewise, in response to, as exemplified by x.</li> <li>• Use appropriate formal language and standard English.</li> <li>• Interact and respond with peers who may have different viewpoints maintaining point of view, tone and formality.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Teacher modelling use of skeleton</li> <li>• Include a question in your title e.g. Should we ...?</li> <li>• Use a comma after some connectives e.g. on the one hand, in my opinion,</li> <li>• Teacher model use of on one hand / on the other hand /</li> </ul>	<ul style="list-style-type: none"> <li>• Include a question in your title e.g. Should we ...?</li> <li>• <b>Pupils consistently use a comma after connectives to signal argument e.g furthermore, moreover, however, in opposition to</b></li> <li>• <b>Organise writing into paragraphs.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Include a question in your title</li> <li>• Pupils consistently use a comma after a <b>wide range</b> of connectives to signal argument e.g furthermore, moreover, however, in opposition to</li> <li>• Add an introductory <b>opponents argue, experts agree, critics point out, research proves</b></li> <li>• Organise writing into paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Include a question in your title</li> <li>• <b>Pupils consistently use a comma after a full range of connectives to signal argument e.g. furthermore, moreover, however, in opposition to</b></li> <li>• Add an introductory</li> </ul>

	<p>also</p> <ul style="list-style-type: none"> <li>• <b>Add an introductory paragraph</b></li> <li>• <b>Write in clear sequence, beginning to use paragraphs.</b></li> <li>• Add <b>reasons</b> to support both points of view i.e. because, this means</li> <li>• Pupils write a clear four paragraph discussion piece</li> <li>• Also, in addition, an important point, additionally</li> <li>• <b>Add a final sentence ‘ I believe..., my conclusion is, in my opinion</b></li> </ul>	<ul style="list-style-type: none"> <li>• Add an introductory paragraph</li> <li>• Add <b>reasons</b> to support both points of view i.e. because, this means</li> <li>• Also, in addition, an important point, additionally</li> <li>• Add a final sentence ‘ I believe..., my conclusion is, in my opinion</li> <li>• <b>Pupils write a clear six paragraph discussion piece</b></li> <li>• <b>Apostrophe is used to show missing letters e.g. I’m, Don’t</b></li> </ul>	<ul style="list-style-type: none"> <li>• Add an introductory paragraph</li> <li>• Add reasons to support both points of view i.e. because, this means</li> <li>• Also, in addition, an important point, additionally</li> <li>• Add a final sentence ‘ I believe..., my conclusion is, in my opinion</li> <li>• <b>Include facts and examples to support their reason</b></li> <li>• <b>Pupils write a clear eight paragraph discussion piece</b></li> <li>• <b>Use a colon to write sentences which are point: extra information e.g. Living in a city has many problems: many people suffer asthma due to pollution from exhaust fumes (full sentence either side of colon).</b></li> <li>• Apostrophe is used to show missing letters e.g. I’m, Don’t</li> <li>• <b>Apostrophe is used to show possession e.g. the lion’s roar/lions’ roar</b></li> </ul>	<p>opponents argue, experts agree, critics point out, research proves.</p> <ul style="list-style-type: none"> <li>• Organise writing into paragraphs.</li> <li>• Add an introductory paragraph.</li> <li>• Add reasons to support both points of view i.e. because, this means</li> <li>• Also, in addition, an important point, additionally</li> <li>• Add a final sentence ‘ I believe..., my conclusion is, in my opinion</li> <li>• Include facts and examples to support their reason</li> <li>• Pupils write a clear eight paragraph discussion piece</li> <li>• <b>Use emotive language</b></li> <li>• <b>Use rhetorical questions</b></li> <li>• <b>Refer to experts / research</b></li> <li>• <b>Use quotation marks correctly</b></li> <li>• <b>Use a subordinate clause</b></li> <li>• <b>Use a semi-colon to show balance and contrast (see saw sentence) e.g. Bigger spiders would eat more flies; however their webs would be bigger and harder to remove (full sentence either side of semi-colon).</b></li> <li>• Apostrophe is used to show missing letters e.g. I’m, Don’t</li> <li>• Apostrophe is used to show possession e.g. the lion’s</li> </ul>
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## Recount Texts

	Nursery	Reception	Year 1	Year 2
<b>Oracy</b>	<p><b>Fish and Chips:</b></p> <ul style="list-style-type: none"> <li>• Teacher models with another adult</li> <li>• Talk for a short period of time about topic after stimulus in small groups with an adult prompting.</li> <li>• Use familiar vocabulary that has been modelled.</li> <li>• Use single words or phrases.</li> <li>• Take turns to talk.</li> </ul>	<p><b>Word Tennis:</b></p> <ul style="list-style-type: none"> <li>• Teacher models with another adult or child.</li> <li>• Scaffold initially with images of the experience e.g. the trip/outdoor activity.</li> <li>• Use single words – nouns or adjectives to 'ping pong' back and fore to recall their experience.</li> <li>• Words may be chosen that out of sequence of the experience and may not link with their partner's previous word.</li> <li>• Teacher scribes the words into a 'word bank' on the word wall.</li> </ul>	<p><b>Word Tennis (in sequence):</b></p> <ul style="list-style-type: none"> <li>• Teacher models with another adult or child.</li> <li>• Scaffold initially with images of the experience e.g. the trip/outdoor activity.</li> <li>• Use single words or phrases – nouns or adjectives to 'ping pong' back and fore to recall their experience in sequence.</li> <li>• Take turns to speak to a partner in sequence using time connectives e.g. first, then, after that etc.</li> </ul>	<p><b>Freeze Frame and thought tapping:</b></p> <ul style="list-style-type: none"> <li>• Teacher models with another adult or child.</li> <li>• Pupils discuss and share ideas about how they are going to position themselves in the freeze frame. Pupils choose a moment or event to freeze frame.</li> <li>• Pupils 'melt into freeze', holding the position.</li> <li>• Pupils respond to the teacher who lightly taps them on the shoulder in the freeze frame.</li> <li>• Pupils respond using the past tense and say what they are thinking/explain what they are doing using simple words or phrases.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Use physical skeleton and pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Use physical skeleton and pictures</li> <li>• <b>Add pictures in the correct order</b></li> <li>• <b>Teacher to model genre during shared writing</b></li> <li>• <b>Pupils show an awareness of full stops.</b></li> <li>• <b>Add time connectives e.g. first, next, then, after,</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher modelling use of skeleton</li> <li>• <b>Use a title</b></li> <li>• Teacher model use of time connectives: e.g. first, next, after that, then, after, finally</li> <li>• <b>Use date and time</b></li> <li>• <b>Pupils write their own recount sentences in the correct order</b></li> <li>• <b>Pupils write their own</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher modelling use of skeleton</li> <li>• Use a title</li> <li>• Teacher model use of time connectives: e.g. first, next, after that, then, after, finally</li> <li>• <b>Past tense</b></li> <li>• Use date and time</li> <li>• <b>Pupils write their own recount sentences in</b></li> </ul>

		<b>finally</b>	<b>sentences using capital letter, full stop and question/exclamation marks where appropriate.</b>	<b>chronological order</b> <ul style="list-style-type: none"><li>• Pupils write their own sentences using capital letter, full stop and question/exclamation marks where appropriate.</li><li>• <b>Begin to add adjectives</b></li></ul>
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## Recount Texts

	Year 3	Year 4	Year 5	Year 6
<b>Oracy</b>	<p><b>Babble Gabble</b></p> <ul style="list-style-type: none"> <li>Take turns to babble gabble information back to their partner using connectives e.g. Eventually, Meanwhile, Suddenly, Without hesitation, Subsequently.</li> <li>Incorporate key vocabulary into my babble gabble (some may be provided by the teacher)</li> <li>Follow on from what their partner has said after listening and miming out what their partner has said.</li> <li>Talk in correct sequence for the events.</li> </ul>	<p><b>Babble Gabble / Luckily Unluckily</b></p> <ul style="list-style-type: none"> <li>Take turns to babble gabble information back to their partner using time phrases e.g. after a while, a little later on etc.</li> <li>Incorporate key vocabulary and adverbs into my babble gabble (some may be provided by the teacher)</li> <li>Follow on from what their partner has said after listening and miming out what their partner has said.</li> <li>Talk in correct sequence for the events.</li> <li>Incorporate feelings and opinions into the babble gabble, including the luckily...unluckily...</li> </ul>	<p><b>Word Tennis</b></p> <ul style="list-style-type: none"> <li>Word Tennis (in sequence):</li> <li>'Ping pong' back and fore words that we will need to use to describe and retell the day using eventually, meanwhile, suddenly, without hesitation, subsequently</li> <li>Use a range of simultaneous time connectives e.g. while, whilst.</li> <li>Make notes after listening to use in my writing.</li> </ul>	<p><b>Rumours</b></p> <ul style="list-style-type: none"> <li>Form an opinion on what might be said about a character.</li> <li>Use a sentence stem e.g. some people say that.</li> <li>Share their rumour with another partner before moving on and sharing it again.</li> <li>Be convincing about their rumour.</li> <li>Adapt and modify their rumour based on those that they hear.</li> <li>Use more than one subordinate clause in their rumour.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Teacher model use of skeleton</li> <li>Use a title</li> <li><b>Introduce speed connectives with comma e.g. Eventually, Meanwhile, Suddenly, Without hesitation, Subsequently</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Pupils plan using skeleton</b></li> <li>Use a title</li> <li>Introduce speed connectives with comma e.g. Eventually, Meanwhile, Suddenly, Without hesitation, Subsequently</li> </ul>	<ul style="list-style-type: none"> <li>Pupils plan using skeleton</li> <li>Use a title</li> <li>Pupils use speed connectives with comma e.g. Eventually, Meanwhile, Suddenly, Without hesitation, Subsequently</li> <li><b>Introduce a range of simultaneous time</b></li> </ul>	<ul style="list-style-type: none"> <li>Pupils plan using skeleton</li> <li>Use a title</li> <li><b>Pupils use sophisticated time connectives with comma e.g. consequently, meanwhile, subsequently, immediately after</b></li> <li><b>Introduce 'Having ..., we ...' e.g. 'Having eaten our lunch, we</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Teacher model use of time phrases e.g. the following day, three minutes later, after a while</b></li> <li>• <b>Irregular past tense e.g. not -ed</b></li> <li>• Use date and time</li> <li>• Pupils write their own recount sentences in chronological order</li> <li>• <b>Write in clear sequence, beginning to use paragraphs.</b></li> <li>• <b>Clear opening sentence using who, what, when, where, why (5 W idea)</b></li> <li>• Use adjectives</li> <li>• <b>Introduce double comma to add extra information about people e.g. The bus driver, who had a beard, took us to Plantasia.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pupils use time phrases- the following day, three minutes later, after a while</li> <li>• Irregular past tense</li> <li>• Use date and time</li> <li>• Pupils write their own recount sentences in chronological order</li> <li>• <b>Pupils begin sentence with adverb plus comma e.g. Slowly, we walked along the beach</b></li> <li>• Clear opening sentence using who, what, when, where, why (5 W idea)</li> <li>• <b>Organise writing into paragraphs.</b></li> <li>• Use adjectives</li> <li>• <b>Begin to use feelings and opinion words</b></li> <li>• <b>Clear conclusion</b></li> <li>• Introduce double comma to add extra information about people <b>and places e.g. The bus driver, who had a beard, took us to Plantasia. Plantasia, where there are many species of plants, is in Swansea.</b></li> <li>• <b>Apostrophe is used to show missing letters e.g. I'm , Don't</b></li> </ul>	<p><b>connectives</b> <b>e.g. while, whilst,</b></p> <ul style="list-style-type: none"> <li>• Pupils use time phrases- the following day, three minutes later, after a while</li> <li>• Irregular past tense</li> <li>• Use date and time</li> <li>• Pupils write their own recount sentences in chronological order</li> <li>• Organise writing into paragraphs.</li> <li>• Pupils begin sentence with adverb plus comma e.g. Slowly, we walked along the beach</li> <li>• <b>Use prepositions to make descriptions / details more precise</b></li> <li>• Clear opening sentence using who, what, when, where, why (5 W idea)</li> <li>• Use a subordinate clause e.g. We met the trip leader, who was a pilot, and he showed us the plane.</li> <li>• <b>Use adjectives and introduce the hyphen to create new words e.g sky-blue</b></li> <li>• Use feelings/opinion words</li> <li>• Clear conclusion</li> <li>• Introduce double comma to add extra information about people and places</li> <li>• <b>Introduce the double comma to describe objects</b></li> <li>• Apostrophe is used to show missing letters e.g. I'm , Don't</li> <li>• <b>Apostrophe is used to show</b></li> </ul>	<p><b>walked back to the bus.</b></p> <ul style="list-style-type: none"> <li>• Pupils use time phrases- the following day, three minutes later, after a while</li> <li>• Irregular past tense</li> <li>• Use date and time</li> <li>• Pupils begin sentence with adverb plus comma e.g. Slowly, we walked along the beach</li> <li>• Use prepositions to make descriptions / details more precise</li> <li>• <b>Use detailed descriptions of people and places</b></li> <li>• <b>Add quotations</b></li> <li>• <b>Use research</b></li> <li>• Clear opening sentence using who, what, when, where, why (5 W idea)</li> <li>• Organise writing into paragraphs.</li> <li>• <b>Use more than one subordinate clause e.g. We met the trip leader, who was a pilot, and he showed us the plane.</b></li> <li>• Use adjectives and use the hyphen to create new words e.g sky-blue</li> <li>• Use feelings and opinion words</li> <li>• <b>Clear conclusion with a summary or final judgement</b></li> <li>• Use double comma to add extra information about people, places and objects <b>to add extra detail and interest.</b></li> <li>• Apostrophe is used to show missing letters e.g. I'm , Don't</li> <li>• Apostrophe is used to show possession e.g. the lion's roar/lions' roar</li> </ul>
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possession e.g. the lion's  
roar/lions' roar

## Persuasion Texts

	Nursery	Reception	Year 1	Year 2
<b>Oracy</b>	<p><b>Word Tennis</b></p> <ul style="list-style-type: none"> <li>Teacher models with another adult.</li> <li>Use single words – nouns or adjectives to 'ping pong' back and fore reasons to persuade.</li> <li>Teacher scribes the words into a 'word bank' on the word wall.</li> </ul>	<p><b>Fish and Chips:</b></p> <ul style="list-style-type: none"> <li>Teacher models with another adult.</li> <li>Talk for a short period of time about topic after stimulus in small groups with an adult prompting.</li> <li>Use familiar vocabulary that has been modelled.</li> <li>Use single words or phrases.</li> <li>Take turns to talk.</li> </ul>	<p><b>Luckily / Unluckily:</b></p> <ul style="list-style-type: none"> <li>Teacher models with another adult or child.</li> <li>Use sentence stems Luckily ... Unluckily to state reasons to persuade.</li> <li>Teacher scribes or child records short burst writing activity.</li> </ul>	<p><b>Luckily / Unluckily:</b></p> <ul style="list-style-type: none"> <li>Teacher models with another adult or child.</li> <li>Use sentence stems Luckily ... Unluckily to state reasons to persuade.</li> <li>Add detail, back up with evidence and emotive language to persuade.</li> <li>Groups feed back to the class.</li> <li>Child chooses phrases to record.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Use physical skeleton and pictures</li> <li>Choose pictures / objects they like</li> </ul>	<ul style="list-style-type: none"> <li>Use physical skeleton and pictures</li> <li><b>Add pictures</b></li> <li><b>Teacher models genre during shared writing</b></li> <li><b>Pupils show an awareness of full stops.</b></li> <li><b>Add supporting statement e.g. I like .. because</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher modelling use of skeleton</li> <li><b>Use a title</b></li> <li><b>Teacher model use of powerful adjectives</b></li> <li><b>Pupils write their own persuasive sentences using adjectives</b></li> <li><b>Pupils write their own sentences using capital letter, full stop and question/exclamation marks where appropriate.</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher modelling use of skeleton</li> <li>Use a title</li> <li>Teacher model use of powerful adjectives</li> <li>Pupils write their own persuasive sentences using adjectives</li> <li>Pupils write their own sentences using capital letter, full stop and question/exclamation marks where appropriate.</li> <li><b>Begin to give reasons e.g. because</b></li> <li><b>Present their work appropriately e.g. add</b></li> </ul>

## Persuasion Texts

	Year 3	Year 4	Year 5	Year 6
<b>Oracy</b>	<p><b>Collective Role</b></p> <ul style="list-style-type: none"> <li>Talk in role as part of a group about a common topic e.g. their chosen country.</li> <li>Use vocabulary relevant to the topic and powerful adjectives to convince.</li> <li>Include opinions on the topic or subject matter, and use persuasive language e.g. <i>Many people enjoy, an important fact about x is x do not miss etc.</i></li> <li>Organise and group information about what they want to say into headings or themes e.g. weather, accommodation, leisure activities etc.</li> <li>Begin to give reasons e.g. because, however, so, for, and, for example – using sentences stems to scaffold talk.</li> </ul>	<p><b>Thought Doughnut</b></p> <ul style="list-style-type: none"> <li>Form an opinion or response to an event and share this with peers.</li> <li>Use vocabulary relevant to the topic, powerful adjectives and extend their sentences with supporting reasons.</li> <li>Summarising key points.</li> <li>Listen carefully to others and show understanding through gesture e.g. nodding.</li> </ul>	<p><b>Village Meeting:</b></p> <ul style="list-style-type: none"> <li>Take on a role and be convincing about their point of view using gesture and repetition of key points.</li> <li>Speak at length sustaining a point of view, contributing to a group discussion about an event in role of fictitious character</li> <li>Choose language to reinforce their point of view e.g. in addition or contrary to what we have heard..</li> <li>Listen carefully to what the group are saying during the meeting and keep notes as people are talking</li> <li>After listening to someone talking in the meeting, comment and refer back to what someone has said e.g. Jack made a good point when he said that...</li> </ul>	<p><b>Radio Broadcast</b></p> <ul style="list-style-type: none"> <li>Speak in role as a radio broadcaster and/or a guest on the show.</li> <li>Follow a model of a broadcast using language appropriate to the audience e.g. <i>Good morning listeners...welcome to the...today we will be looking at...</i></li> <li>Provide an opening statement to set the scene or introduce a guest.</li> <li>Communicate their points of view, expanding points and giving supporting reasons that persuade the listener.</li> <li>Use superlatives and rhetorical questions e.g. surely listeners would agree that...</li> <li>Use well-chosen technical vocabulary e.g. erosion, toxic etc.</li> <li>Respond to others questions and comments e.g. from the interviewer or a listener.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Teacher modelling use of skeleton</li> </ul>	<ul style="list-style-type: none"> <li>Teacher modelling use of skeleton</li> </ul>	<ul style="list-style-type: none"> <li>Teacher modelling use of skeleton</li> </ul>	<ul style="list-style-type: none"> <li>Teacher modelling use of skeleton</li> </ul>

<ul style="list-style-type: none"> <li>• Use a title</li> <li>• <b>Add a clear opening sentence</b></li> <li>• Teacher model use of powerful adjectives</li> <li>• <b>Pupils write their own persuasive piece</b></li> <li>• <b>Begin to give reasons e.g. because, however, so, for, and, for example</b></li> <li>• <b>Use of strong verbs and adjectives</b></li> <li>• <b>Comma in lists</b></li> <li>• Present their work appropriately e.g. add pictures, use of font, colour.</li> <li>• <b>Add two adjectives inside a double comma e.g. The city, tall and crowded, is noisy.</b></li> <li>• <b>Write in clear sequence, beginning to use paragraphs.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use a title</li> <li>• Add a clear opening sentence</li> <li>• Pupils write their own persuasive piece</li> <li>• <b>Organise writing into paragraphs.</b></li> <li>• Begin to give reasons e.g. because, however, so, for, and, for example</li> <li>• <b>Expand points e.g. this proves, this shows, this leads to</b></li> <li>• Use of strong verbs and adjectives</li> <li>• Comma in lists</li> <li>• Present their work appropriately e.g. add pictures, use of font, colour</li> <li>• <b>Alliteration, bullet points, logo, slogans</b></li> <li>• Add two adjectives inside a double comma e.g. The city, tall and crowded, is noisy.</li> <li>• <b>Apostrophe is used to show missing letters e.g. I'm , Don't</b></li> <li>• <b>Add a which, who or where phrase inside a double comma e.g. The city, which is built near the coast, is noisy.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use a title</li> <li>• Add a clear opening sentence</li> <li>• Pupils write their own persuasive piece</li> <li>• Begin to give reasons e.g. because, however, so, for, and, for example</li> <li>• Expand points e.g. this proves, this shows, this leads to</li> <li>• Use of strong verbs and adjectives</li> <li>• <b>Use a rhetorical question.</b></li> <li>• <b>Use a superlative</b></li> <li>• <b>Expand items by descriptions in lists when using a comma e.g. sweet tasting, fluffy pink candyfloss</b></li> <li>• Present their work appropriately e.g. add pictures, use of font, colour</li> <li>• Organise writing into paragraphs.</li> <li>• Alliteration, bullet points, logo, slogans</li> <li>• <b>Conclude using a strong, emotive statement.</b></li> <li>• <b>Use the colon to extend ideas</b></li> <li>• Add two adjectives inside a double comma e.g. The city, tall and crowded, is noisy.</li> <li>• Add an adjectival phrase inside a double comma e.g. The city, lying near the coast, is noisy.</li> <li>• Apostrophe is used to show missing letters e.g. I'm , Don't</li> <li>• <b>Apostrophe is used to show</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use a title</li> <li>• Add a clear opening sentence</li> <li>• <b>Pupils write their own persuasive piece for a specific audience</b></li> <li>• <b>Write sentences using you, and, or, we</b></li> <li>• <b>Use imperative</b></li> <li>• Begin to give reasons e.g. because, however, so, for, and, for example, <b>might, could, must, should</b></li> <li>• <b>Use a case study or example to prove your point</b></li> <li>• Expand points e.g. this proves, this shows, this leads to</li> <li>• Use of strong verbs and adjectives</li> <li>• Use a rhetorical question.</li> <li>• Use a superlative</li> <li>• Expand items by descriptions in lists when using a comma e.g. sweet tasting, fluffy pink candyfloss</li> <li>• <b>Present their work appropriately</b></li> <li>• Organise writing into paragraphs.</li> <li>• <b>according to audience</b></li> <li>• Alliteration, bullet points, logo, slogans</li> <li>• <b>Conclude using a powerful statement.</b></li> <li>• Use the colon to extend ideas</li> <li>• <b>Use the semi-colon to show contrast and balance</b></li> </ul>
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			<p><b>possession e.g. the lion's roar/lions' roar</b></p>	<ul style="list-style-type: none"><li>• Add two adjectives inside a double comma e.g. The city, tall and crowded, is noisy.</li><li>• Add an adjectival phrase inside a double comma e.g. The city, lying near the coast, is noisy.</li><li>• Add a which, who or where phrase inside a double comma e.g. The city, which is built near the coast, is noisy.</li><li>• <b>Add extra information inside the double dash for emphasis and effect e.g. The city – home to many millionaires – is on the coast.</b></li><li>• Apostrophe is used to show missing letters e.g. I'm , Don't</li><li>• Apostrophe is used to show possession e.g. the lion's roar/lions' roar</li></ul>
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## Explanation Texts

	Nursery	Reception	Year 1	Year 2
<b>Oracy</b>	<p><b>Word Tennis:</b></p> <ul style="list-style-type: none"> <li>Teacher models with another adult or child.</li> <li>Scaffold with images of the topic matter e.g. the messy monster they have created..</li> <li>Use single describing words – to ‘ping pong’ back and fore about the messy monster e.g. cold, wet, mushy etc.</li> <li>Words should be chosen that are different to their partners.</li> </ul>	<p><b>Freeze Frame / Thought tapping:</b></p> <ul style="list-style-type: none"> <li>Teacher models with another adult or child.</li> <li>Pupils discuss and share ideas about how they are going to position themselves in the freeze frame. Pupils are given the same moment or event to freeze frame.</li> <li>Pupils ‘melt into freeze’, holding the position.</li> <li>Pupils respond to the teacher who lightly taps them on the shoulder in the freeze frame using simple words or phrases/or a sentence stem e.g. I am...I am...because...</li> </ul>	<p><b>Babble Gabble</b></p> <ul style="list-style-type: none"> <li>Provide pupils with pictures or sentence stems and matching answers that they need to partner up e.g. <i>Pirates have an eye patch because they have been fighting. A ship has a canon to beat another ship in a battle. Pirates have a flag to show that they are scary.</i></li> <li>After sorting they take turns to babble gabble the sentences back and fore to each other, turning one over at a time.</li> <li>Follow on from what their partner has said after listening and looking at speaker.</li> </ul>	<p><b>Babble Gabble</b></p> <ul style="list-style-type: none"> <li>Take turns to babble gabble under the following headings:</li> <li><i>Pirates steal your money because...</i></li> <li><i>Pirates have a flag so that...</i></li> <li><i>Pirates wear an eye patch to...</i></li> <li><i>Pirates may have a hook so that...</i></li> <li><i>Pirates have a scary name because....</i></li> <li><i>The ships has a cannon so that...</i></li> <li>Follow on from what their partner has said after listening and sketch what their partner has said.</li> <li>Use imperatives with ‘ly’ words e.g. carefully, slowly etc.</li> <li>Talk in correct sequence for the events.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Use physical skeleton and pictures</li> </ul>	<ul style="list-style-type: none"> <li>Use physical skeleton and pictures</li> <li><b>Sequence more than 3 pictures</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher modelling use of skeleton</li> </ul>	<ul style="list-style-type: none"> <li>Teacher modelling use of skeleton</li> </ul>

	<ul style="list-style-type: none"> <li>Choose 2 or 3 pictures / objects and sequence them correctly e.g. seed, water, plant</li> </ul>	<p><b>in the correct order</b></p> <ul style="list-style-type: none"> <li><b>Teacher models genre during shared writing</b></li> <li><b>Pupils show an awareness of full stops.</b></li> <li><b>Add time connectives e.g. First, Next, Then, After that, Finally</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Use a title</b></li> <li><b>Teacher model use time connectives</b></li> <li><b>Pupils write their own explanation sentences</b></li> <li><b>Pupils write their own sentences using capital letter, full stop and question/exclamation marks where appropriate.</b></li> <li><b>Add pictures</b></li> <li><b>Introduce the double comma to explain difficult words e.g. The eagle has talons, sharp claws, and a pointy beak.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Write title as a question e.g. How do plants grow?</b></li> <li>Teacher model use of connectives e.g. <b>First, Next, Then, After that, Finally</b></li> <li>Pupils write their own explanation sentences using time connectives</li> <li>Pupils write their own sentences using capital letter, full stop and question/exclamation marks where appropriate.</li> <li><b>Begin to use the double comma to explain difficult words e.g. The eagle has talons, sharp claws, and a pointy beak.</b></li> <li><b>Begin to give reasons e.g. because</b></li> <li><b>Add a diagram</b></li> </ul>
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## Explanation Texts

	Year 3	Year 4	Year 5	Year 6
<b>Oracy</b>	<p><b>Fish and Chips</b></p> <ul style="list-style-type: none"> <li>• Take it in turns to talk to their partner extending their ideas, adding relevant vocabulary . Speak for at least 20 seconds about what the poor man did to help the people.</li> <li>• Use cause and affect language e.g. so, because, consequently, therefore.</li> <li>• Listen carefully to what their partner is saying and identify what they have now learnt about the man e.g. noting down ideas or new vocabulary afterwards.</li> <li>• After listening to their partner ask for further details or more information if required e.g. can you tell me more about x.</li> <li>• Recall and share what</li> </ul>	<p><b>Babble Gabble/Luckily Unluckily</b></p> <ul style="list-style-type: none"> <li>• Take turns to babble gabble information back to their partner using time phrases e.g. after a while, a little later on etc.</li> <li>• Incorporate key vocabulary and adverbs into my babble gabble (some may be provided by the teacher)</li> <li>• Use cause and affect language e.g. as a result, consequently, therefore.</li> <li>• Follow on from what their partner has said after listening carefully.</li> <li>• Talk in correct sequence for the events.</li> <li>• Include luckily...unluckily... as part of the babble gabble e.g. <i>luckily the birds had a plan...unluckily they had to find some.</i></li> </ul>	<p><b>If Objects Could Speak (an object from the water cycle/ river)</b></p> <ul style="list-style-type: none"> <li>• Talk in role as an object they have chosen linked with the water cycle.</li> <li>• Use imagination and empathy to describe what they do or what they can see, hear, feel, smell, move etc on their journey to become a river.</li> <li>• Use a sentence stem as a scaffold when they step into the circle in role e.g. I am the sun that...As I am heated up I change from a liquid to a gas...</li> <li>• Use appropriate, specific scientific vocabulary e.g. condense, evaporate, precipitation, particle.</li> </ul>	<p><b>Ask an Expert</b></p> <ul style="list-style-type: none"> <li>• Pupils talk about a subject matter linked with transition e.g. transport, homework, uniform, bullying, timetabling etc. Their provide key information and may use repetition of key points.</li> <li>• Make multiple points about the subject matter.</li> <li>• Link ideas together during talk using connectives: furthermore, in addition, also.</li> <li>• Use expression, pace and gesture – slowing down and speeding up to emphasise key points when speaking.</li> <li>• Speak convincingly and authoritatively about the subject matter.</li> <li>• Pupils Interrupt confidently to question the expert, referring back to points that have previously made e.g. As I said...further to my point was x.</li> <li>• Include reasons for the information using cause and</li> </ul>

	they have been talking about with another Fish and Chips pair.			effect language e.g. <i>Remember your homework...so that you do not have detention. Use the map of the school because you will need to be on time for lessons.</i>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Teacher modelling use of skeleton</li> <li><b>Explain 'How ...'</b></li> <li>Write title as a question e.g. How do plants grow?</li> <li><b>Create list of time connectives e.g. First, Next, Then, After that, Finally</b></li> <li><b>Present tense</b></li> <li><b>Use the double comma to explain difficult words e.g. The eagle has talons, sharp claws, and a pointy beak.</b></li> <li>Pupils write their own explanation sentences using time connectives</li> <li><b>Write in clear sequence, beginning to use sections/paragraphs.</b></li> <li><b>Introduce term causal connective e.g. as a result of, this causes, this leads to</b></li> <li><b>Add a diagram and label it</b></li> </ul>	<ul style="list-style-type: none"> <li>Pupils use skeleton to plan explanation piece</li> <li>Explain 'How ...'</li> <li>Write title as a question e.g. How do plants grow?</li> <li>Create list of time connectives e.g. Present tense</li> <li>Pupils write their own explanation piece using a range time connectives</li> <li><b>Organise writing into sections/paragraphs.</b></li> <li><b>Use technical vocabulary</b></li> <li><b>Use double comma to give clear and accurate definitions</b></li> <li><b>Pupils use term causal connective e.g. as a result of, this causes, this leads to</b></li> <li>Add a diagram and label it</li> <li><b>Apostrophe is used to show missing letters e.g. I'm , Don't</b></li> </ul>	<ul style="list-style-type: none"> <li>Pupils use skeleton to plan explanation piece</li> <li><b>Explain 'Why ...'</b></li> <li>Write title as a question e.g. How do plants grow?</li> <li>Use time connectives, words and phrases e.g. After 5 minutes, whilst</li> <li>Present tense</li> <li>Pupils write their own explanation piece using a range time connectives</li> <li>Use technical vocabulary</li> <li>Use double comma to give clear and accurate definitions</li> <li>Pupils use <b>varied</b> causal connective e.g. as a result of, this causes, this leads to</li> <li>Add a clear opening sentence</li> <li><b>Expand points</b></li> <li><b>Use accurate verbs and adjectives</b></li> <li><b>Ban 'get'</b></li> <li>Present their work appropriately e.g. add pictures, use of font, colour</li> <li>Organise writing into paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils use skeleton to plan explanation piece</li> <li>Explain 'Why ...'</li> <li>Write title as a question e.g. How do plants grow?</li> <li>Use time connectives, words and phrases e.g. After 5 minutes, whilst</li> <li>Present tense</li> <li>Pupils write their own explanation piece using a range time connectives</li> <li>Use technical vocabulary</li> <li>Use double comma to give clear and accurate definitions</li> <li>Pupils use <b>more varied</b> causal connective e.g. as a result of, this causes, this leads to</li> <li>Add a clear opening sentence</li> <li>Organise writing into paragraphs.</li> <li>Expand points</li> <li>Use accurate verbs and adjectives</li> <li><b>Adapt language according to audience</b></li> <li><b>Use adverbial and prepositional phrases plus comma to start sentences e.g. With great determination, .. Under the earth's mantle ...</b></li> </ul>

			<ul style="list-style-type: none"> <li>• Apostrophe is used to show missing letters e.g. I'm , Don't</li> <li>• <b>Apostrophe is used to show possession e.g. the lion's roar/lions' roar</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ban 'get'</li> <li>• <b>Present their work appropriately according to audience</b></li> <li>• Apostrophe is used to show missing letters and possession.</li> </ul>
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## Writing Creative Continuum

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Information	Instruction	Discussion	Recount	Persuasion	Explanation
Narrative 1- Skills		Narrative 2 - Genre		Poetry	

### Creative Writing Detailed Planning

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<b>Narrative 1</b> Focus on story writing skills		<b>Narrative 2</b> Story writing		<b>Poetry</b>	
<b>Plot, Character, Setting and Craft to be studied throughout however additional focus below.</b>					
N/R	Listening to /reciting fairytales	N/R	Retelling fairytales (Pie Corbett)	N/R	Reciting rhyme / Concept of rhyme
Y1	Narrative structure	Y1	Retelling and adapting fairytales	Y1	Reciting rhyme / Concept of rhyme
Y2	Characters and appearance	Y2	Animal	Y2	Shape poems ( <i>similes</i> )
Y3	Setting	Y3	Myths & Legends ( <i>cwricwlwm cymreig</i> )	Y3	Acrostic

Y4	Character dialogue ( <i>speech marks</i> )	Y4	Detective and Mystery	Y4	Haiku, Limerick ( <i>similes</i> )
Y5	Revise dialogue/Openings & Endings	Y5	Ghost stories / horror	Y5	Raps /Lyrics ( <i>personification</i> )
Y6	Atmosphere & Mood ( <i>inference</i> )	Y6	Sci-fi / Fantasy	Y6	Ballads ( <i>metaphors</i> )

## Narrative - FP

Nursery	Reception	Year 1	Year 2
<b>MAIN FOCUS: PLOT</b>			
<ul style="list-style-type: none"> <li>Retelling fairytales using puppets / small world play</li> <li>Drawing stories</li> </ul>	<ul style="list-style-type: none"> <li>Retelling fairytales using puppets / small world play</li> <li><b>Begin to 3 lily pads to retell known fairytales / own experiences (beginning, middle and end)</b></li> <li>Drawing stories</li> <li>Add labels.</li> </ul>	<ul style="list-style-type: none"> <li>Retelling fairytales using puppets / small world play</li> <li><b>Use 3 lily pads to retell stories (beginning, middle and end)</b></li> <li><b>Begin to use time connectives: On/In, Afterwards, At the end we...</b></li> <li>Draw and label using adjectives.</li> <li>Add a caption to sum up the picture.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Retelling a range of stories using appropriate props.</li> <li><b>Use a sequence of 5 time connectives (lily pads) to retell stories.</b></li> <li>Draw, label and caption.</li> <li><b>Zoom in and add specific details (use of story train).</b></li> <li><b>Use your lily pads to write a 5 sentence story independently.</b></li> </ul>
<b>MAIN FOCUS: CHARACTER</b>			
<ul style="list-style-type: none"> <li>Name of character</li> </ul>	<ul style="list-style-type: none"> <li><b>Name of character and one descriptive detail</b></li> <li><b>Teach ways to describe physical appearance</b></li> </ul>	<ul style="list-style-type: none"> <li>Name of character and one descriptive detail</li> <li>Teach ways to describe physical appearance</li> <li><b>Add description of face with sufficient detail (e.g. beard, long hair, spotty skin).</b></li> <li><b>Add judgement adjective (e.g. nice, nasty, greedy, scary).</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Name of character and status</b></li> <li>Teach ways to describe physical appearance</li> <li>Add description of face with sufficient detail (e.g. beard, long hair, spotty skin).</li> <li>Add judgement adjective (e.g. nice, nasty, greedy, scary).</li> <li><b>Add description of clothes and possessions</b></li> </ul>
<b>MAIN FOCUS: SETTING</b>			
<ul style="list-style-type: none"> <li>Name of place</li> </ul>	<ul style="list-style-type: none"> <li><b>Name of place and one descriptive detail</b></li> <li><b>Add weather</b></li> </ul>	<ul style="list-style-type: none"> <li>Name of place and one descriptive detail</li> <li>Add weather</li> </ul>	<ul style="list-style-type: none"> <li>Name of place and <b>descriptive details</b></li> <li>Add weather</li> </ul>

		<ul style="list-style-type: none"> <li>• Add what they can see and hear</li> </ul>	<ul style="list-style-type: none"> <li>• Use all five sense to describe the setting</li> <li>• Add colour</li> </ul>
<b>MAIN FOCUS: CRAFT</b>			
	<ul style="list-style-type: none"> <li>• Use 'On...' to start a story</li> </ul>	<ul style="list-style-type: none"> <li>• Model and use 'Once upon a time..' to start a story</li> </ul>	<ul style="list-style-type: none"> <li>• Onomatopoeia</li> <li>• Model starting a story with a sound</li> </ul>

## Narrative – KS2

Year 3	Year 4	Year 5	Year 6
<b>MAIN FOCUS: PLOT</b>			
<ul style="list-style-type: none"> <li>Consolidate skills from Year 2</li> <li><b>Use Story Glove as a retelling planning tool.</b></li> </ul>	<ul style="list-style-type: none"> <li>Consolidate skills from Year 3</li> <li><b>Use Story Sandwich as a retelling planning tool.</b></li> </ul>	<ul style="list-style-type: none"> <li>Consolidate skills from Year 4</li> <li><b>Use Story Mountain as a retelling planning tool.</b></li> </ul>	<ul style="list-style-type: none"> <li>Consolidate skills from Year 5</li> <li><b>Use Story Mountain with hook as a retelling planning tool.</b></li> <li><b>Choose and use their own story planning tool.</b></li> </ul>
<b>MAIN FOCUS: CHARACTER</b>			
<ul style="list-style-type: none"> <li>Consolidate descriptions from Year 2</li> <li><b>Bring character to life with description of movements and gestures</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Use speech + speaker pattern</b> i.e. “No,” he said.</li> <li><b>Develop speech verbs.</b></li> <li><b>Add said + adverb.</b></li> <li><b>Add motivations and purpose for actions</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Speaker + speech</b> i.e. He said, “No.”</li> <li><b>Add feelings and inner thoughts.</b></li> <li><b>Introduce ‘Show not tell.’</b> E.g. instead of using ‘angry’ use ‘slammed door and hurled his bag on the floor.’</li> </ul>	<ul style="list-style-type: none"> <li><b>Speech + speaker + speech</b> i.e. “No,” he said. “Go away.”</li> <li><b>Use ‘Show not tell’</b></li> <li><b>Add a distinguishing feature.</b></li> </ul>
<b>MAIN FOCUS: SETTING</b>			
<ul style="list-style-type: none"> <li>Consolidate skills from Year 2</li> <li><b>Add prepositional phrases + comma to start sentences.</b></li> <li><b>Use a list to describe a place using commas appropriately.</b></li> </ul>	<ul style="list-style-type: none"> <li>Consolidate skills from Year 3</li> <li>Add prepositional phrases + comma to start sentences.</li> <li>Use a list to describe a place using commas appropriately.</li> <li><b>Zoom in to provide specific details about a feature within the place.</b></li> <li><b>Add similes.</b></li> </ul>	<ul style="list-style-type: none"> <li>Consolidate skills from Year 4</li> <li>Add prepositional phrases + comma to start sentences.</li> <li>Use a list to describe a place using commas appropriately.</li> <li>Zoom in to provide specific details about a feature within the place.</li> <li><b>Extend similes.</b></li> <li><b>Use personification to create atmosphere.</b></li> </ul>	<ul style="list-style-type: none"> <li>Consolidate skills from Year 5</li> <li>Add prepositional phrases + comma to start sentences.</li> <li>Use a list to describe a place using commas appropriately.</li> <li>Zoom in to provide specific details about a feature within the place.</li> <li>Extend similes.</li> <li>Use personification to create atmosphere.</li> </ul>

			<ul style="list-style-type: none"> <li>• Use metaphors and comparative phrases to create atmosphere and mood.</li> <li>• Help the reader to visualise by describing in detail and creating a 3D world by naming more than one feature / aspect of the setting.</li> </ul>
<b>MAIN FOCUS: CRAFT</b>			
<ul style="list-style-type: none"> <li>• <b>Model starting a story with a question</b></li> <li>• <b>Repetition of an important word for effect e.g. angry, very angry! Freezing feet, freezing hands.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate skills from Year 3</li> <li>• <b>Model starting a story with dialogue</b></li> <li>• <b>Add similes.</b></li> <li>• <b>Use alliteration in names.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate skills from Year 4</li> <li>• <b>Model starting a story by directly addressing the reader using 'You'</b></li> <li>• <b>Model starting a story by describing a place in detail</b></li> <li>• <b>Extend similes.</b></li> <li>• <b>Use personification to create atmosphere.</b></li> <li>• <b>Repetition of an important phrase or sentence effect e.g. the clock chimed to signal a scary event.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate skills from Year 5</li> <li>• <b>Model starting a story with a superlative</b></li> <li>• <b>Model starting a story with a present participle.</b></li> <li>• <b>Use metaphors and comparative phrases to create atmosphere and mood.</b></li> <li>• <b>Use a dash to create tension.</b></li> <li>• <b>Use a short sentence or sequence of sentences for impact.</b></li> </ul>

# Writing Rationale @ LPS

## Writing Rationale

Writing makes a significant contribution to the development of children as thinkers and learners. The purpose of this policy is to promote a consistency of approach and to ensure that continuity and progression are embedded in our practice.

## Writing Aims

- To assist pupils in becoming efficient and effective writers who are able to write appropriately for a variety of audiences.
- To assist pupils in acquiring the knowledge and skills to communicate effectively within a range of contexts.
- To assist pupils to become aware of and appreciate the writer's craft

## Writing Objectives

Writing is a complex skill that will not develop without teaching and practice. We endeavour to meet our aims by ensuring that pupils are provided with experiences that:

- help children to use texts to gain more knowledge about improving their own writing
- giving practice of extended writing in a variety of purposeful contexts
- develop positive attitudes to the writing process including planning and redrafting
- support improvement and high expectation of core skills i.e. spelling , grammar and punctuation.
- provide feedback to pupils which will enable them to improve their writing skills
- maintain and develop a high writing achievement ethos at all stages in the school

## Writing at the Early Stages

At the very early stages teachers will use a three pronged approach to develop pupils' writing skills.

### 1 - Independent writing

The child attempts to write on his/her own. This may consist of scribbles, letter like forms, actual letters, invented spellings, conventional words, or a combination of these. Children should be encouraged to read back what they have written.

### 2 - Scribing

The teacher acts as a scribe for the child. On some occasions it will be beneficial to write down exactly what the child says without modification by the teacher. Children should learn that writing can be speech written down.

### 3 - Copying

The child creates a short piece of writing using either a class or personal bank of topic words. The teacher can introduce this approach by scribing what the child wants to write on a mini whiteboard, asking the child to suggest what words start with and model the writing process by 'thinking aloud'. The teacher will point out the need for 'finger spaces' and ask the child to re-read what has been written, in order to suggest what word needs to come next. The child then puts the sentence back together again and re-reads it before copying it out on paper.

## Teaching writing at Llangyfelach Primary School

Classes are immersed in a specific genre per half term. Narrative and poetry are also taught across the three terms. Each genre has a progressive model in which skills and LNF requirements have been carefully mapped in order to ensure continuity and progression in the teaching of writing.

## 12 Principles of effective learning and teaching:

1. Clear objectives and success criteria should be set for each writing lesson. These should be shared with the children and displayed during the lesson.
2. There should be a literacy rich environment in the classroom, reflecting both current topics and pupils writing. A 'Writer's Wall' should be present in all classrooms which displays the current genre's planning skeleton. Examples of the current genre should also be attached along with ideas, thoughts the children have collected regarding the chosen genre. Part of the Writer's Wall consists of an area where pupils can write/collect words / phrases from other texts that may be useful. The correct series of connectives for the specific genre should also be displayed.
3. Pupils are immersed in a particular genre through a range of immersion activities before writing takes place.
4. A model is provided for the children of the kind of writing expected. This takes place during shared reading or writing activities.
5. Children should plan their writing using the skeleton grids. This is done practically lower down in the Foundation Phase. The teacher will model the correct use of the planning skeletons higher up the foundation phase in order for pupils to use them independently within Key Stage 2.
6. Children may be given a scaffold to help them with their planning.
7. Cornerstone will provide the context for writing may but the range of skills necessary should be taught systematically.
8. Starting points for writing should be carefully selected to provide a meaningful context. Children respond better when they know why they are writing and whom it is for i.e. Purpose – Audience – Form.
9. Talking and reading assist writing. This should be appropriately encouraged in the classroom through guided reading and the class novel. This will encourage the use of extended vocabulary and style.
10. Planning / drafting / editing should be used to improve both the context and the conventions of writing.
11. Spelling mistakes of "unknown" words can be highlighted by the use of ... and used as a tool for learning but this should not overshadow other aspects of the writer's craft.
12. Conventions of writing i.e. grammar are best taught from the child's own writing or through shared reading of extracts from the class novel. It is this context that children can gain a better understanding of how grammar and punctuation are features of particular text types. Within the Foundation Phase and in lower KS2, grammar and punctuation will also be taught in a systematic way using Jolly Grammar.

## Promoting high expectations

All teachers should have high expectations in regard to the standard of pupils' writing, taking due account of the child's stage of development. All pupils should be encouraged to achieve the highest possible standard of writing according to their stage of development and level of ability. These expectations can be made explicit in a variety of ways:

- Use of positive feedback (oral or written)
- Stickers/stamps
- Seren Y Wythnos certificates
- Reading children's writing to the class and modelling successful elements
- Child reads writing to the class (or another class)
- Display children's writing around the school
- Publish children's writing in 'books' and ibooks.

## Handwriting

- There is a consistent approach to handwriting in every class throughout the school.
- To assist with this the 'Nelson' handwriting schemes will form the basis of development work in handwriting.
- The first handwriting lessons are very important. What is learned may affect the writer for many years to come.
- Short weekly handwriting sessions will be planned as they produce the best results.
- Ensure that children are comfortable and relaxed and that their pencil grip is correct.
- Joined handwriting will be introduced by the end of the Foundation Phase.

- In Year 3, a pen will be awarded to pupils when they have reached a high standard of presentation. This will be a reward for good presentation and will be promote a positive attitude. All pupils will go on to write in blue pen in KS2.

### **Use of ICT to develop and enhance writing skills**

Using a word processor and desk top publishing gives an immediately attractive, uniform look to a child's writing which can be especially satisfying and can boost the confidence of a child with poor handwriting.

At all times, children should be encouraged to think about the purpose of the piece of writing and what audience it is for and this should influence the final presentation of their writing e.g. choice of font, justification, layout, choice of colour and use of bullet points etc. However, most pieces of work should be handwritten in order for pupils to develop their own skills in layout, presentation.

### **Formative assessment as part of teaching**

- The purpose of formative assessment is to identify what pupils have learned and can do and what their next steps in learning should be. While children are engaged in their writing task, teachers will monitor, support and talk to them about their writing. This is the most effective form of assessment.
- Children should be encouraged to proof read and edit their own work, or that of a writing partner using the Rubrics.
- After each writing task pupils should be made aware of their next steps in learning.
- AfL strategies should be adopted to close the gap in progress made – see marking policy.
- INCERTS is used to record fortnightly writing assessments.

## Marking finished writing

- Teachers should mark a finished piece of writing against the targets/criteria set for the task.
- Marking should help the child improve his/her writing.
- After discussion, and depending on the maturity of the pupil, s/he should be encouraged to follow a first draft with a second, more refined version in their Cornerstone book. The redrafting process can also focus on just one part of the first draft e.g. a redraft of the opening paragraph to improve it further.

## Summative assessment of writing

- Levelled samples of writing linked to Cornerstone are brought to standardisation meetings at the end of every half-term.
- Staff discuss the features of the text along with the SLT to ensure levelling has taken place correctly.
- The Literacy Coordinator uses this process as part of her monitoring of the subject to ensure consistency in teaching and progression of skills. The coordinator then collates all samples given.

## Monitoring and Review

Teachers' plans will provide evidence of balance and appropriateness of writing activities. Pupil work on writing will be monitored on a fortnightly basis. This will involve the Headteacher, SLT and all teaching staff. Classroom display and lesson observations will also form an important part of the monitoring process. Discussion with staff and pupils will also ensure that the school policy is being followed consistently.