

Writing at James Elliman Academy

Workshop for parents



Welcome

- *Introductions*
- *National Curriculum and statutory requirements*
- *How we teach writing at JEA*
- *How you can help your child*

Subject Leads

At James Elliman Academy, we have people who are specifically responsible for the development of English.

Ansa Ramzan – English Lead



What is Writing?

- **Writing is an important lifelong skill. Children need to learn to write so they can communicate and express themselves.**
- **Formal writing, taught later in reception, involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).**
- **Formal writing before reception is not necessary, lots of meaningful opportunities for children to learn about the written word and to support them to understand that symbols carry meaning are provided.**
- **Research shows that for writing to develop, young children should be provided with opportunities to build their physical strength and control in the core, upper body, hands and fingers. This is called motor skills.**
- **Writing develops alongside all learning areas, especially communication, language, reading and maths.**



National Curriculum for England

The programmes of study for writing at Key Stages 1 and 2 are constructed similarly to those for reading:

1. Transcription (phonics, spelling and handwriting)
2. Composition (articulating ideas and structuring them in speech and writing)

Children are assessed as:

WTS – working towards the expected standard for their age

EXS – working at the expected standard for their age

GDS – working at a greater depth standard for their age

Progression - EYFS

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

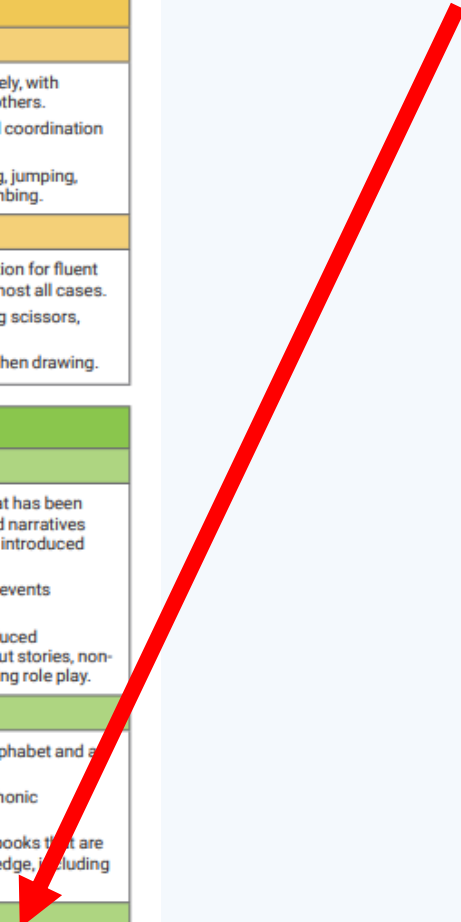
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



Progression – Year 1

1 Working Towards the Expected Standard (WTS)	
Objective	
W1	I can read back what I have written.
W2	I can know that a full stop comes at the end of a sentence.
W3	I can spell CVC words correctly.
W4	I can spell some common exception words.
W5	I can form the shapes of my letters correctly (e.g. print form)
W6	I can use finger spaces.

1 Working at the Expected Standard (EXS)	
Objective	
E1	I can write simple sentences about myself and others, and simple stories. <i>(Simple sentences have a subject (noun) and a verb.)</i>
E2	I can use a capital letter for the pronoun 'I'.
E3a	I can mostly use capital letters to start my sentences.
E3b	I can sometimes use full stops to finish my sentences.
E4	I can start to use the correct tense in my writing.
E5a	I can use <u>co-ordinating</u> conjunctions (e.g. <i>and / but</i>).
E5b	I can use subordinating conjunctions (e.g. <i>because</i>).
E6	I can start using adjectives in my writing.
E7	I can use my phonics to help me spell words plausibly.
E8	I can spell many common exception words. (50-79% spelt correctly)
E9	I can start and finish most of my letters in the correct place (<u>precursive</u>)

Progression – Year 2

2 Working Towards the Expected Standard (WTS)	
Objective	
W1	I can write a few sentences that link together.
W2	I can sometimes use capital letters and full stops correctly.
W3	I can use my phonics to help me spell.
W4	I can spell some common exception words.
W5	I can correctly form my lowercase letters and make them the right size compared to each other. .
W6	I can start to use adjectives and conjunctions to make my writing more interesting.
W7	I can leave finger spaces between my words.

2 Working at the Expected Standard (EXS)	
Objective	
E1	I can write stories about myself and others coherently.
E2	I can write about real events clearly.
E3a	I can often use capital letters and full stops correctly.
E3b	I can use some question marks correctly.
E4	I can use past and present tense correctly and consistently.
E5a	I can use <u>co-ordinating</u> conjunctions (e.g. <i>or / and / but</i>).
E5b	I can use subordinating conjunctions (e.g. <i>when, if, that, even though, because, until, since – WHITEBUS</i>)
E6	I can use my phonics to help me spell most words correctly.
E7	I can spell most common exception words.
E8	All my letters and numbers are the correct size compared to each other.
E9	I can leave correctly sized finger spaces between my words.

Progression – Year 3

3 Working Towards the Expected Standard (WTS)	
Objective	
W1	I can write sentences that are in different forms: statements, commands and questions.
W2	I can often use capital letters and full stops correctly.
W3	I can use some description to add detail: expanded noun phrases, adjectival phrases and fronted adverbials.
W4	I can use FANBOYS as conjunctions for some sentences. (<i>for, and, nor, but, or, yet, so</i>)
W5	I can begin to demark speech in my writing.
W6	I can spell correctly some words from the year 3/4 spelling list.
W7	I can form the majority of letters correctly and use diagonal and horizontal strokes to <u>join</u> some letters.

3 Working at the Expected Standard (EXS)	
Objective	
E1	I can draft, redraft and edit fiction and non-fiction.
E2	I can use expanded noun phrases. (<i>The use of an adjective/s to tell us more about the noun.</i>)
E3a	I can use question marks and exclamation marks mostly correctly.
E3b	I can <u>organise</u> my work into sections using a series of devices (<i>e.g. beginning to paragraph</i>).
E4	I can use adverbs and adverbials to detail when, why, how or where a verb happened. (<i>TRaMP: When? How often? Time – Last night, the cat sat. (Why?) Reason – The cat sat because it was exhausted after a long day. (How?) Manner – The cat sat still. (Where?) Place – The cat sat in front of the fireplace.</i>)
E5a	I can use <u>co-ordinating</u> conjunctions. (<i>e.g. for, and, nor, but, or, yet, so</i>)
E5b	I can use subordinating conjunctions. (<i>e.g. after, when, if, that, even though, because, until, since</i>)
E6	I can use the correct tense as required.
E7a	I can use capital letters and full stops mostly correctly.
E7b	I can use inverted commas.
E7c	I can use apostrophes for possession and contractions.
E8	I can spell many words correctly from the year 3/4 <u>Satutory</u> spelling list.
E9	I can form and join my letters mostly correctly.

Progression – Year 4

4 Working Towards the Expected Standard (WTS)	
Objective	
W1	I can draft, redraft and edit my sentences.
W2	I can use capital letters, full stops, commas, question marks and exclamation marks mostly correctly.
W3	I can use expanded noun phrases and adverbs.
W4	I can use subordinating conjunctions. (<i>e.g. after, when, if, that, even though, because, until, since</i>)
W5	I can use contractions and inverted commas mostly correctly.
W6	I can spell some of the year 3/4 Statutory spelling words correctly.
W7	I can form my letters correctly in the appropriate size most of the time.

4 Working at the Expected Standard (EXS)	
Objective	
E1	I can write a range of genres, e.g. narrative, factual and recount forms.
E2	I can use descriptive devices in my writing and incorporate figurative language e.g. simile, alliteration).
E3	I can use paragraphs to <u>organise</u> ideas.
E4	I can use some fronted adverbials of time and place and prepositional phrases.
E5	I can use a range of conjunctions to vary my sentence types. (<i>FANBOYS between two main clauses and A WHITEBUS to make complex sentences</i>).
E6	I can maintain the correct tense.
E7	I can use capital letters, full stops, question marks, exclamations marks, commas, contractions and inverted commas correctly.
E8	I can spell most year 3/4 Statutory spelling words correctly.
E9	I can use fluent joined handwriting of the correct size.

Progression – Year 5

5 Working Towards the Expected Standard (WTS)	
Objective	
W1	I can use narrative, factual and recount forms.
W2	I can use paragraphs to <u>organise</u> ideas.
W3	I can use descriptive devices in my writing (e.g. adjectives, expanded noun phrases).
W4	I can use some adverbials of time and place.
W5	I can use capital letters, full stops, question marks, commas for lists mostly correctly and sometimes use apostrophes for contraction.
W6	I can spell most words correctly from the year 3/4 Statutory spelling list.
W7	I can write legibly. <i>At this standard, there is no specific requirement for a pupil's handwriting to be joined.</i>

5 Working at the Expected Standard (EXS)	
Objective	
E1	I can write for a range of purposes and different audiences.
E2	I can use narratives, describe characters and settings using vivid description (metaphor, simile, personification), and sometimes use dialogue (to represent character and move <u>the scene on</u>). *Dialogue is between two or more characters
E3	I can, in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).
E4	I can use a range of conjunctions and adverbials of time and place effectively within paragraphs. (Subordinating clauses in different positions within a sentence.)
E5	I can use a range of vocabulary and grammatical structures that are suitable for the style of writing, including modal verbs to suggest degrees of possibility.
E6	I can use verb tenses consistently and correctly throughout my writing.
E7	I can use the range of punctuation taught at key stage 2 to mark clauses (e.g. commas, brackets, semi-colon, dashes) and include use mostly correctly other punctuation such as <u>as</u> hyphens, colons.
E8	I can spell most words from the year 3/4 Statutory Spelling list and spell correctly some <u>words</u> from the year 5/6 spelling list.
E9	I can maintain legibility in joined handwriting when writing at length.

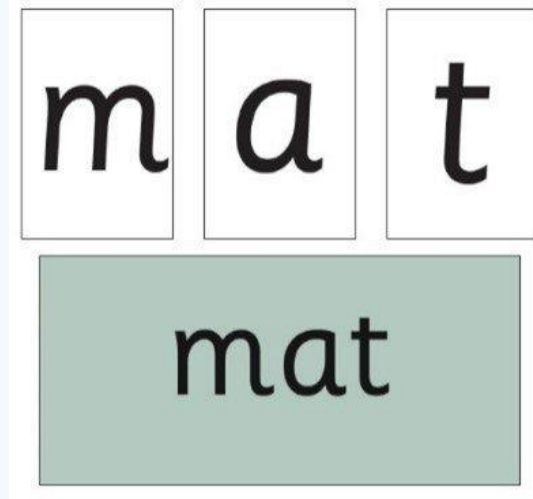
Progression – Year 6

6 Working Towards the Expected Standard (WTS)	
Objective	
W1	I can write for a range of purposes.
W2	I can use paragraphs to <u>organise</u> ideas.
W3	In narratives, I can describe characters and settings.
W4	In non-narrative writing, I can use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).
W5	I can use capital letters, full stops, question marks, commas for lists and apostrophes for <u>contraction</u> mostly correctly.
W6	I can spell most words correctly from the year 3/4 Statutory Spelling list, and some <u>words</u> from the year 5/6 spelling list.
W7	I can write legibly. <i>At this standard, there is no specific requirement for a pupil's handwriting to be joined.</i>

6 Working at the Expected Standard (EXS)	
Objective	
E1	I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).
E2	In narratives, I can describe settings, characters and atmosphere.
E3	I can integrate dialogue in narratives to convey character and advance the action/scene. *Dialogue is between two or more characters
E4	I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. <i>(Use contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</i>
E5	I can use a range of devices to build cohesion (writing is connected) within and across <u>paragraphs</u> (e.g. conjunctions, fronted adverbials, pronouns, synonyms, repetition).
E6	I can use verb tenses consistently and correctly throughout my writing.
E7	I can use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, dashes, hyphens, colons, commas).
E8	I can spell most words correctly from the year 5/6 Statutory Spelling list, and use a <u>dictionary</u> to check the spelling of uncommon or more ambitious vocabulary.
E9	I can maintain legibility in joined handwriting when writing at speed. <i>The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.</i>

Spelling

- RWI starts with phonics



- National Curriculum Spelling in Each Year Group

- Spelling shed spelling shed for parents



Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	great	move	again
floor	break	prove	half
poor	steak	improve	money
because	pretty	sure	Mr
find	beautiful	sugar	Mrs
kind	after	eye	parents
mind	fast	could	Christmas
behind	last	should	
child	past	would	
children	father	who	
wild	class	whole	
climb	grass	any	
most	pass	many	
only	plant	clothes	
every	bath	busy	
everybody	path	people	
even	hour	water	

Common Exception Words Years 3 and 4

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Common Exception Words Years 5 and 6

Aa

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb

bargain
bruise

Cc

category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity

Dd

definite
desperate
determined
develop
dictionary
disastrous

Ee

embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation

Ff

familiar
foreign
forty
frequently

Gg

government
guarantee

Hh

harass
hindrance

Ii

identity
immediate
immediately
individual
interfere
interrupt

Ll

language
leisure
lightning

Mm

marvellous
mischievous
muscle

Nn

necessary
neighbour
nuisance

Oo

occupy
occur
opportunity

Pp

parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

Qq

queue

Rr

recognise
recommend
relevant
restaurant
rhyme
rhythm

Ss

sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system

Tt

temperature
thorough
twelfth

Vv

variety
vegetable
vehicle

Yy

yacht

Handwriting

Letter-join whole school
handwriting scheme

[https://Letterjoin handwriting scheme website](https://Letterjoinhandwriting.com)

Grammar

- Vocabulary, grammar and punctuation progression

Vocabulary, grammar and punctuation – Years 1 to 6

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Grammar

- Vocabulary, grammar and punctuation progression

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Grammar

- Vocabulary, grammar and punctuation progression

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Grammar

- Vocabulary, grammar and punctuation progression

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>] Apostrophes to mark plural possession [for example, <i>the girl’s name</i> , <i>the girls’ names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Grammar

- Vocabulary, grammar and punctuation progression

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]
Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Grammar

- Vocabulary, grammar and punctuation progression

Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p>
Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

What does a lesson look like?

Stage 1: Talk about – New vocabulary check, introduce, read and respond to the model text Each unit is based on a model text. These are generally extracts from good quality, age-appropriate children's fiction, non-fiction and poetry.

Stage 2: Talking about meaning and story (structure fiction)/Talking about purpose, meaning and text structure (non-fiction) During this stage, children are asked to consider the organisation and plot in the fiction model texts, and to explore the organisation and the order of ideas for the non-fiction texts. Children will work with response partners and groups for active learning activities aimed at co-constructing insights into the author's choices and their impact on the reader. They will rehearse writing some features of the genre.

Stage 3: Talking about the language and vocabulary Activities at this stage are primarily focused on language and the grammatical content and technical vocabulary in the National Curriculum, together with consolidation of grammatical content and vocabulary. The intention is to demonstrate how the grammar is used in texts and to consider the impact on the reader. Key grammatical constructions are highlighted on the model text.

Stage 4: Getting ready to write The aim of this stage is to discuss ideas and create opportunities for drama, drawing, etc, so that the child comes to the writing session with a clear understanding of the content, style and vocabulary of what they want to write.

Stage 5: Writing, improving and editing Completing a first draft, editing it and then writing the new improved version as a published piece.

Stage 6: Learning from the writing This session allows you to identify common areas for improvement and to work together with the children to improve or 'fix' some sample sentences.

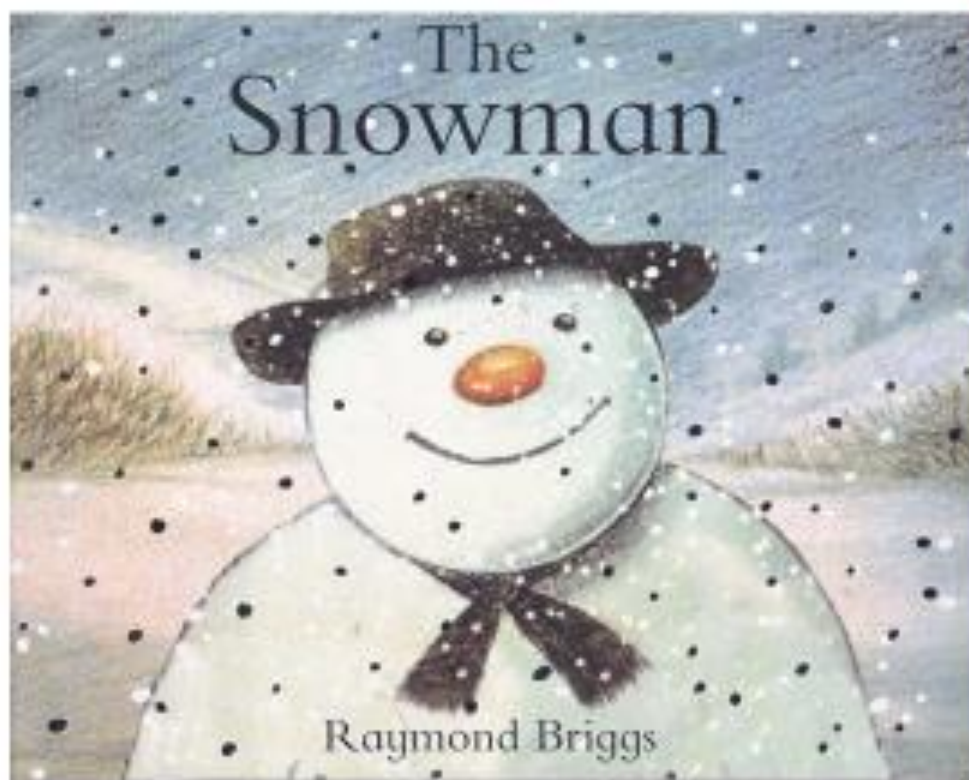
Writing at JEA

Children are officially assessed at the end of EYFS, KS1 and KS2. They are also assessed regularly in each year group – this is after every piece of published writing.

Each unit of writing starts with a vocabulary check, a text, exploration, drafting, editing and ends with publishing. The genre will vary and might include a recount, story, letter, report, poem, newspaper article, instructions and more.

Fiction	is a genre of writing that is not true.
Nonfiction	is a genre of writing that is true.
Drama	is a genre that is read in a play as a performance.
Fable	is a genre usually about animals and gives the reader a moral or lesson.
Fantasy	is a fiction work that contains many incredible creatures or events.
Historical Fiction	is an untrue story that includes many historical facts, settings, events, or people.
Humor	is an amusing, entertaining genre.
Mythology	is a genre that includes traditional tales, usually about ancient Greek and Roman gods.
Tall Tales	are exaggerated stories that have a good deal of humor.
Biography	is a nonfiction genre that tells about a person's life.
Autobiography	is a nonfiction genre that tells about a person's life and is written by that person.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units Covered: Fiction	Goldilocks and the Three bears Little Red Riding Hood The Gingerbread Man The Tiger Who Came to Tea Percy the Park Keeper We're going on the Bear Hunt The Very Hungry Caterpillar Handa's surprise The Rainbow Fish	Fiction Chapter Book – Frog and Toad Fiction - Narrative – Stories in familiar settings: The Very Hungry Caterpillar Fiction - Narrative – Stories with Repetitive Vocabulary	Fiction: Narrative A pet with a problem Dumpling Fiction: Fantasy story - The Snowman Fiction – Traditional tales Hansel and Gretel & Goldilocks - Features of a diary Fiction - Real life story - The Lighthouse Keeper's lunch Fiction – Classic Narrative - Paddington to the rescue	Fiction - Character sketch 'The Twits' Fiction -Letter writing: Letters from Father Christmas by J.R.R. Tolkien Fiction - Diary Writing: 'Wind in the Willows' Fiction – Narrative: Writing a story in the first person: 'Five Children and It' with speech	Fiction – Adventure story – On Safari by Nick Hunter Fiction – story based on reality - Creature Teacher by Sam Watkins Fiction – Fantasy Attack of the Lizard King (Dinosaur Cove series) by Rex Stone Fiction – Creating fiction in a historical setting - War Game by Michael Foreman	Fiction – Fantasy – Dragon Boy by Dick King Smith Fiction – Myths and legends – Theseus and the minotaur Fiction – Mystery story with dialogue – The Pantomime cat by Enid Blyton Fiction – Recount in character – Elephant Fiction – Recount form a different point of view – King Arthur	Fiction – Story in a fantasy setting – Alice in Wonderland by Lewis Carroll Fiction – Story in a parallel world – The Lion, The Witch and the wardrobe by C S Lewis Fiction – Sci Fi story – The Time machine by H G Wells
Non-Fiction	Settling in - All about me Fire fighters, Vets, Doctors and Nurses, Dentists, The Postal services, The Police service The Christmas story The Easter Story	Non-fiction – All About Me Non-Fiction – Recount Non-Fiction - Information Report	Non- fiction - Instructions: How to make a Halloween spider Non- fiction - Non-chronological reports: Carnivorous Plants	Non- Fiction: Non Chronological Report A book of Bear Non-Fiction- Instruction text- 'How to look after a pet dragon.' Non-Fiction - Explanation text: How a volcano works. Non-Fiction - Persuasive Text-Letter- The Tin Forest	Non-Fiction –information text – The arrival of the railways Non-Fiction – Persuasion/ advert – Dragons Kingdom Non-Fiction – Explanation Text – "What's the point?"	Non- Fiction – Information – Plastics pollution Non- Fiction – autobiography based on Floella Benjamin Non-Fiction – Persuasive letter – Wonderful wizards by Maria Richards Non- Fiction – Instructional text – Elves and Sprites by Pie Corbett Non-Fiction text – Historical information – The Trojan Horse	Non- Fiction – Persuasive letter – "Two Soups" comedy sketch Non-Fiction – Comparison text - Ancient and Medieval art by Rosie Dickens
Poetry	The Gruffalo Commotion in the ocean The Snail and the Whale Stick man	Poetry –Acrostic Poems Poetry – Simple Rhyme	Poetry - Nonsense poems - The Owl and the Pussycat Poetry - Playground rhymes Poetry: Shape Poems - Features of shape poems	Poetry Witches spell, Macbeth- William Shakespeare. Poetry: 'Snow' Walter de la Mare and 'The Ice Bear' Jackie Morris	Poetry – Winter Break by Judith Nicholls	Poetry – There was a naughty boy	Poetry - The call by Charlotte Mew



The Snowman

by Raymond
Briggs

Week 1, Day 1

<https://www.youtube.com/watch?v=7KzKa6erJR>
Song

Lessons – The Snowman



sight – view, scenery, landscape.



led – guide someone towards something.



tangerine – an orange coloured hybrid citrus fruit.



landed - touch ground after flying.



lumps of coal – chunks, blocks, a consistent amount of.

twirled – past tense of twirl – to spin, swirl.



swirled – past tense of swirl – to spin, twirl.

Stage 1: Meeting the text

LQ: Can I listen to the text and answer questions about it orally?

SC:

1. I can name the main characters in the text.
2. I can explain why the events occurred.
3. I can identify the order of the key events in the story.



Let's talk about winter...

What do you know about winter?

What is the weather like in winter? Give examples.

What are the temperatures like?

What animals are active during winter?

Which animals hibernate?

Why do they hibernate?

What are the main events that happen in winter?

What do we do differently in winter?

What do children do during winter?



Now let's watch a short movie made after a book called **The Snowman** by Raymond Briggs; then, let's listen to a fragment text that retells what happens in the beginning of the movie.

<https://www.youtube.com/watch?v=AjMNEKHURU> **original film**

<https://www.youtube.com/watch?v=8ka-QWPFVnE>

- What do you notice about this movie?
- The original book written by Briggs is a **picture book**. Do you know what a picture book is?
- Is this story real? How do you know? What would you call this **genre**?

The Snowman by Raymond Briggs

Immediately

the minute

As soon as James got out of bed, he knew it would be a *amazing* *exciting* *fantastic* day. It has been snowing *all* the whole night, and now, everything was white in the garden. The best thing would be to make a SNOWMAN!

"Don't forget your boots," said Mum.

black dusty rock / *a small kind of orange*

A big body and big round head... coal eyes, a tangerine nose, a hat and a scarf. His snowman was finished. *complete*

"Teatime," Mum called.

"Take off your boots."

impossible
difficult

That night, it was hard to sleep, so James got up to see his snowman. This was magical... his snowman was walking towards the house!

looked around

He explored the house with James. The snowman stroked the cat sleeping by the fire. *Caressed* *trucked patted* *Mrreacowww!* The cat hissed, and spat because his hand was freezing!

cautioned

"Sssh! We must be very quiet," warned James, "or my parents will wake up."

The fridge was best – it was cold, just how snowmen like it.

The snowman tried everything: mum's makeup, dad's pipe...

Now, is your turn to read the text to yourselves.



Are there any more words you do not understand?

Questions?

