

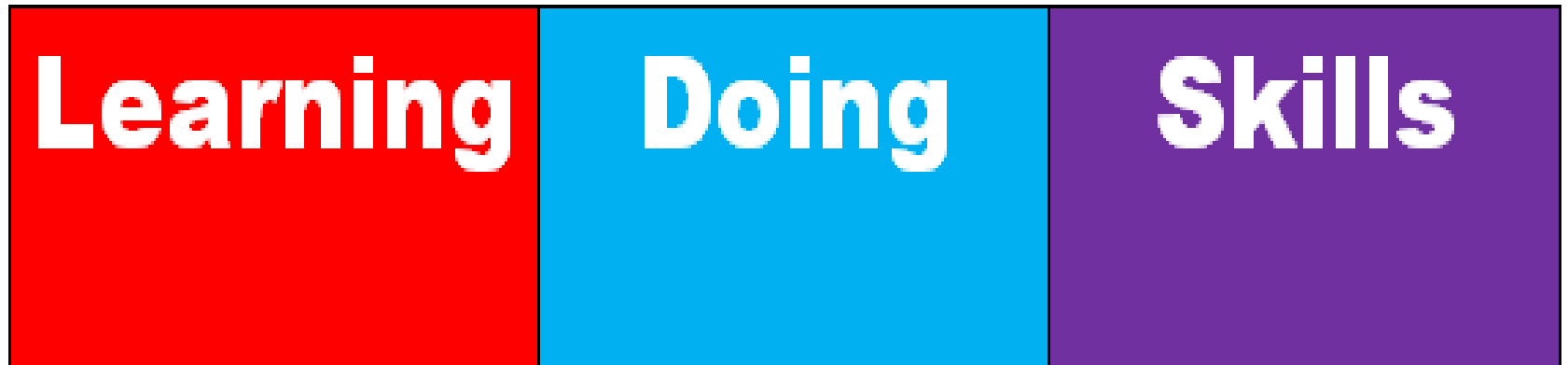
# Writing

Teaching Sequence & Moderation

2018-19



# Teaching Sequence



# Learning: Identify features, purpose and audience

Doing: Annotate

Skill/s: Developing vocabulary and language

- Look at examples of similar writing as models for own-identify features, purpose and audience for writing
- Pitch the examples at the appropriate level for year group

## Recount Writing Features

The diagram illustrates the structure of a recount writing piece. It features a central text box with a sample recount about washing a dog, surrounded by various labels and arrows indicating key features:

- Title:** A red arrow points to the title "Washing my Dog".
- Introduction:** A yellow arrow points to the first paragraph, which includes the date "On 21 July I helped my mum wash my dog".
- Paragraphs:** Three yellow arrows point to the subsequent paragraphs, each describing a different step in the process (spraying with a hose, shampooing, and drying).
- Signal Words:** A yellow arrow points to the word "Finally" in the second paragraph, which is highlighted in a yellow box.
- Conclusion:** A blue arrow points to the final sentence, "Washing my dog is lots of fun and I can't wait to do it again."

At the bottom of the diagram, there are four yellow starburst shapes containing the following text:

- Show, don't just explain, feelings & thoughts
- Each event in a new paragraph
- Use a target audience
- Use a topic sentence

A purple circular stamp in the bottom right corner reads "Mrs Ance" and "2022".

**Learning:** Develop thoughts and ideas

**Doing:** Role Play, discussion

**Skill/s:** speaking and Listening

- Use a quality text, topic, or curriculum experience to stimulate writing.



# Learning: Develop vocabulary

Doing: Create word banks

Skill/s: Grammar and Punctuation

- Create Word Banks
- Develop understanding of higher level vocabulary, synonyms and their meaning through discussion

**Time Connectives**

First	Later	In due course
Next	In the end	At first
Just then	Finally	Until then
Meanwhile	After a while	After that
When	Immed	
Before long	Event	
	After so	

**Recount Writing Mat**

<b>When</b> Monday Tuesday Wednesday Thursday Friday Saturday Sunday At the weekend	<b>Where</b> Home Park Shop Cinema Restaurant Seaside	<b>Who</b> Mum Dad Brother Sister Friend
---	---	---

**Vocabulary / 'wow' words**

Christmas	holidays	tree	decorations	presents
wrap	write	cards	open	favourite
toy	played	walk	dinner	family
friends	Thank you	amazing	fantastic	brilliant

**Question words**

What? Where? How? Why? Who? When? How often? How long? How many? How much? How far? How big? How small? How tall? How short? How old? How young? How fast? How slow? How heavy? How light? How hot? How cold? How long? How short? How tall? How short? How old? How young? How fast? How slow? How heavy? How light? How hot? How cold?

**What**

Played  
Watched  
Ate  
Danced  
Stopped  
Went to read

**1st person**

I  
me  
we

I dropped my car keys on the foot!

**Connectives**

and then	then
but	because
so	when
next	suddenly

**Openers**

First	Next
Then	After that
Finally	The
On Christmas Day	
Over the holidays,	

**Punctuation**

Cl  
,  
!  
?

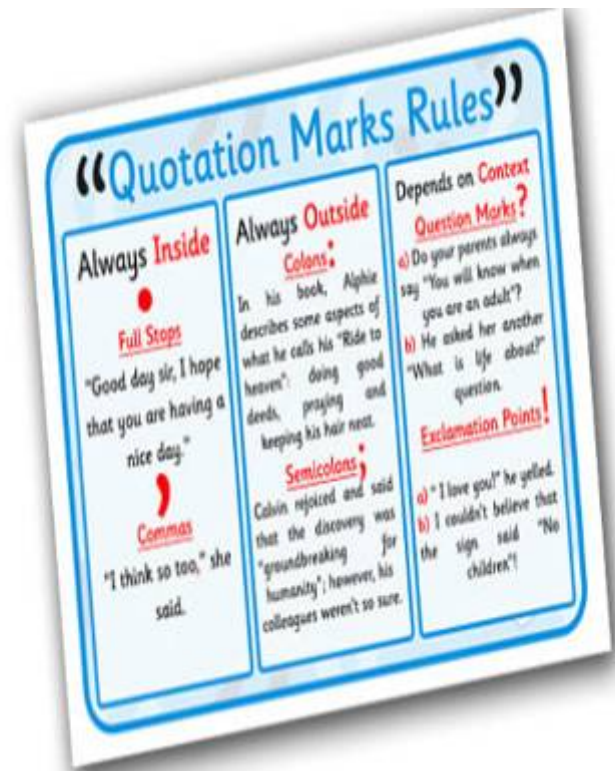
**Then** **After that** **Later** **Finally**

**Learning:** Develop grammar and/or punctuation skills

**Doing:** Sentence and punctuation level work

**Skill/s** Developing vocabulary

- Teach specific grammar and punctuation activities appropriate to the form of writing and the needs of the pupils



- **Learning:** Write a range of sentences

## **Doing:** Write sentences

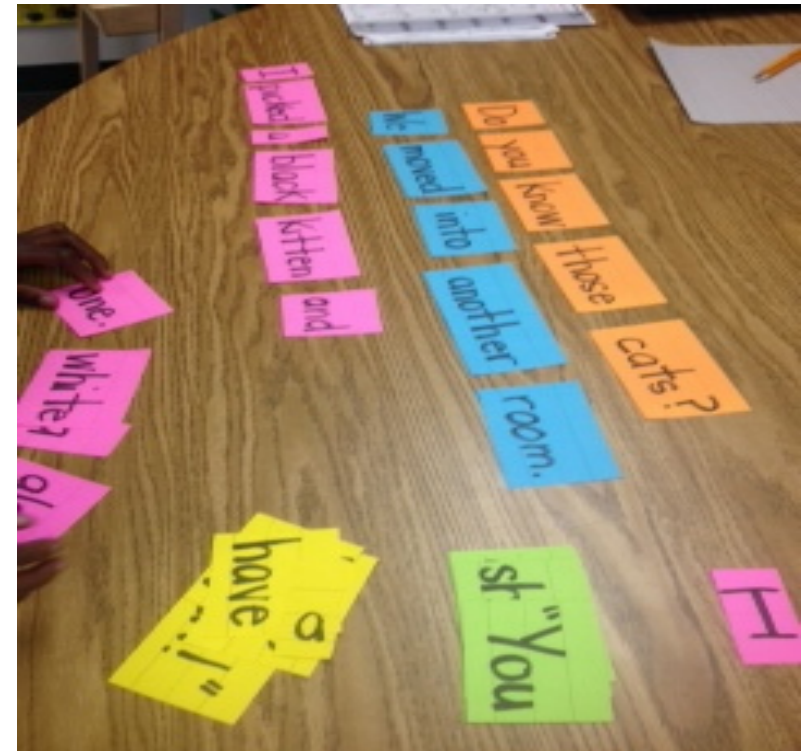
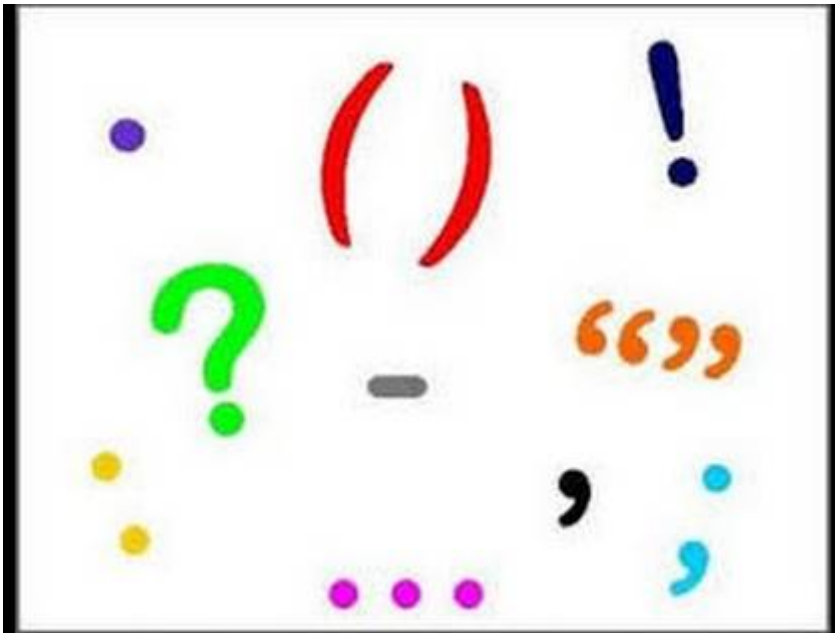
- Develop sentence structure
- Teach children how to use range of clauses, appropriate vocabulary and include features if the text type.
- **Skill/s** Developing sentence construction



**Learning:** Identify errors in our writing

**Doing:** Correct grammar and punctuation errors and edit work

**Skill/s** self -assessment and self-evaluation & edit their own work





- **Learning:** Plan a text type

**Doing:** Record thoughts and ideas in a particular Format

What does your shop sell?	Persuasive words/phrases
Lollies - and <sup>colour</sup> <sup>and flavours</sup>	Never miss out!
Ice-cream	Come to our shop!
Cake	Don't be the child in the world who
Chocolate	hasn't been to our shop!
Sweets - <sup>Gluten free</sup>	Come everyday!
Toggie	
Muffins	
cereal bars	
Adjectives	
Terrific, Amazing, Fabulous, Super	
Delicious, Marvellous, Cool, cute,	
Sour, big, Magnificent and wonderful	
Extended Sentences	
Our wonderful cake, which come in all different shapes and sizes, are freshly prepared every morning!	
Our wonderful cakes (which have different <sup>icing</sup> and toppings) are freshly prepared every morning!	

- Transfer word banks and sentences to a planning sheet - provided or own
- **Skill/s:** Organise ideas

**Learning:** Write a .....

**Doing:** Write in pairs or independently

### **Term 1 Shared Writing**

- (Model, Scribe, Supported Composition)
- Children can write in pairs
- Teacher highlights grammatical and punctuation errors in orange

### **Term 2 and 3**

- **Independent Writing**
- No highlighting
- Peer Assessment and discussion and general comments from teacher

### **Skill/s**

- Developing writing skills for different audiences and purposes

Orally Rehearse  
the Piece of  
Writing

# Learning: Identify errors in our writing

- **Doing:** Correct grammar and punctuation errors and edit work
- AFL 'Sentences making sense'  
Identify specific needs that need to be addressed by using children's writing
- **Skill/s self -assessment and self-evaluation & edit their own work**

<b>Learning:</b> Identify errors in our writing <b>Doing:</b> Correct grammar and punctuation errors and edit work <b>Skill/s self -assessment and self-evaluation</b>	<b>Have you used all capital letters correctly?</b> <b>Have you used full stops correctly?</b> <b>Have you missed out any words or letters?</b> <b>Are your words in the right order?</b> <b>Have you checked spellings?</b> <b>Have you used the correct tense?</b> <b>Have you used punctuation correctly?</b>
<p><i>sweet</i> &amp; <i>which</i> The <u>sweet</u> shop - is one of the best <del>in</del> <sup>shop</sup> in the city - sells the most <del>greatest</del> <sup>delicious</sup> sweets.</p> <p>The dazzling doughnuts, which are made using <sup>a</sup> <del>a</del> recipe <sup>that</sup> <del>is</del> secret, are the most <u>popular</u> in town.</p> <p><sup>a</sup> <del>The</del> Amazing <sup>toffee</sup> apples, which were <sup>are</sup> on sale right now, <del>are</del> simply the <sup>best</sup> bestest.</p>	

Learning: Identify errors in our writing  
Doing: Correct grammar and punctuation errors and edit work  
Skill/s self-assessment and self-evaluation

Have you used *pl* capital letters correctly?  
Have you used full stops correctly?  
Have you missed out any words or letters?  
Are your words in the right order?  
Have you checked spellings?  
Have you used the correct tense?  
Have you used punctuation correctly?

The <sup>sweet</sup> ~~sweat~~ <sup>P</sup> ~~shop~~ <sup>which</sup> -is one of the best <sup>shop</sup> ~~in~~ <sup>in</sup>  
the city-sells the most <sup>delicious</sup> ~~greatest~~ sweets.

The dazzling doughnuts, which are made  
using <sup>a</sup> ~~a~~ <sup>popular</sup> ~~recipe~~s that <sup>is</sup> ~~is~~ secret, are the  
most ~~polar~~ in town.

The <sup>a</sup> ~~The~~ <sup>toffee</sup> ~~toffee~~ apples, which <sup>are</sup> ~~were~~ on  
sale right now, <sup>a</sup> ~~Are~~ simply the <sup>best</sup> ~~bestest~~.

# Marking

Are you bored of buying overpriced chocolate and sweets? Don't miss out on Sweets! Where all your dreams will come true! At Sweets we sell terrific toffees, lovely lollies, ~~marshmallows~~ <sup>Kandastic</sup> & sugary pops and fun jumping ~~beans~~ <sup>Jolly beans</sup>. Our wonderful cakes (which are in all come in all different sizes and shapes) are freshly prepared every morning.

Don't be left out! We sell for a ~~variety~~ <sup>variety</sup> of ~~sauces~~ <sup>gels</sup>, fudge, superb sweets, creamy chocolate and crazy ~~to~~ <sup>cereal</sup> bars and icy ice-cream. Our wonderful cakes, which ~~are~~ <sup>have</sup> different fillings and toppings, are ~~freshly prepared every afternoon.~~ <sup>Simply the best!</sup>

Sweets is the best candy shop in the world. You will not be disappointed. There are plenty of sweets and chocolate for everyone. We even ~~celebrate~~ <sup>celebrate</sup> children's children's birthdays. Visit our shop now! I mean now!

Term 1-highlight grammatical and punctuation errors in orange.



- Children to use **blue biro** to edit work.





# Learning: Write a final draft

Doing: Write edited draft and make improvements

Skill/s self -assessment and self-evaluation

- Children write final draft
- Teacher marks using the highlighting system



27.11.17

7.11.17  
Learning: Write a description  
Doing: Write edited draft and make improvements  
Skills: self-assessment and self-evaluation


Are you bored of buying overpriced chocolate, chocolate, and sweets? Don't miss out on Sweet Sweets where all your dream dreams will come true! At Sweeto, we sell terrific toffees, lovely lollies, fantastic gidge and jumping jelly beans! Our wonderful cakes (which ~~are~~ come in all different sized sizes and shapes) are freshly freshly prepared every morning!

Don't be left out! We sell a variety of fabulous fizzy pops, superb sweets, creamy chocolate and crazy cereal bars and icy ice-cream. Our wonderful cakes, which have different icings and toppings are simply the best.

Sweeto is ~~top~~ the best candy shop in the world. You will not be dissapointed. There are plenty of sweets and chocolate for everyone. We even celebrate children's birthdays! Visit our shop now! I mean now!

Success Criteria	Self Assessment
Adjectives	✓
Alliteration	✓
Rhetorical Question/s	✓
Persuasive words/phrases	✓

Copy x3  
cereal cereal cereal  
cereal



# Learning: Write a final draft

Doing: Write edited draft and make improvements

Skill/s self -assessment and self-evaluation



- Mark in class with the child and feedback.
- Child corrects work using a pencil.

27.11.17

7.11.17  
Learning: Write a description  
Doing: Write edited draft and make improvements  
Skill/s: self-assessment and self-evaluation

Are you bored of buying overpriced chocolate, chocolate, and sweets? Don't miss out on Sweet Sweets where all your dream dreams will come true! At Sweet Sweets we sell terrific toffees, lovely lollies, fantastic fudge and jumping jelly beans! Our wonderful cakes (which ~~are~~ come in all different ~~size~~ sizes and shapes) are ~~freshly~~ freshly prepared every morning!

Don't be left out! We sell a variety of fabulous fizzle pops, superb sweets, creamy chocolate and crazy cereal bars and icy, ice-cream. Our wonderful cakes, which have different icings and toppings are simply the best!

Sweet Sweets is the best candy shop in the world. You will not be dissapointed. There are plenty of sweets and chocolate for everyone. We even celebrate children's birthday's. Visit our shop now! I mean now!

Success Criteria	Self Assessment
Adjectives	✓
Alliteration	✓
Rhetorical Question's	✓
Persuasive words/phrases	✓

Copy 3  
cereal cereal cereal

- Rest of the children work on grammar and punctuation activities

# Term 2 and Term 3

Year 1 Working at the expected standard							
Writing shows a sequence of simple sentences that communicate meaning							
Some compound sentences joined with 'and'.							
Some sentences are punctuated correctly using a capital letter							
Some sentences are punctuated correctly using a full stop							
Occasional exclamation marks							
Occasional question marks.							
Words are spelt phonetically plausibly for the 40+ phonemes							
Some correct choices of graphemes.							
Most exception words are spelt correctly including							
Some words ending in suffixes, <u>-ed</u> , <u>-ing</u> , <u>-s</u> , <u>-es</u> .							
Most letters are formed correctly leaving space between the words.							

No highlighting.

Teacher can use code to for errors in paragraph but cannot indicate.

*Sp- Spelling*

*P-Punctuation*

*G-Grammar*

- *Check your spellings*

# Cross Curricular Writing

## 2018/2019 Cross Curricular Writing

- Minimum -4 pieces of Cross Curricular Writing (different text types) in Topic Work Book or Science Book
- Pieces of writing produced independently in term 2 & 3 (at least 2) should be at the same standard of writing in Literacy books.

### Year 1 Successions

Term 1	Term 2	Term 3
Science Experiment Autobiography	Report about Animals Report about Toys from the Past Account about a trip King Richard Biography	History of the Scenic Instructions-How to make a Moving Vehicle

### Year 2 Successions

Term 1	Term 2	Term 3
Diary and/or Biography-Rosemary Nightingale, My Gaspole or Mother Teresa Account-Great Fire of London Account-The Wright Brothers' first Flight	Letter to the Queen Diary- a day in the life of the Queen Science Experiment	Minuteman- non chronological report Instructions-locality picnic Persuasive Book Review Weather around the world- non chronological report

### Year 3 Successions

Term 1	Term 2	Term 3
	C.E.Y Instructions Science Experiments	
Report-History of Chocolate Instructions-how chocolate is made Biography-George Cadbury	Account-Visit to the places of worship (church and mosque) Non-chronological report-Tudor or Victorian times Newspaper Report-Tudor boatbuilding Diary-a day in the life of Queen Victoria	Account-trip to New York Museum Non-Clipp Report-The Ancient Egyptians Instructions-How to make Papyrus Paper or Mummification process

### Year 4 Successions

Term 1	Term 2	Term 3
	C.E.Y Instructions Science Experiments	
C.E.Y Instructions Science Experiments Account-Visit to the Mandra Lorraine Michael Room based on DVD book	Non-Chronological Report-Animals around the world Account-Visit to the Bibb Temple Instructions-How to make a padded animal or model ship Report-Romans, Anglo Saxons and Vikings	Non-Chronological Report-Festivals and Celebrations or Europe Persuasive Leaflet-visit Europe

### Year 5 Successions

Term 1	Term 2	Term 3
	C.E.Y Instructions Science Experiments	
Non Chronological Report-Wombles Historical or Famous <del>Topic</del> Account/Diary-Historical event or day in the life of famous artist	Diary-different characters' perspectives from Animal Farm Report-Native American Indians Interview transcript- celebrity refusing award because of the treatment of NI	Non Chronological Report-History of Fashion or Aborigines Newspaper Report-Fashion Show C.E.Y Instructions Science Experiments

### Year 6 Successions

Term 1	Term 2	Term 3
	C.E.Y Instructions Science Experiments	
Non Chronological Report-WW2 Account/Diary- Air Raid Interview or Biography- Famous/Infamous people	Report-Round the World Letter-Arguing Aunt response Persuasive Leaflet-Famous Places around the world	Report-Ancient Greeks Autobiography Speech-my time at Harlick

- Minimum -4 pieces of Cross Curricular Writing (different text types) in Topic Work Book or Science Book

- Pieces of writing produced independently in term 2 & 3 (at least 3) should be at the same standard of writing in Literacy books.

# Moderation



Leicester City  
 Writing Exemplification  
 Year 3  
 Annotated version

**Context:** The class had been reading 'Fiat Stanley' by Jeff Brown and discussed how Stanley might plan to catch the art thieves. They were asked to write to Mr Dart, the curator of the museum, to inform him of their plan. The writing is independent.

**WALT Title:** To write a persuasive letter

Dear Mr Dart,

I am writing to tell you that I looked in the newspaper at home at the dreadful news. I feel sorry for you but I have a cunning plan to catch the thieves.

First I will slide under the door in order to get into the museum. Next I will hide in a box because it is a good place to hide. After that the thieves will creep in through the cellar. Then the thieves would walk in and I will carefully grab them quickly I will shout guards and the guards will come and grab them off me. Finally the guards will take them to jail.

Yours sincerely Stanley

Use of present progressive tense to begin.

Effective choice of noun phrases

Preposition phrases add detail.

Adverbials indicate 'where', 'when' and 'how'

Capital letters and full stops are mostly correct.

Handwriting is joined and becoming consistent.

Spelling is generally accurate.

This letter is organised into paragraphs with a clear beginning but rather abrupt ending.

Good use of a coordinating conjunction.

Subordinate clause adds motive.

Attempt at consecutive compound sentences to build pace but a full stop is omitted.

## Standard description for Writing at age-related expectations in Year 4

Writing demonstrates a mix of sentence structures, including subordinate clauses, and are organised into paragraphs. Adverbials, pronouns and nouns are used to make between sentences and expanded noun phrases add detail. An increasingly varied vocabulary is developing. A range of punctuation is mostly used correctly, including commas and a comma after the reported clause in speech; commas after fronted a question and exclamation marks; apostrophes for contraction and possession. Past present tenses are used mostly correctly with use of other verb forms and subject-verb agreement is mostly correct. In narrative, settings, character & plots are created. Some organisational devices are used in non-fiction. Prefixes, suffixes and homophones are spelt correctly. Handwriting is joined and becoming increasingly more legible and consistent.

## Standard description for Writing at age-related expectations in Year 5

The forms of writing are mainly appropriate to their audience and purpose and demonstrate a mix of sentence structures, including mostly accurately punctuated subordinate and relative

Year 3 <b>Independent Writing</b> Working at the expected standard	22.1.18 Recount	7.2.18 Non Chronological Report	1.3.18 Balanced Argument	15.3.18 Newspaper Report	3.5.18 Story Opening	18.6.18 Story	Playscript (not attached)
Writing demonstrates a mix of sentence structures, including some subordinate clauses	Fronted Adverbials Extended Sentences		Fronted Adverbials	Fronted Adverbial Extended Sentence	Fronted Adverbials	Fronted Adverbials Extended Sentences	
Ideas are beginning to be grouped into paragraphs.							N/A
Some adverbials, adjectives and prepositions are used to add detail	Adjectives Fronted Adverbials	adjectives	Fronted Adverbials Limited Adjectives- Sugary snacks	limited	Adjectives Fronted Adverbials Prepositions		
Sentences are correctly punctuated				Some errors	Some		
Question marks					Supported		
Exclamation marks			supported				
Some apostrophes for contraction and singular possession		Doesn't but misspell	Shouldn't  (Supported- don't)		Kaddy's	Cloopate's	Mr Gwynne's house
An increasingly varied and rich vocabulary is starting to develop	Cashier Administrator Simile Eye patch Dealing tattoo		Attempted However Although Furthermore	It all started Convinced Incidents	Sepphic Platinum Awkwardly Shust	Pure hearted Lovely maiden	
Inverted commas may be used to punctuate speech.			N/A	Supported-errors	Supported		N/A
Past and present tenses are used mostly correctly with some use of other verb forms and subject-verb agreement is mostly correct							
In narrative, settings, character & plots are created	N/A		N/A	N/A			
Simple organisational devices are used in non-fiction	N/A	N/A	For and Against Paragraphs	Sub Heading & Ws	N/A	N/A	Character, colon, brackets, italics
Prefixes, suffixes and homophones are mostly spelt correctly	Suffixes-inconsistent qt/ly	invisible seller	Older Learning allowed	qq words qt words attention	ly qt on	Dish/qt Wash/qq happily	ly words for action
Handwriting is joined and becoming more legible and consistent	inconsistent	inconsistent		inconsistent	inconsistent	First Paragraph	inconsistent



# Look at exemplification, overview and previous year's books

Year 3 Literacy Overview 2018/19



7 Weeks <i>(Approved name per unit)</i>	1 Weeks- Grammar and Punctuation Activities (& how to use Dewey Decimal System)	Cross Curricular Writing in class  Homework Grammar & Punctuation and Comprehension
	2 Weeks- Description-Sweet Shop 2 Weeks - Story opening with historical settings-Finca's Treasure Final Week- Outdoor Learning & D & T Week (Chocolate Recipes) (Chocolate Recipes), High Frequency Words Spelling Test <i>(Dewey)</i> Assembly	
Half Term		
8 Weeks <i>(Approved name per unit)</i>	Persuasive Texts-Kestonant Story- The Worst Witch Letter to an author Non-Chronological Report- Inspector Gadget	
	Final Week Spelling Strategies & Spelling Test	
Christmas Break		
6 Weeks <i>(Approved name per unit)</i>	Non-Chrono Reports-new characters for Mr Man & <i>(Dewey)</i> cartoon Stories from different cultures with historical setting- Read Egyptian Cinderella story and write Indian or Chinese Cinderella story. Description-Imaginary City	
	Half Term	
7 Weeks <i>(Approved name per unit)</i>	Persuasive Advert-London  Non-Chrono Reports-Mr Man and <i>(Dewey)</i> Characters  Story Opening with historical setting-Aladdin's cave	
	Year 3 Spellings	
Easter Break		
4 Weeks	Grammar and Punctuation Revision in preparation for test week. Text Work Can begin Poetry Lists	
	Half Term	
6 Weeks <i>(Approved name per unit)</i>	Performance Poetry Letter to a poet Play-Old Man Book Reviews	



Leicester City  
Writing Exemplification  
Year 3  
Annotated version

**Context:** The class had been reading 'Flat Stanley' by Jeff Brown and discussed how Stanley might plan to catch the art thieves. They were asked to write to Mr Dart, the curator of the museum, to inform him of their plan. The writing is independent.

**WALT Title:** To write a persuasive letter

Dear Mr Dart,

I am writing to tell you that I looked in the newspaper at home at the dreadful news. I feel sorry for you but I have a cunning plan to catch the thieves.

First I will slide under the door in order to get into the museum. Next I will hide in a box because it is a good plays to hide. After that the thieves will creep in through the cellar. Then the thieves would walk in and I will carefully grab them quickly I will shout guards and the guards will come and grab them off me. Finally the guards will take them to jail.

Yours sincerely Stanley

*(Note: The text above is annotated with boxes explaining grammar and spelling features.)*

Capital letters and full stops are mostly correct.

Handwriting is joined and becoming consistent.

Spelling is generally accurate.