

10-day writing journey

Parent workshop

Rationale

- Pupils need to be apprenticed into writing in different styles/genres/purposes
- Our curriculum mapping needs to account for: teaching, rehearsal, forgetting, remembering and embedding within and across academic years
- 10 days is a substantial amount of time to immerse children in a) content knowledge, b) genre features, c) high quality examples etc.
- Each unit will always focus on one of the 4 main purposes of writing, with an appropriate genre/task

4 main author purposes

To entertain

narrative, poem, character/setting description, play script

To persuade

speech, letter, advert, campaign

To inform

newspaper, report, recount, biography, essay

To discuss

balanced argument, newspaper, review

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
AUTUMN	to entertain setting description	to inform newspaper article	to persuade persuasive letter	to entertain narrative	to inform recount	to discuss balanced argument
SPRING	to entertain haiku poem	to inform biography	to persuade persuasive speech	to entertain character description	to inform newspaper article	to discuss film review
SUMMER	to entertain narrative	to inform recount	to persuade campaign	to entertain limerick poem	to inform non- chronologic al report	to discuss current news affair

Example genre map

Week	Day
1	1
	2
	3
	4
	5
2	6
	7
	8
	9
	10

Two-week cycle (unit)

Structured, whole-school approach to writing

Ensures pupils are apprenticed into a writing style before they are expected to write an extended piece

Week	Day
IMMERSION	1
	2
	3
	4
	5
WRITING	6
	7
	8
	9
	10

Week 1: immersion

Exposure to high quality texts

Examples of strong writing

Comprehension tasks

Deconstructing pieces

Vocabulary building

Week 2: writing

Planning

Drafting

Writing

Editing/Proof-reading

Assessment

Read aloud

Day	Focus
1	<p>Immersion</p> <p>Retrieval task to assess prior knowledge</p> <p>Reading high quality texts</p> <p>Exposure to good and excellent pieces of work</p>

Monday 19th November

L.O. Cold Task Quiz: Instructions

1. Instructions are written in:
 - a. Past tense ✓
 - b. Present tense ✗

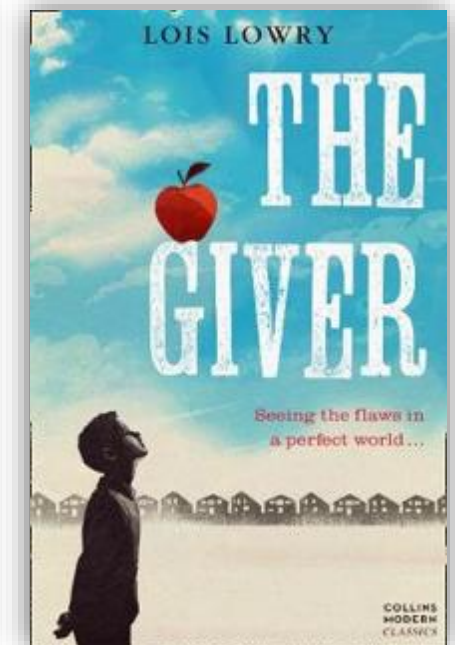
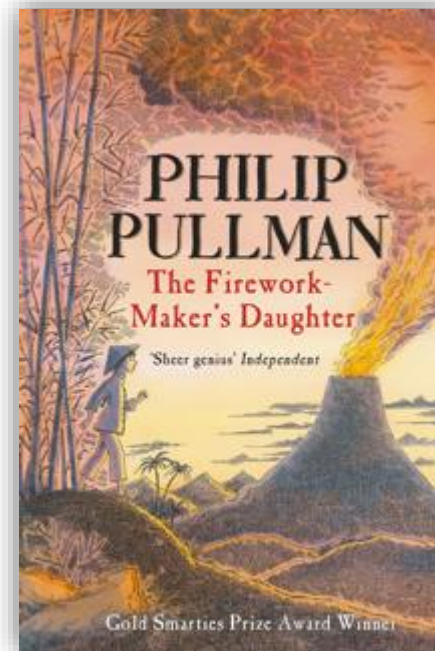
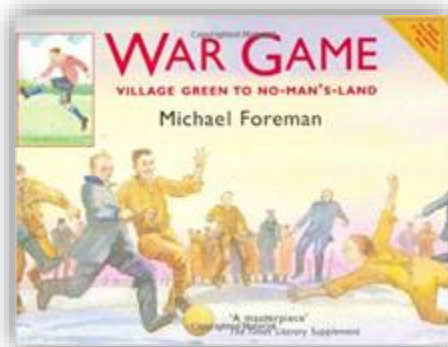
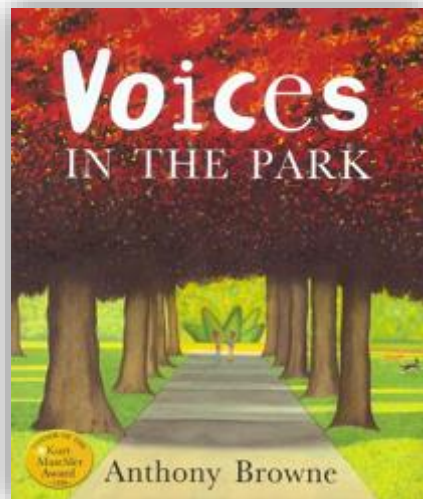
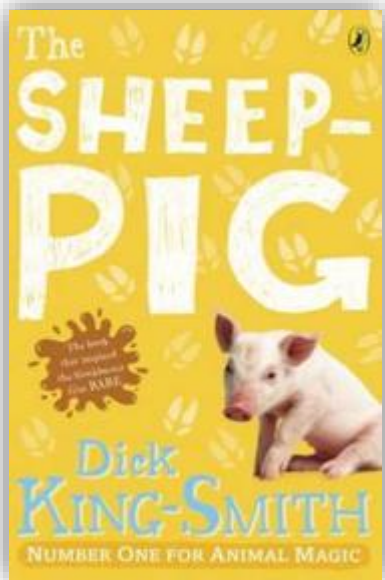
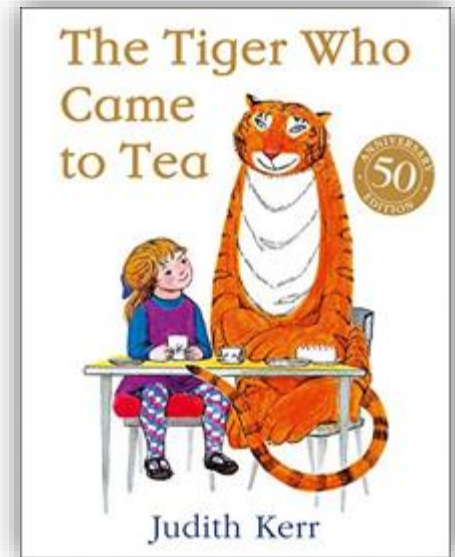
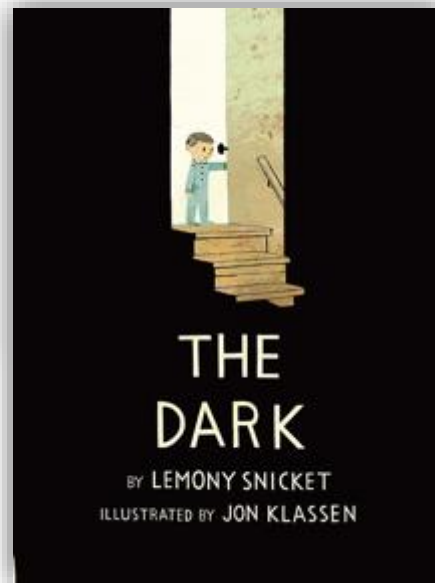
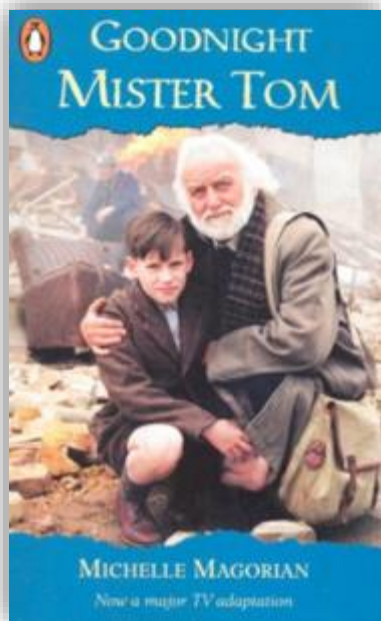
2. What punctuation is used in a list?
 - a. Exclamation marks ✗
 - b. Commas ✓
 - c. Questions marks ✗

3. What do we use to give an instruction?
 - a. Adjective ✗
 - b. Noun ✗
 - c. Imperative verb ✓

4. What is used to make instructions easier to follow?
 - a. Diagrams ✗
 - b. Pictures ✗
 - c. Photographs ✓

5. A conjunction is:
 - a. A describing word ✗
 - b. A word that connects two parts of a sentence ✗
 - c. A word used to give an instruction ✓

Year 2
example



Day	Focus
2	<p>Comprehension</p> <ol style="list-style-type: none">1. inferences with supporting evidence (2d)2. retrieval of key details (2b)3. explain the meaning of words in context (2a)4. prediction of next / future events (2e)5. summarise ideas within a paragraph/text (2c)6. explain how meaning is enhanced by words (2g)7. suggest how details link to the whole text (2f)8. make comparisons within the text (2h)

Day	Focus
3	<p>Vocabulary</p> <p>‘Word detectors’ / ‘word collectors’</p> <p>Build vocabulary banks in advance of Week 2</p> <ul style="list-style-type: none">a) Definitionsb) Word classc) Prefixes/roots/suffixesd) Synonyms and antonymse) Context cluesf) Matching/sorting/mind mappingg) Retrieval, Inference, Choice (RIC)

S14

1. non
2. **vis**
3. ology

vis = *'to see'*



vis ible

re vise

tele vis ion

in vis ible

vis itor

root words

tiny petite insufficient
unimportant trifling
trivial **SMALL** meagre
insignificant pocket-sized
slight young immature

synonyms

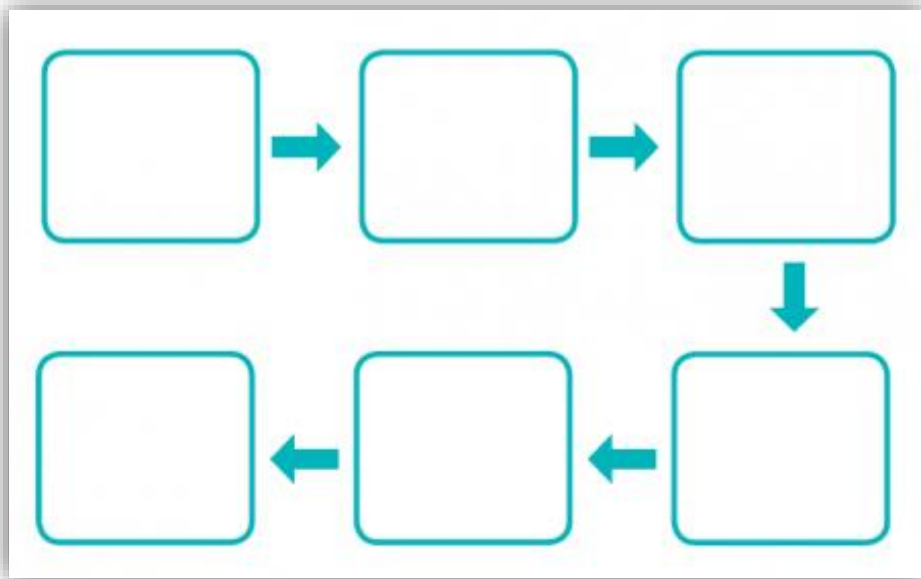
Noun	Adjective
Verb	Adverb

dog	clever	dirty
cat	boring	ugly
pig	dull	stupid
pretty	imaginative	girl
handsome	scary	thick
long	tree	stairs
boy	haunted	mouse
fat	fat	house
thin	chin	good
silly	clock	bad

word class sort

Day	Focus
4&5	<p>Genre study</p> <ul style="list-style-type: none">a) features of the genre (common language)b) structure analysisc) related SPaGd) links with task (e.g. character description)e) overwritef) drama – hot seating/role playg) character/setting descriptionh) creating phrases/sentencesi) edit and improve a sample piece of work

Day	Focus
6	Plan Genre / text type Purpose Audience Structure Vocabulary Sentence starters – Alan Peat Punctuation



IMAGERY for SETTING NAME: _____

What words and phrases describe what you can **TOUCH** at this place?

What words and phrases describe **SOUNDS** in this place?

What words and phrases describe what you **SEE** in this place?

What words and phrases describe what you **TASTE** at this place?

Write the **SETTING** here:

(Chapter #____)

What words and phrases describe what you **SMELL** in this place?

Introduce Topic:

What do you think is the best subject in school.

State Opinion:

I think _____

_____ is the best subject.

Reason/Explanation 1:

Reason/Explanation 2:

Reason/Explanation 3:

Conclusion:

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Persuasive Writing Planning Sheet

Introduction

State your opinion: _____

3 Main points

1 _____ 2 _____ 3 _____

Point 1: _____

Details/Reasons

- _____
- _____
- _____

Point 2: _____

Details/Reasons

- _____
- _____
- _____

Point 3: _____

Details/Reasons

- _____
- _____
- _____

Conclusion

Restate your opinion: _____

▼ Restate your reasons and leave the reader thinking

Non-chronological report: Planning frame

Name: _____

Title	
General introduction	Vocabulary
Paragraph 1:	
Paragraph 2:	
Paragraph 3:	
Conclusion	

Day	Focus
7	<p>Draft</p> <p>Pupils turn plan into draft, using checklist sticker and genre success criteria (age-appropriate)</p>



IMAGERY for SETTING

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- My Writing Checklist**
1. CL FS " ! ? , ; : - () ...
 2. Adverbs, prepositional phrases and expanded noun phrases
 3. Cohesion within and across paragraphs: pronouns, adverbials of time and place, conjunctions and synonyms
 4. Range of sentences and vocabulary
 5. Uses a wide range of clause structures sometimes varying their position within sentences.
 6. Joined handwriting
 7. Using dictionaries to correct spellings
 8. Use verb tenses consistently and correctly
 9. Use passive verbs appropriately
 10. Modal verbs to suggest possibility



-4-3

Spencer
 Friday January 13th 2018
 Once upon a time I tried to do the dishes but the soap came alive. It ran out the door and down the street to Dubai. I ran after it as fast as I could. I tripped and watched the soap go through the door while he was saying you can't catch me you can't catch me. I got back up and ran after him once again. I looked in the store and saw the soap in a shelf singing with the other dish soaps. I guess I know what happened last week at.



Day	Focus
8	<p>Edit and improve / write</p> <p>Children use checklist to improve draft</p> <p>T may use guided groups to teach a specific skill e.g. paragraphs, checklist features etc.</p> <p>Start writing, if time.</p>

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Day	Focus
9	<p>Write final piece</p> <p>Use checklist, edited notes, thesaurus etc. to write final piece of work.</p> <p>As children write, annotate margins with codified numbers from checklist to evidence features (KS2)</p>

Tuesday 14th November 2017

Lo: Draft and write narratives describing settings, characters and atmospheres.

4

Thinking of a plan to try and glance through the window of the Ragged school, Noah climbed up the rusty iron bar near until he cautiously until he could distinguish the children in the school. He gripped on tightly and carefully staring at the joyful children putting their hands up, sitting desperate at their desks, desperate to answer questions.

3

Noah was filled with covetousness and he since whenever the children wanted something they would get it and he thought it wasn't fair. Then, all of a sudden, Noah felt cold rain falling onto his head, but he didn't care as he thought the rain would come and go; instead it got even worse. Trying to grip on as the rain tumbled down on him, the rain won and made him to let go of the rusty, metal bar making him Noah to collapse onto the wet, soggy mud. He screamed in terrible pain until a dark, tall and muscular figure was standing right in front of him. Noah thought it was a monster, but it wasn't. It was a policeman.

2

1

10

My Writing Checklist

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1

8

4

9

6

10

Day	Focus
10	<p>Complete</p> <p>Proof-read</p> <p>Self-assess <i>then</i> peer-assess*</p> <p><i>*specialist proof-readers / masters of their own work</i></p> <p>Read aloud** and celebrate work</p> <p>**or have partners read each others' work out loud</p>

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Teachers complete checklist.