

# Woolenwick Junior School

## Writing Policy V1

Policy Name	Writing policy
Created by	Woolenwick Junior School
Responsibility of	School Improvement Committee
Reviewed by	Clare Herbert
This Review Date	March 2014
Next Review Due	March 2017
Cycle	3 years
Ratified by Full Governing Body on	19.3.14

### Version History

Version	Amendments	Date	Author
V1	Original document	March 2014	CH

**English Coordinator:** Kerri McLay

**English Governor:** Michelle Upchurch

*'You can't use up creativity. The more you use, the more you have'*

Maya Angelou

*'The six golden rules of writing: read, read, read and write, write, write'*

Ernest Gaines

### **Aims of the Policy**

To ensure that we:

- have consistent, standard and manageable practices;
- to develop creativity and a love of writing across a range of genres;
- meet the statutory objectives of the National Curriculum (Sept '2014);
- scaffold children towards being able to write at length with confidence;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- help children to acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing and spoken language;
- link reading and writing, so children appreciate our rich and varied literary heritage and are provided with exciting opportunities to transfer skills across the curriculum and in 'real life';
- can work with parents/carers to support children's learning in and out of school.

The implementation of the policy is the responsibility of all staff, overseen by the English Coordinator.

## **Principles of teaching writing**

**The key purpose of teaching writing is to support the child in their learning journey and help them to become better communicators.**

We teach the skills of writing within daily English lessons, which focuses upon writing composition (articulating ideas and structuring them in speech and writing), which includes vocabulary, grammar and punctuation. Composition will be the focus of this policy. Alongside this, we consistently model and expect high standards of transcription (spelling and handwriting). For more information on transcription, please refer to the Spelling and Handwriting policies.

## **Process of teaching writing**

We divide the teaching of writing into 4 clear stages. This process is heavily influenced by the 'Talk for Writing' approach and the work of Pie Corbett ([www.talk4writing.co.uk](http://www.talk4writing.co.uk)). Typically each genre is taught over a 3 week unit (Appendix 1).

### **IMMERSION – getting hooked and reading as a writer**

- Begin with a creative context such as drama, book, video or an off-site visit
- Read as a reader - Book Talk
- Reading as a writer – magpie-ing ideas
- Warming up the tune of the text
- Create a toolkit (success criteria)
- Connect with what the children already know – e.g. 'Have you ever done persuasive writing before?' 'What text did you learn?'

### **IMITATION – familiarisation**

- Orally retelling a text till it can be told fluently:
  - often specially written to 'hit' key next steps in the children's learning and year group expectations (Appendix 2 plus Appendix 2 in National Curriculum p66 - 69);
  - emphasising certain sentence structures and connectives;
  - carefully pitched to convey high expectations
- Multi-sensory approach made memorable:
  - story map - hand-drawn on flip chart, with colour;
  - agreed actions (Appendix 3);
  - use of other tools e.g., musical instruments for punctuation, puppets.
- Whole class participation with communal and then independent retelling. Ensure children know it well enough so they can embellish it later.
- Capture with digital photographs or video, to display in classroom, remind absent children, use for assessment and for use the next time the genre is taught.

- Box up the orally learnt text (might be called 'bare boning'):
  - pull out structure;
  - use colour;

## **INNOVATION – adapting a well-known text**

- Spend a considerable time modelling writing:
  - model one paragraph at a time (on flip chart) – one each day;
  - display 'growing' text on a washing line;
  - ensure text is of a high quality and models sentence structures etc. children are expected to use;
  - teach tips e.g. 'name the noun'
  - use colour to emphasis key foci (Appendix 4);
  - have a save box for good ideas to use later;
  - reinforce strategies e.g. 'we never dodge a good word because we can't spell it'
  - make effective use of additional support e.g. modelling being editing partner, creating a word bank, modelling thinking.
- Through modelling thinking, editing writing and when guiding children to 'have a go':
  - re-use the basic text pattern – 'hug closely';
  - embellish the text and 'make it your own' by substitution, addition, alteration, change of viewpoint etc. - use post-it notes over the top of the original map;
  - add in new information, extend and develop ideas with extra information, views or comments;
  - continue to magpie words, ideas, tips and hints;
  - encourage children to use colour (underline or highlight) to emphasis key foci (Appendix 4).
- Provide frequent, specific feedback:
  - constructive oral feedback throughout the process – tell children what they are doing well and how to further improve;
  - mark work, after children have had a chance to peer- and self-assess;
  - use visualizer to provide whole class feed-forward;
  - provide re-reading and 'polishing' time, to action on marking (DIRTY work).

*For further guidance, see the Marking and Constructive Feedback Policy.*

## **INVENTION and INDEPENDENT APPLICATION**

- In fiction writing, build up a new story – drawing, drama, images, video, first-hand experience, location, quality reading, etc.
- In non-fiction writing, work within a form but chooses own topic.
- Independently apply non-fiction across the curriculum.

## **A writing classroom**

Each classroom will have:

- a working wall displaying key stages in the writing process (Appendix 4).
- a washing line displaying the text as it grows.
- a reading area/book corner, with class books of children's published texts.

Each class will display 'finished product' published work as a celebration e.g. communal display, school website, class assembly.

## **Expectations**

Progression of writing will follow the structure identified in the National Curriculum (Sept 2014). Most children will be expected to be working at (or possibly above) the objectives for their year group.

For some children with SEND or EAL, they may be working below this expectation. Through differentiation, scaffolding, use of ICT and additional support, teachers will ensure these children are able to access the lessons and make progress from their starting points.

## **Assessment**

Children's day-to-day writing will be assessed through marking. Teachers and teaching assistants will provide positive and constructive oral or written feedback including advice for further improvement. Peer- and Self-assessment will also be embedded in teaching, especially when editing and redrafting writing. *For further guidance, see the Marking and Constructive Feedback Policy and Assessment Policy.*

### **Baseline assessment**

- At the beginning of each writing unit, children will complete an 'unseen' writing task.
- This will be written on **green** (for growth) lined paper and stuck in each child's English book, at the beginning of the unit. This paper is stored in the art area.
- This will act as a baseline for the unit. Teachers will then mark this work, suggesting 3 areas for improvement.
- Teacher will then tailor whole class teaching and guided support around these identified areas.

### **Post-unit assessment**

- At the end of each writing unit, during or after the invention and independent application stage children will repeat the same writing task (or a new one in the same genre).

- This will be written on **purple** lined paper and stuck in each child's English book at the end of the unit. This paper is stored in the art area.
- This will show progress across the unit. Teachers will then mark this work, focusing on the 3 identified areas for improvement and each child's passport targets.

### **English Grammar, Punctuation and Spelling Tests**

In Year 5 and 6, there will be a particular focus on the discrete teaching of spelling, punctuation and grammar (SPAG) in preparation for the end of key stage test. Children will complete 5 minute daily SPAG quizzes, which they will mark together with the teacher. At the end of each term, children will take a more comprehensive SPAG test, which will help to identify gaps in children's understanding and help to inform teacher's assessment of attainment.

### **Roles and Responsibilities**

#### **Governors**

- to ensure that the school shares, implements and monitors this policy
- to ensure that the policy is reviewed at least every 3 years or more frequently if appropriate.

#### **The Headteacher**

- to ensure that the implementation and monitoring of this policy is manageable, consistent and has a positive impact on children's learning

#### **English Coordinator**

- to ensure the effective implementation of this policy
- to regularly monitor the implementation and effectiveness of this policy
- to provide feedback to Governors on the effectiveness of this policy

#### **Teachers and Teaching Assistants**

- to implement this policy and follow the identified guidelines
- to provide appropriate guidance to children to accelerate their learning
- to provide workbooks for scrutiny as required and to act on any feedback given

Pre-write assessment – identify next steps.

Appendix 1

## Suggested Framework for Talk for Writing – WOOLENWICK JUNIOR SCHOOL

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>	<b>Fascinator/Hook</b> Drama Artefact Film Clip (The Literacy Shed) Picture book  <i>Sp &amp; L focus</i>	<b>Exploring the text</b> Book talk - PPPB inference & deduction, compare & contrast  <i>Reading focus</i>	<b>Exploring the text</b> Pick out key features, structure Magpie Create work bank  <i>Reading focus</i>	<b>Grammar</b> Discretely teach key grammatical structure you will apply in modelling.  <i>G&amp;P focus</i>	<b>Imitation</b> Orally learn text as whole class with story map (best pre-written by the teacher to the correct level)  <i>Sp &amp; L focus</i>
		Annotate text in books Word bank on WW		Sentence activity in books	
<b>Week 2</b>	<b>Imitation</b> Orally re-learn text in groups/pairs – improve language, internalise sentence structure.  <i>Sp &amp; L focus</i>	<b>Innovation</b> Teacher model boxing up and changing character, point of view etc  Children box up own text (planning)  <i>Writing focus</i>	<b>Innovation</b> <ul style="list-style-type: none"> <li>Ch'n act on marking (10 mins)</li> <li>Model <b>P1</b> (with grammar) (20 mins)</li> <li>Children write own <b>P1</b> (20 mins)</li> <li>Children peer assess (10 mins)</li> </ul> <i>Writing focus</i>	<b>Innovation</b> <ul style="list-style-type: none"> <li>Ch'n act on marking (10 mins)</li> <li>Model <b>P2</b> (with grammar) (20 mins)</li> <li>Children write own <b>P2</b> (20 mins)</li> <li>Children peer assess (10 mins)</li> </ul> <i>Writing focus</i>	<b>Innovation</b> <ul style="list-style-type: none"> <li>Ch'n act on marking (10 mins)</li> <li>Model <b>P3</b> (with grammar) (20 mins)</li> <li>Children write own <b>P3</b> (20 mins)</li> <li>Children peer assess (10 mins)</li> </ul> <i>Writing focus</i>
<b>Week 3</b>	<b>Innovation</b> <ul style="list-style-type: none"> <li>Ch'n act on marking (10 mins)</li> <li>Model <b>P4</b> (with grammar) (20 mins)</li> <li>Children write own <b>P4</b> (20 mins)</li> <li>Children peer assess (10 mins)</li> </ul> <i>Writing focus</i>	<b>Innovation</b> Provide time to complete and edit.  Heavily mark during lesson and afterwards before children publish.	<b>Innovation</b> Publish – be creative about this – what is the new learning this lesson?  Could video, oral recording, do whole process on computer etc	<b>Invention</b> Talk through new text in pairs.  Box up  Orally rehearse text.  <i>Writing focus</i>	<b>Invention</b> Use pre-planned, boxed up text as a scaffold to write independently (applying what has been learnt)  <i>Writing focus -Mark            against progress from            green piece.</i>

Take photos to add to your WW and children's books.

Take photos and write out key language structures - WW

Flip charts on WL  
 Story map  
 Boxing up  
 4 Modelled paragraphs

## Appendix 2 – Woolenwick Junior School Progression

### YEAR 3

	Imitation	Innovation	Invention	
Securing Subject matter	<p>It is assumed that all aspects of imitation from KS1 have been internalise by this point. A decreasing amount of time should be spent on this stage, although sufficient time must be given for the children to internalise each story.</p> <p><b>Retell:</b></p> <ul style="list-style-type: none"> <li>• Listen and join in with actions</li> <li>• Listen and join in with words</li> <li>• Orally rehearse using a story map/ mountain</li> </ul> <p>• <b>Record story plot using a story mountain (build up/ conflict /resolution)</b></p>	<p><b>Substitution:</b></p> <ul style="list-style-type: none"> <li>• Change the name of a character/setting /object</li> </ul> <p><b>Addition:</b></p> <ul style="list-style-type: none"> <li>• Add detail &amp; description to a character or setting</li> <li>• Add a new event</li> <li>• Make additions to sentence structure including dialogue.</li> <li>• Add a new character</li> </ul> <p><b>Alteration:</b></p> <ul style="list-style-type: none"> <li>• Change the events in the middle of a story, maintaining the beginning &amp; ending.</li> <li>• In role as one of the characters, tell the story from their point of view.</li> <li>• Change characteristics of a character e.g. from good to greedy.</li> <li>• Alter settings to impact on the story e.g. a forest to a housing estate.</li> </ul> <p>• <b>Recycle - use the original plot to write a new story(introduce)</b></p>	<p><b>Create a story from a range of stimuli: props, pictures, sounds, music.</b></p> <ul style="list-style-type: none"> <li>• Brainstorm ideas for story plots and events.</li> <li>• Re-use plots of known stories to create stories of their own.</li> <li>• Reflect the taught sentence structures etc. in their own story telling.</li> <li>• Class, group, paired and individual writing of stories.</li> </ul> <p>• <b>Introduce polishing pens as an introduction to editing:</b></p> <p>• <b>Paired proof reading (punctuation police, spelling spy, ideas investigator)</b></p>	Independent Application

**YEAR 3**

Language	Openers to connect text	Sentence constructions		Grammatical Technical
<p><b>Prepositions:</b> up, down, in, into, out, to, onto, over, across, inside, outside, under, behind, above, along, before, between, after</p> <p><b>next to, by the side of, in front of, during, through, throughout</b></p> <p><b>Determiners:</b> the, a, the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these</p> <p><b>Conditionals:</b> could, should, would</p> <p>Alliteration [simple]</p> <p>Similes using ...like...</p> <p>Similes using as..as..</p>	<p>Once upon a time Early one morning First Then Next So Finally One day Soon Suddenly At that moment Eventually While If After After a while As As soon as Before Immediately</p> <p><b>Later</b> <b>When</b> <b>Whenever</b> <b>Without warning</b> <b>While/</b> <b>meanwhile</b> <b>Although</b> <b>However</b></p> <p><b>Connectives to link parts of sentences</b></p> <p>and who until but because so that then while when to or</p> <p><b>if</b> <b>after</b> <b>also</b> <b>as well</b></p>	<p>Sentences beginning with 'luckily' and 'unfortunately'</p> <p>Sentences with more -ly openers e.g. silently, slowly [adverbs] bravely, cautiously (emotional description)</p> <p>Simple and compound sentences</p> <p>More complex sentences using connectives</p> <p>Repetition for rhythm: ...he walked and he walked.</p> <p>Repetition in description: ...a lean cat, a mean cat.</p> <p>Simple noun phrases [2 adjective to describe noun e.g. the scary, old woman]</p> <p>Simple expanded noun phrases e.g. lots of money; plenty of dragons</p> <p>Descriptive lists, e.g. he wore old shoes, a dark cloak and a red hat....</p>	<p>Adverbial phrases used to say when something is happening e.g. In the morning</p> <p><b>Adverbial phrases used to say where something is happening e.g. At the end of the lane....</b></p> <p><b>Adverbial phrases used to say how something is being done e.g. The man walked angrily down the street.</b></p> <p><b>-ing clauses as starters e.g. Grinning, he slipped the treasure into his bag.</b></p> <p><b>Sentences of three for description and action.</b></p> <p><b>Question sentences e.g. What was it?</b></p> <p><b>Exclaimed sentences e.g. It was gone!</b></p> <p><b>Speech with verb e.g. "Hello," she whispered.</b></p>	<p>word, sentence, letter, <b>consonant, vowel</b></p> <p>punctuation –capital letter, full stop, exclamation mark, question mark, apostrophe, comma, <b>direct speech, inverted commas (or 'speech marks')</b></p> <p>noun - <b>singular, plural, common, proper</b></p> <p>adjective</p> <p><b>verb, tense (past, present)</b></p> <p><b>adverb</b></p> <p><b>conjunction</b></p> <p><b>preposition</b></p> <p>word family, prefix, suffix</p> <p>clause, subordinate clause</p>

YEAR 4

	Imitation	Innovation	Invention	
Securing Subject matter	<p><b>Retell:</b></p> <ul style="list-style-type: none"> <li>• Listen and join in with actions/words</li> <li>• Orally rehearse using a story map/ mountain</li> <li>• Record plot using a story mountain (build up/ conflict /resolution)</li> </ul> <p>• <b>Re-tell the story from another point of view.</b></p> <p>• <b>Plan by boxing up paragraphs in a flow chart.</b></p>	<p><b>Substitution:</b></p> <ul style="list-style-type: none"> <li>• Change the name of a character/setting /object</li> </ul> <p><b>Addition:</b></p> <ul style="list-style-type: none"> <li>• Add detail/description to a character or setting</li> <li>• Add a new event/character</li> <li>• Make additions to sentence structure including dialogue.</li> </ul> <p><b>Alteration:</b></p> <ul style="list-style-type: none"> <li>• Change the events in the middle of a story, maintaining the beginning and ending.</li> <li>• In role as one of the characters, tell the story from their point of view.</li> <li>• Change characteristics of a character e.g. from good to greedy.</li> <li>• Alter settings to impact on the story e.g. a forest to a housing estate.</li> <li>• <b>Recycle - use the original plot to write a new story (consolidate).</b></li> </ul>	<p>Create a story from a range of stimuli: props, pictures, sounds, music.</p> <p>• <b>Develop ideas about characters and events through dramatic exploration.</b></p> <p>• <b>Introduce writer's toolkits each time a new type of text is used.</b></p> <ul style="list-style-type: none"> <li>• Brainstorm ideas for story plots and events.</li> <li>• Re-use plots of known stories to create stories of their own.</li> <li>• Reflect the taught sentence structures etc. in their own story telling.</li> <li>• Class, group, paired and individual writing of stories.</li> <li>• Introduce polishing pens as an introduction to editing.</li> <li>• Paired proof reading (punctuation police, spelling spy, ideas investigator)</li> </ul>	Independent Application

## YEAR 4

Language	Openers to connect text	Sentence constructions		Grammatical Technical
<p><b>Prepositions:</b> up, down, in, into, out, to, onto, over, across, inside, outside, under behind, above, along, before, between, after</p> <p><b>next to, by the side of, in front of, during, through, throughout, at, underneath, since, towards, beneath, beyond</b></p> <p><b>Determiners:</b> the, a, the, a, my, your, an, this, that, his her, their, some, all, lots of, many, more, those, these</p> <p><b>Conditionals:</b> could, should, would</p> <p><b>Alliteration [more advanced]</b></p> <p>Similes using ...like...</p> <p>Similes using as..as..</p> <p><b>Comparative and superlative adjectives</b></p> <p><b>Proper nouns e.g. A number 53 to Oxford Circus came speeding round the bend. (53... instead of 'a bus')</b></p>	<p>Once upon a time Early one morning First Then Next So Finally One day Soon Suddenly At that moment Eventually While If After After a while As As soon as Before Immediately Later When Whenever Without warning While/ meanwhile Although However <b>Unlike</b> <b>Most of all</b></p>	<p>Sentences beginning with 'luckily' and 'unfortunately'</p> <p>Sentences with more -ly openers e.g. silently, slowly [adverbs] bravely, cautiously (emotional description)</p> <p>Simple and compound sentences. More complex sentences using connectives</p> <p>Repetition for rhythm: ...he walked and he walked.</p> <p>Repetition in description: ...a lean cat, a mean cat.</p> <p>Simple noun phrases [2 adjective to describe noun e.g. the scary, old woman]</p> <p>Simple expanded noun phrases e.g. lots of money; plenty of dragons</p> <p>Descriptive lists, e.g. he wore old shoes, a dark cloak and a red hat....</p> <p><b>Short sentences for impact.</b></p>	<p>Adverbial phrases used to say when/where something is happening e.g. In the morning, At the end of the lane....</p> <p>Adverbial phrases used to say how something is being done e.g. The man walked angrily down the street.</p> <p>-ing clauses as starters e.g. Grinning, he slipped the treasure into his bag.</p> <p>Sentences of 3 for description and action.</p> <p>Question sentence e.g. What was it?</p> <p>Exclaimed sentences e.g. It was gone!</p> <p>Speech with verb e.g. "Hello," she whispered. <b>and adverb: "Hello," she whispered, sweetly.</b></p> <p><b>Drop in 'who' and 'ing' clauses e.g. Jane, who was very brave, laughed at the teacher. Jane, laughing at the teacher, fell off the chair.</b></p>	<p>word, sentence, letter, consonant, vowel</p> <p>punctuation – capital letter, full stop, exclamation mark, question mark, apostrophe, comma, direct speech, inverted commas (or 'speech marks')</p> <p>noun - singular, plural, common, proper, <b>pronoun, personal pronoun, possessive pronoun</b></p> <p>adjective</p> <p>verb, tense - past, present, <b>future</b></p> <p>adverb, <b>adverbial</b></p> <p>conjunction</p> <p>preposition</p> <p>word family, prefix, suffix</p> <p>clause, subordinate clause</p>
	<b>Connectives to link parts of sentences</b>			
	<p>and who until but because so that then while when to or so if also <b>especially</b> <b>unless</b> <b>except</b> <b>apart from</b></p> <p>after as well</p>			

YEAR 5

Securing Subject matter	Imitation	Innovation	Invention	Independent Application
	<p><b>Retell:</b></p> <ul style="list-style-type: none"> <li>• Listen and join in with actions/words</li> <li>• Orally rehearse using a story map/ mountain</li> <li>• Record plot using a story mountain (build up/ conflict /resolution)</li> <li>• Re-tell the story from another point of view.</li> <li>• Plan by boxing up paragraphs in a flow chart.</li> </ul> <p><b>• Individually, record story plot using a story mountain (build up/ conflict /resolution)</b></p> <p><b>• Story mountains e.g. with two conflicts/ Beginning with conflict.</b></p>	<p><b>Substitution:</b></p> <ul style="list-style-type: none"> <li>• Change the name of a character/setting /object</li> </ul> <p><b>Addition:</b></p> <ul style="list-style-type: none"> <li>• Add detail/description to a character or setting</li> <li>• Add a new event/character</li> <li>• Make additions to sentence structure including dialogue.</li> </ul> <p><b>Alteration:</b></p> <ul style="list-style-type: none"> <li>• Change the events in the middle of a story.</li> <li>• Tell from another character's point of view.</li> <li>• Change characteristics of a character.</li> <li>• Alter settings to impact on the story.</li> <li>• Recycle - use the original plot to write a new story <b>or in another style e.g. a newspaper report.</b></li> <li>• <b>Write different styles of openings.</b></li> <li>• <b>Write in the style of a particular author.</b></li> </ul>	<p>Create a story from a range of stimuli: props, pictures, sounds, music.</p> <ul style="list-style-type: none"> <li>• Develop ideas about characters and events through dramatic exploration.</li> <li>• Introduce writer's toolkits each time a new type of text is used.</li> <li>• <b>Use the writer's toolkit in writing.</b></li> <li>• <b>Mimic recognised story conventions appropriate to the genre.</b></li> <li>• Brainstorm ideas for story plots and events.</li> <li>• Re-use plots of known stories to create stories of their own.</li> <li>• Reflect the taught sentence structures etc. in their own story telling.</li> <li>• <b>Write narratives which include: parallel stories and flashbacks.</b></li> <li>• <b>Collect synonyms, verbs and adverbs appropriate to the text.</b></li> <li>• Paired or individual writing of stories.</li> <li>• Introduce polishing pens as an introduction to editing.</li> <li>• Paired proof reading <b>and evaluating.</b></li> <li>• <b>Paired marking.</b></li> </ul>	

**YEAR 5**

Language	Openers to connect text	Sentence Constructions		Grammatical Technical
<p><b>Prepositions:</b> up, down, in, into, out, to, onto, over, across, inside, outside, under behind, above, along, before, between, after next to, by the side of, in front of, during, through, throughout, at, underneath, since, towards, beneath, beyond, <b>parallel to, adjacent to, vertically, horizontally</b></p> <p><b>Determiners:</b> the, a, the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these</p> <p><b>Conditionals:</b> could, should, would</p> <p>Alliteration</p> <p>Similes using ...like... &amp;as..as..</p> <p>Comparative and superlative adjectives</p> <p>Proper nouns</p> <p><b>Personification</b></p> <p><b>Empty words e.g. Someone, somewhere was out to get him...</b></p>	<p>Once upon a time Early one morning First, Then, Next So, Finally One day Soon, Suddenly At that moment Eventually While, If After a while As soon as Before, Immediately Later, When Whenever Without warning While/ meanwhile Although However, Unlike Most of all <b>Consequently</b> <b>Despite</b> <b>Instead of</b> <b>Compared to...</b></p> <p><b>Starters using prepositions e.g. Beyond the dark gloom of the cave, Zach saw the wizard move.</b></p> <p><b>Elaboration of starters using adjectives e.g. to introduce or move the setting or move on events in the narrative.</b></p> <p><b>Connectives to link parts of sentences</b></p> <p>and, who, until but, because so, that, then while, when, to or, so, if, after also, as well especially unless except apart from <b>whereas</b> <b>although</b> <b>however</b> <b>nevertheless</b></p>	<p>Sentences beginning with 'luckily' and 'unfortunately'</p> <p>Sentences with more -ly openers</p> <p>Simple and compound sentences. <b>More complex sentences using connectives.</b></p> <p>Repetition for rhythm: ...he walked and he walked. Repetition in description: ...a lean cat, a mean cat.</p> <p>Simple noun phrases [2 adjective to describe noun e.g. the scary, old woman]</p> <p>Simple expanded noun phrases e.g. lots of money; plenty of dragons</p> <p>Descriptive lists, e.g. he wore old shoes, a dark cloak and a red hat....</p> <p><b>Short sentences for impact.</b></p> <p><b>Sentence reshaping techniques (lengthening or shortening sentences for meaning or effect).</b></p>	<p>Adverbial phrases used to say when/where or how something is happening/being done.</p> <p>-ing clauses as starters e.g. Grinning, he slipped the treasure into his bag.</p> <p>Sentences of 3 for description and action.</p> <p>Question sentence and exclaimed sentences.</p> <p>Speech with verb e.g. "Hello," she whispered. and adverb: "Hello," she whispered, sweetly.</p> <p>Drop in 'who' and 'ing' clauses e.g. Jane, who was very brave, laughed at the teacher. Jane, laughing at the teacher, fell off the chair.</p> <p><b>Expanded -ing clauses as openers e.g. Grinning maniacally, he slipped the treasure into his bag.</b></p>	<p>word, sentence, letter, consonant, vowel</p> <p>punctuation – capital letter, full stop, exclamation mark, question mark, apostrophe, comma, direct speech, inverted commas (or 'speech marks'), parenthesis, bracket, dash</p> <p>noun - singular, plural, common, proper, <b>collective</b>, pronoun, personal pronoun, possessive pronoun, <b>relative pronoun, reflexive pronoun</b></p> <p>adjective</p> <p>verb, tense - past, present, future, <b>modal verb</b></p> <p>adverb, adverbial</p> <p>conjunction</p> <p>preposition, <b>determiner</b></p> <p>word family, prefix, suffix</p> <p>clause, subordinate clause, <b>relative clause</b></p> <p><b>cohesion, ambiguity</b></p>

YEAR 6

Securing Subject matter	Imitation	Innovation	Invention	Independent Application
	<p><b>Retell:</b></p> <ul style="list-style-type: none"> <li>• Listen and join in with actions/words</li> <li>• Orally rehearse using a story map/ mountain</li> <li>• Record plot using a story mountain (build up/ conflict /resolution)</li> <li>• Re-tell the story from another point of view.</li> <li>• Plan by boxing up paragraphs in a flow chart.</li> </ul> <p>•Individually, record story plot using a story mountain (build up/ conflict /resolution)</p> <p>•Story mountains e.g. with two conflicts/ Beginning with conflict.</p> <p><b>•Draw upon a range of planning techniques appropriate to the task.</b></p>	<p><b>Substitution:</b></p> <ul style="list-style-type: none"> <li>• Change the name of a character/setting /object</li> </ul> <p><b>Addition:</b></p> <ul style="list-style-type: none"> <li>• Add detail/description to a character or setting</li> <li>• Add a event/character</li> <li>• Make additions to sentence structure including dialogue.</li> </ul> <p><b>Alteration:</b></p> <ul style="list-style-type: none"> <li>• Change the events in the middle of a story.</li> <li>• Tell from another character's point of view.</li> <li>• Change characteristics of a character.</li> <li>• Alter settings to impact on the story.</li> </ul> <p><b>•Describe a setting through different senses.</b></p> <p><b>• Use dialogue at key points to move story on or reveal new information.</b></p> <ul style="list-style-type: none"> <li>• Recycle - use the original plot to write a new story or in another style e.g. a newspaper report <b>play or parody.</b></li> <li>•Write different styles of openings.</li> <li>•Write in the style of a particular author.</li> </ul>	<p>Create a story from a range of stimuli: props, pictures, sounds, music.</p> <ul style="list-style-type: none"> <li>• Develop ideas about characters and events through dramatic exploration.</li> <li>• Introduce writer's toolkits each time a new type of text is used. Use the writer's toolkit in writing.</li> <li>• Mimic recognised story conventions appropriate to the genre.</li> <li>• Brainstorm ideas for story plots and events.</li> <li>• Re-use plots of known stories to create stories of their own.</li> <li>• Reflect the taught sentence structures etc. in their own story telling.</li> <li>• Write narratives which include: parallel stories and flashbacks.</li> <li>• Collect synonyms, verbs and adverbs appropriate to the text.</li> <li>• Paired or individual writing of stories.</li> <li>• Introduce polishing pens as an introduction to editing.</li> <li>• Paired proof reading and evaluating. Paired marking.</li> </ul>	

**YEAR 6**

Language	Openers to connect text	Sentence Constructions		Grammatical Technical
<p><b>Prepositions:</b> up, down, in, into, out, to, onto, over, across, inside, outside, under behind, above, along, before, between, after next to, by the side of, in front of, during, through throughout, at, underneath, since, towards, beneath, beyond, parallel to, adjacent to, vertically, horizontally</p> <p><b>Determiners:</b> the, a, the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these</p> <p><b>Conditionals:</b> could, should, would</p> <p>Alliteration Similes using ...like... &amp; as...as... Personification</p> <p>Comparative and superlative adjectives</p> <p>Proper nouns Empty words e.g. Someone, somewhere was out to get him...</p>	<p>Once upon a time, Early one morning, First, Then, Next, So, Finally, One day Soon, Suddenly At that moment Eventually, While, If, After a while As soon as, Before, Immediately, Later, When Whenever Without warning While/ meanwhile Although, However, Unlike Most of all Consequently Despite, Instead of, Compared to...</p> <p><b>In spite of, Even though Nevertheless, Until</b></p> <p>Starters using prepositions e.g. Beyond the dark gloom of the cave, Zach saw the wizard move.</p> <p>Elaboration of starters using adjectives</p> <p><b>Connectives to link parts of sentences</b></p> <p>and, who, until but, because so, that, then while, when, to or, so, if, after also, as well especially unless except apart from whereas although however nevertheless</p>	<p>Sentences beginning with 'luckily', 'unfortunately' and more -ly openers</p> <p>Simple, compound and complex sentences.</p> <p>Repetition for Rhythm (he walked and he walked) and in description (a lean cat, a mean cat)</p> <p>Simple noun phrases [2 adjectives to describe noun]</p> <p>Simple expanded noun phrases e.g. lots of money; plenty of dragons</p> <p>Descriptive lists, e.g. he wore old shoes, a dark cloak and a red hat....</p> <p>Short sentences for impact.</p> <p>Sentence reshaping techniques (lengthening or shortening sentences for meaning or effect).</p> <p><b>Stage directions in speech (speech + verb + action) e.g.: "Stop!" he shouted, picking up the stick and running after the thief.</b></p>	<p>Adverbial phrases used to say when/where or how something is happening/being done.</p> <p>-ing clauses as starters e.g. Grinning, he slipped the treasure into his bag.</p> <p>Sentences of 3 for description and action.</p> <p>Question sentence and exclaimed sentences.</p> <p>Speech with verb e.g. "Hello," she whispered. and adverb: "Hello," she whispered, sweetly.</p> <p>Drop in 'who' and 'ing' clauses e.g. Jane, who was very brave, laughed at the teacher. Jane, laughing at the teacher, fell off the chair.</p> <p>Expanded -ing clauses as openers e.g. Grinning maniacally, he slipped the treasure into his bag.</p> <p><b>'ed' starters and drop in clauses e.g.: Exhausted, Tim fell into the chair. Tim, exhausted, fell into the chair. Tim, exhausted after running all the way home, fell into the chair.</b></p>	<p>word, sentence, letter, consonant, vowel</p> <p>punctuation –capital letter, full stop, exclamation mark, question mark, apostrophe, comma, direct speech, inverted commas (or 'speech marks'), parenthesis, bracket, dash, <b>hyphen</b>, <b>synonym</b>, <b>colon</b>, <b>semi-colon</b>, <b>bullet points</b></p> <p>noun - singular, plural, common, proper, <b>collective</b>, pronoun, personal pronoun, possessive pronoun, <b>relative pronoun</b>, <b>reflexive pronoun</b></p> <p>adjective</p> <p><b>verb, tense - past, present, future, modal verb, active and passive voice</b></p> <p>adverb, adverbial</p> <p>conjunction</p> <p>preposition, determiner</p> <p>word family, prefix, suffix</p> <p>clause, subordinate clause, relative clause</p> <p>cohesion, ambiguity</p> <p><b>subject and object</b></p>

## Appendix 3 – Woolenwick Junior School Actions

### Key

**BLUE** - tell me a story

**PINK** - addition connectives

**ORANGE** - time connectives

**GREEN** – links (conjunctions)

**YELLOW** – change of direction

**RED** – cause and effect

**Purple** - generalisation

### ABCDE

Key Connective	Action	
<b>Additionally</b>	fingers into plus sign	
<b>A few (days later)</b>	Hands moving east to west	
<b>After (a while)</b>	Roll hands (point to watch)	
<b>After that</b>	Roll hands, then one hand forward with palm open	
<b>All</b>		
<b>All of a sudden</b>	'show hands' as if in surprise	
<b>Also</b>	circle hands	
<b>Although</b>	wag finger	
<b>And</b>	circle hands	
<b>Another thing</b>	Point 1 finger up	
<b>As</b>	Point both hands at audience	
<b>As a result</b>	Arms flat across each other	
<b>As long as</b>	pull hands apart	
<b>As soon as</b>	3 points in a row	
<b>As well as</b>	circle hands	
<b>At that moment</b>	'show hands' as if in surprise	
<b>Because</b>	both fists clenched together	
<b>Before</b>	thumbs pointing backwards over shoulder	
<b>Bullet point</b>	clench fist and punch	
<b>But</b>	two fingers pointing down to the side	
<b>Compared with</b>	sweep hand from one side to the other	
<b>Despite</b>	point both fingers	
<b>Early one morning</b>	hands to one side of head (asleep) and pretend to wake up	
<b>Eventually</b>	bring hands together as if closing a book	
<b>Equally</b>	Hands make equal sign	

**Key****BLUE - tell me a story****PINK - addition connectives****ORANGE - time connectives****GREEN – links (conjunctions)****YELLOW – change of direction****RED – cause and effect****Purple - generalisation****FGHIJ**

<b>Key Connective</b>	<b>Action</b>	
<b>Feeling relieved</b>	wipe brow	
<b>Finally</b>	one hand up stop sign	
<b>First</b>	one finger up	
<b>for</b>	one hand flat on the other	
<b>For example</b>	one hand flat on the other – move one hand off	
<b>For instance</b>	one hand flat on the other – move one hand off	
<b>Fortunately</b>	thumbs up	
<b>From that point onwards</b>	left index finger makes a point, right hand moves away	
<b>Furthermore</b>	Each hand down in turn	
<b>However</b>	hands out with shrugged shoulders	
<b>In addition</b>	fingers into plus sign	
<b>If</b>	Finger to corner of mouth	
<b>Immediately</b>	Flick finger down	
<b>In conclusion</b>	both hands out palms open	
<b>In contrast</b>	slide hands together	
<b>In order that</b>	point finger down and along	
<b>In the end</b>	bring hands together as if closing a book	
<b>In the same way</b>	Both hands out to one side	
<b>Is different from</b>	Hands out to one side then the other	
<b>Just as</b>	Point finger	
<b>Just then</b>	Point finger	

- BLUE - tell me a story
- PINK - addition connectives
- ORANGE - time connectives
- GREEN – links (conjunctions)
- YELLOW – change of direction
- RED – cause and effect
- Purple - generalisation

## KLMNO

Key Connective	Action	
Last week	thumb gesture backwards	
Later on	point to wrist watch and move finger away	
Least of all	pinch fingers to show a little	
Long, long ago	thumb gesture over shoulder	
Luckily	thumbs up	
Many	circle hands relatedly moving forward	
Meanwhile	point to wrist watch	
Moreover	both hands index finger spinning in air	
Most	circle hands	
Most importantly	slice hand – fingers pointing forward	
Most of all	slice hand – fingers pointing forward	
Nevertheless	wave finger to and fro	
Next	2 fingers pointed to one side (as if turning a page)	
nor	shake head	
Occasionally	wave hands above head	
Once upon a time	open hands like a book	
One dark, windy night	look into the dark – hand above eyes	
One day	palms together – move one hand as if a rainbow	
On reflection	hand up as if looking in a mirror	
On the one hand	Arm out to the side	
On the other hand	Arm out to the other side	
or	both hands out in front – shoulders shrugged	
Owing to	clap two fingers in palm of other hand	

- BLUE - tell me a story
- PINK - addition connectives
- ORANGE - time connectives
- GREEN – links (conjunctions)
- YELLOW – change of direction
- RED – cause and effect
- Purple - generalisation

**PQRST**

Key Connective	Action	
<b>Perhaps</b>	both hands out as if weighing	
<b>Shocked</b>	'show hands' as if in surprise	
<b>Silently (adverb opener)</b>	finger to lips	
<b>similarly</b>	circle both hands	
<b>since</b>	swipe hand across body	
<b>soon</b>	repeatedly tap watch	
<b>Sooner rather than later</b>	touch watch and then move finger away	
<b>So</b>	hands out palms open	
<b>So that</b>	hands out palms open	
<b>Some</b>	pinch fingers in the air	
<b>Suddenly</b>	'show hands' as if in surprise	
<b>Such as</b>	circle hands and put palms out one after the other	
<b>Then</b>	two fingers tap shoulder	
<b>Therefore</b>	one palm out then the other	
<b>This caused</b>	hands out palms open	
<b>Though</b>	palms together, open hands	
<b>To his amazement</b>	'show hands' as if in surprise	
<b>To my surprise</b>	'show hands' as if in surprise	

- BLUE - tell me a story
- PINK - addition connectives
- ORANGE - time connectives
- GREEN – links (conjunctions)
- YELLOW – change of direction**
- RED – cause and effect
- Purple - generalisation

**UVWXYZ**

Key Connective	Action	
<i>Underline</i>	underline with hand under chin	
Unfortunately	thumbs down	
unless		
Unluckily	thumbs down	
Until	point to watch	
usually		
What	cross above head	
Whatever	cross above head	
When	cross above head pointing to wrist watch	
Whenever	cross above head pointing to wrist watch	
where	hand up to eyebrow – looking around	
whereas	hand up to eyebrow – looking around	
wherever	hand up to eyebrow – looking around	
<b>Whether or not</b>	one palm out, then the other	
While	point to wrist watch	
which	touch nose	
Without thinking	shake head and tap head with finger	
Without warning	shake head and cross arms	
who	circle index finger in the air	
yet	circle hands	

## Rainbow Writing

**Nouns are used to name a person, animal, place, thing or idea.**

**Pronouns can replace nouns or other pronouns.**

**Adjectives describe nouns or pronouns.**

**Verbs describe actions.**

**Adverbs modify verbs, adjectives or other adverbs.**

**Prepositions tell us the position of one thing in relation to another.**

**A conjunction is a word that links words, phrases, or clauses.**

**Punctuation is the use of special marks to make a piece of writing easier to read and understand. Punctuation marks show divisions and connections between sentences, clauses, or individual words.**

N.B. Rainbow Writing is a concept developed by Bryan Harrison to compliment Ros Wilson's Big Writing.