

GOOD READERS MAKE  
GOOD WRITERS

*Purposeful and collaborative oracy and reading activities that extends pupil's vocabulary and promotes high quality dialogue leading to deeper understanding of texts and how to apply key elements to their writing.*

# Barham's Approach to Teaching Writing

***'A good writer must have something to say, must have a plan for how to put ideas into written form, and must be able to reflect and self-edit to be sure that a written product communicates with its desired audience.'***

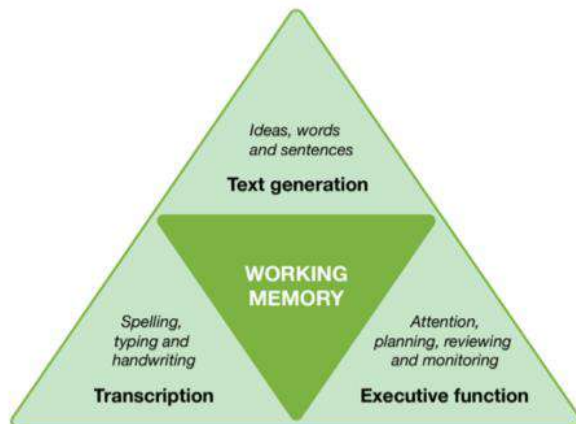


Figure 11: The writing process



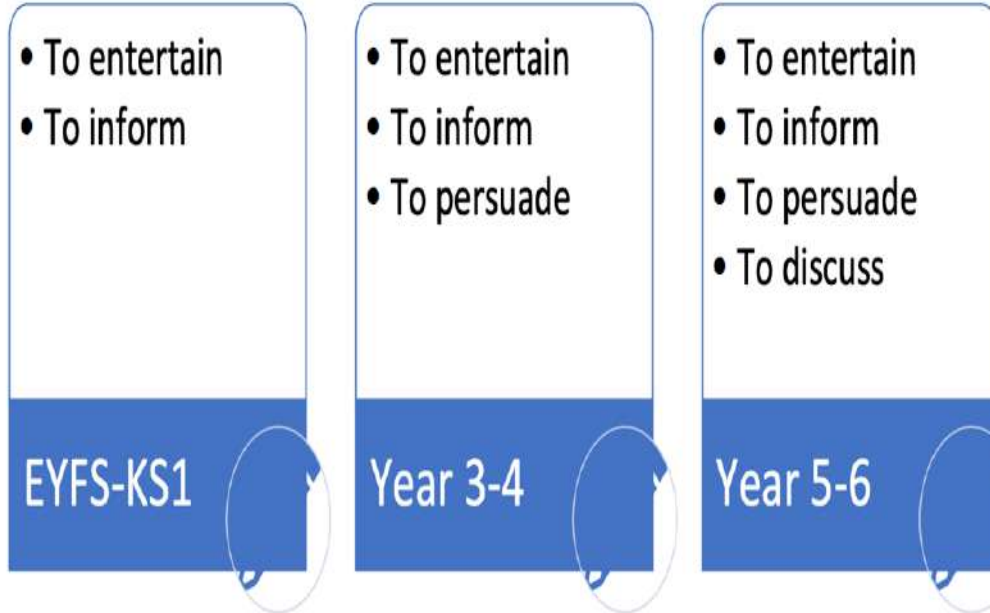
# The Writing Sequence

1. **(P.A.T.T)** Identify the purpose and audience for the writing.



## Key points:

- Needs to cover a range of audiences and purposes- different genres
- Core texts- outcome should lend itself to text
- Outcomes should be aimed at closing gaps of children
- Topic based
- Relevant to society right now
- Box it up grid- but later in process for children to understand



<b>P- What is your purpose?</b>	<b>A-Who is the audience?</b>
<b>T- What type of text are you writing?</b>	<b>T- What will the tone be?</b>

2. **Shared Reading**: read a range of example texts from the text type/genre.



3. **Develop understanding of texts**: read through comprehension, speaking, listening and drama activities



4. **Identify the key features of the text type/genre**:  
Use to create a “toolkit” for writing (success criteria)



## Key points:

- Success criteria/toolkit
  - Create as class
  - Provide children with
  - Differentiate- mild/spicy or spicy/hot
- Drama activities
- Drawing
- Story maps
- Visual clips



Name	Date modified	Type	Size
Book monitoring 2023 2024	27/02/2024 14:15	File folder	
Marking code posters	28/02/2024 14:04	File folder	
Planning Template	24/02/2024 20:32	File folder	
Writing CPD 2023 2024	07/02/2024 16:30	File folder	
Writing overviews 2023 2024	28/02/2024 13:48	File folder	
Barham's Approach to Teaching Writing ...	29/02/2024 14:21	Microsoft PowerP...	25,167 KB
Barham's Writing CPD session 2023 2024 ...	29/01/2024 12:02	Microsoft PowerP...	4,364 KB
Barham's Writing CPD session 2023 2024	25/01/2024 16:46	Microsoft PowerP...	207 KB
Barham's Approach to the teaching of W...	15/01/2024 10:58	Microsoft Word D...	117 KB
English Curriculum 2023-2024 Master	16/01/2024 11:57	Microsoft Word D...	622 KB
English Curriculum 2023-2024 1	15/01/2024 13:30	Microsoft Word D...	2,542 KB
English Curriculum 2023-2024	15/01/2024 12:48	Microsoft Word D...	2,543 KB
Our Approach to Teaching Writing Septe...	20/02/2024 11:47	Microsoft Word D...	4,625 KB
Poetry-Progression overview 2022 2023	29/01/2024 16:30	Microsoft Word D...	319 KB
Writing-for-a-purpose-2.253118323 (1)	17/01/2024 09:43	Chrome HTML Do...	661 KB



# BIG READ

Spend some time in your partners reading the examples newspaper reports.

As you read consider:

- Language
- Features
- Audience and purpose
- Grammar and punctuation

Shared Read- Recounts: newspaper articles	Hot	Key
<b>Specific features for this text type</b>		
<ul style="list-style-type: none"> <li>• A headline to attract readers' interest</li> <li>• A by-line- the author of the article</li> <li>• An orientation paragraph- a summary of the main points of the article</li> <li>• Body of the article- more details about how the story unfolded</li> <li>• Facts and statements</li> <li>• Pictures and captions</li> <li>• Quotations- extra detail and opinion</li> <li>• Reorientation- a final paragraph saying where the story might go next (PRESENT TENSE)</li> <li>• Past tense- (except reorientation)</li> <li>• Third person formal language</li> </ul>		
<b>Grammar</b>		
<ul style="list-style-type: none"> <li>• Co-ordinating conjunctions- to link ideas and, or, but</li> <li>• Subordinating conjunctions- (AWHITEBUS)- if, even if, when, because</li> <li>• Expanded noun phrases- Add details using from and of- the officers from</li> <li>• Adverbs/adverbials of place- prepositional phrases- say where the events took place</li> <li>• Adverbs/adverbials of time- say when events took place</li> <li>• Relative clauses- embed extra information</li> <li>• Conjunctive adverbs- In the same way, furthermore, however, in short, as</li> </ul>		
<b>Punctuation</b>		
<ul style="list-style-type: none"> <li>• Apostrophes- possession- city's defences, animal's wings</li> <li>• Hyphens- scientists' initial feedback</li> <li>• Brackets- and dashes for parenthesis</li> </ul>		

You may want to look at the feature checklist while you read

# SHARED READ

Let's read 'Porridge Pincher appears in court' together- as we read we will identify features on our features checklists.

## Porridge Pincher appears in court!

### DAILY BUGLE

REPORTED BY B. EARS

...who allegedly broke in  
...was taken to  
...for the  
...supper  
whilst inside,  
everyone is asking: 'Why  
so terrible she deserves punishment'

Miss Locks – aged 15 – claims that she was lost in a dangerous place at the time and only sought refuge when she stumbled across Bear Cottage in Fairytale Woods last month. She profusely protests her innocence and although apologises for her behaviour whilst in the property, believes that the bears actually saved her life. Despite this, the Three Bears have made no secret that they feel differently. Daddy Bear stated, "As if breaking in to our family home wasn't enough, she tried and ate our breakfast, broke my son's favourite chair and then slept in our beds! These are not acts of an innocent girl: she is a nuisance and she must have her comeuppance!"

These events were reported to Tell-Tale Police by the Three Bears upon arrival to find their house was not how they left it when they went for a walk that fateful morning. Mommy Bear told reporters that they had made their porridge hot to eat at the time) and then after 7:00am. Upon their Bear's  
...  
Not only this  
mattresses and had  
bed!

When confronted, Miss Locks immediately began her apology but it was to no avail as Daddy Bear had already started criminal proceedings following a phone call to police: his house had been invaded and he wanted necessary actions taken. Goldi stated, "I begged 'em for mercy but they weren't budgin'! I tried everythin' but they wouldn't listen. Too poor and common for 'em to care 'bout me ain't it?" She was then duly arrested and asked to provide a statement containing her version of events.

## Porridge Pincher appears in court!

Shared Read- Recounts: newspaper articles Hot	
Specific features for this text type	Key
<ul style="list-style-type: none"> <li>• A headline to attract readers' interest</li> <li>• A by-line- the author of the article</li> <li>• An orientation paragraph- a summary of the main points of the article</li> <li>• Body of the article- more details about how the story unfolded</li> <li>• Facts and statements</li> <li>• Pictures and captions</li> <li>• Quotations- extra detail and opinion</li> <li>• Reorientation- a final paragraph saying where the story might go next (PRESENT TENSE)</li> <li>• Past tense- (except reorientation)</li> <li>• Third person formal language</li> </ul>	
Grammar	
<ul style="list-style-type: none"> <li>• Co-ordinating conjunctions- to link ideas and, or, but</li> <li>• Subordinating conjunctions –(AWHITEBUS)- if, even if, when, because</li> <li>• Expanded noun phrases- Add details using from and of- the officers from</li> <li>• Adverbs/adverbials of place- prepositional phrases- say where the events took place</li> <li>• Adverbs/adverbials of time- say when events took place</li> <li>• Relative clauses- embed extra information</li> <li>• Conjunctive adverbs- In the same way, furthermore, however, in short, as a result</li> <li>• Subjunctive mood/form- The police recommended that all residents be cautious</li> <li>• Passive voice- It was organised by</li> </ul>	
Punctuation	
<ul style="list-style-type: none"> <li>• Apostrophes for possession- city's defences, animal's wings</li> <li>• Apostrophes for plural- scientists' initial feedback</li> <li>• Commas, brackets, and dashes for parenthesis</li> <li>• Semi-colons and colons</li> </ul>	



# SHARED READ

Can we find examples of specific features for this text type?

<u>Specific features for this text type</u>	Key
<ul style="list-style-type: none"><li>• A headline to attract readers' interest</li><li>• A by-line- the author of the article</li><li>• An orientation paragraph- a summary of the main points of the article</li><li>• Body of the article- more details about how the story unfolded</li><li>• Facts and statements</li><li>• Pictures and captions</li><li>• Quotations- extra detail and opinion</li><li>• Reorientation- a final paragraph saying where the story might go next (PRESENT TENSE)</li><li>• Past tense- (except reorientation)</li><li>• Third person formal language</li></ul>	

# SHARED READ

Can we find examples grammar found in this text type?

## Grammar

- Co-ordinating conjunctions- *to link ideas and, or, but*
- Subordinating conjunctions –(AWHITEBUS)- *if, even if, when, because*
- Expanded noun phrases- Add details using from and of- *the officers from*
- Adverbs/adverbials of place- prepositional phrases- say where the events took place
- Adverbs/adverbials of time- say when events took place
- Relative clauses- *embed extra information*
- Conjunctive adverbs- *In the same way, furthermore, however, in short, as a result*
- Subjunctive mood/form- *The police recommended that all residents be cautious*
- Passive voice- *It was organised by*



# SHARED READ

Can we find examples of punctuation used in this text type?

## Punctuation

- Apostrophes for possession- *city's defences, animal's wings*
- Apostrophes for plural- *scientists' initial feedback*
- Commas, brackets, and dashes for parenthesis
- Semi-colons and colons





## 5. Supported composition : Teach and practise key skills identified from the toolkit (*i.e. the grammar, vocabulary and spelling that fit the genre*)



### Key points:

- Toolkit- differentiated
- Vocabulary- make time to create a class list of vocab that is linked to genre/topic/period of time
- Year 3/4 and 5/6 spelling lists

**WRITING TO PERSUADE – YEAR 6**

**TEXT TYPES:**

Advert	Letter	Speech	Campaign
Campaign		Planning Template	

**TEXT FEATURES:**

Emotive language	Exaggeration	Repetition	Facts & Statistics
<ul style="list-style-type: none"> <li>disturbing</li> <li>polluted</li> <li>negligence</li> <li>poisonous</li> <li>suffocating</li> <li>disgraceful</li> <li>nauseating</li> </ul>	<ul style="list-style-type: none"> <li>Only a fool would believe that ...</li> <li>A billion people can't be wrong, can they?</li> <li>We will be wiped out in the blink of an eye</li> <li>Evidently, you haven't done your research</li> </ul>	<ul style="list-style-type: none"> <li>It's not okay to ...</li> <li>It's not okay to ...</li> <li>It's not okay to ...</li> <li>It is time to ...</li> <li>time to ...</li> <li>time to ...</li> </ul>	<ul style="list-style-type: none"> <li>only ...% chance</li> <li>we only have ... months</li> <li>it's been ... years since</li> <li>less than 1:3</li> <li>cost of £... billion</li> </ul>

**SENTENCE STRUCTURE:**

<b>Modal verbs</b> <ul style="list-style-type: none"> <li>may have</li> <li>might have</li> <li>could have</li> <li>ought to</li> </ul>	<b>Subjunctive</b> <ul style="list-style-type: none"> <li>If I were you, I would ...</li> <li>We demand that ... be acted on</li> </ul>
<b>Rhetorical question</b> <ul style="list-style-type: none"> <li>Have you considered ...?</li> <li>How can you live with ...?</li> </ul>	<b>Adverbs for possibility</b> <ul style="list-style-type: none"> <li>Evidently</li> <li>Inevitably</li> </ul>
<b>Short sentences</b> <ul style="list-style-type: none"> <li>We must act now!</li> <li>No time to waste!</li> </ul>	<b>Dashes for parenthesis</b> <ul style="list-style-type: none"> <li>This is our world – our beloved world – that needs saving.</li> </ul>

**MAKE IT FLOW:**

**CONJUNCTIONS: FANBOYS – AAAWWUBBIS – so ... as – not only ... but also**

**CONNECTIVES: furthermore – moreover – similarly – compared with – conversely – in spite of this – nevertheless – thus – resulting in – undoubtedly**

Shared Read – Diary entry	
Specific features for this text type	Key
<ul style="list-style-type: none"> <li>Salutation</li> <li>Date</li> <li>Rhetorical questions</li> <li>Chronological order</li> <li>Details: strong feelings/emotions and opinions and facts</li> <li>Past tense</li> <li>Past/present progressive verbs</li> <li>First person informal language</li> <li>Sign off</li> <li>Colloquial phrases /vocabulary (for purpose/ audience) – <i>I'll tell ya...</i></li> </ul>	
Grammar	
<ul style="list-style-type: none"> <li>Modal Verbs – <i>can, may, might, could, should, would, will, must</i></li> <li>Co-ordinating conjunctions – <i>and, or, but</i></li> <li>Subordinating conjunctions – (<i>AWHITEBUS</i>) – <i>if, even if, when, because</i></li> <li>Expanded noun phrases</li> <li>Adverbs/adverbials of place – <i>prepositional phrases</i> – say <i>where</i> the events took place</li> <li>Adverbs/adverbials of time – say <i>when</i> events took place</li> <li>Adverbs/adverbials of manner – say <i>how</i> events took place</li> <li>Relative clauses – <i>embed extra information</i></li> <li>Parenthesis- <i>brackets, dashes and commas</i></li> </ul>	
Punctuation	
<ul style="list-style-type: none"> <li>Apostrophes for <u>omission</u> – <i>won't (would not), shan't (shall not), it'd (it would/ it had)</i></li> <li>Apostrophes for <u>possession</u> – <i>city's defences, Meg's house</i></li> <li>Apostrophes for plural possession – <i>scientists' initial feedback</i></li> <li>Commas to make the meaning clear</li> <li>Commas for lists</li> <li>Commas, brackets and dashes for parenthesis</li> <li>Semi-colons and colons</li> </ul>	
Spellings	
<ul style="list-style-type: none"> <li>Year 3/4 spelling words</li> <li>Year 5/6 spelling words</li> <li>Hyphenated words- <i>breath-taking, well-tested, slow-releasing.</i></li> </ul>	



# Grammar- Active and Passive voice

## What is the active and passive voice?

A sentence is written in **active voice** when the **subject** of the sentence is performing the **action**.

**The dog chased the cat.**

A sentence is written in **passive voice** when the **subject** of the sentence is something done to it by someone or something.

**cat was chased by the dog.**

**Active and Passive Voice**

Link each word to its correct definition

subject	person or thing that the action is done to
object	an action or a state of being
verb	person or thing that does the action

A simple sentence has a subject and a verb. It usually has an object.

**The cat drinks the milk.**

The cat	object
drinks	subject
the milk	verb

**Task 1:** Circle the subject in each sentence.


- Jonny asked the teacher a question.
- The book was read by Jane.
- The question was answered by Jonny.

**Task 2:** Now, identify whether each sentence is written in the active or passive voice.

Jonny asked the teacher a question.	<input type="checkbox"/>	active	<input type="checkbox"/>	passive
The book was read by Jane.	<input type="checkbox"/>	active	<input type="checkbox"/>	passive
The question was answered by Jonny.	<input type="checkbox"/>	active	<input type="checkbox"/>	passive

**Task 3:** Rewrite these sentences in the passive voice.

- The lady carried some bags.  
\_\_\_\_\_
- The man painted the building.  
\_\_\_\_\_
- The man stared at the car.  
\_\_\_\_\_



**Task 4:** Rewrite these sentences in the active voice.

- The boy was chased by the dog.  
\_\_\_\_\_
- The rubbish was thrown into the street by the teenager.  
\_\_\_\_\_

**Challenge:**  
The rubbish was collected daily.  
\_\_\_\_\_

[www.gammarwants.co.uk](http://www.gammarwants.co.uk)



# Grammar- Subjunctive form

1. Tick the sentence below that is in the subjunctive form.

She wishes she were able to attend the party.

She remembered that she had received an invitation.

It was due to start at 2pm.

Her mum agreed to take her there in the car.

2. Circle the subjunctive form to complete the sentences below.

a) James recommended that Harry sign / signs up for the football team as he was so talented.

b) If I were chose / chosen, I would represent that school well.

c) Hannah suggested that Lois join / joins the choir due to her beautiful singing voice.

d) We ask that the match be postponed / is postponed due to the heavy rainfall.

3. Underline the verb in the subjunctive form in the sentences below.

a) Her coach suggested that Barry arrive on time for his appointment with the football club's manager.

b) The teacher commanded that Lucy tie up her shoe laces before she fell over them.

c) My auntie requested that her husband remove his shoes before entering the house.

- The subjunctive form can be used in formal language.
- It can be used to give advice, to suggest or to recommend something.
- The subjunctive form often uses the verb to be in an unusual way.

## To advise

advise

- demand

- recommend

ask

- insist

- request

command

- propose



# Features of text type- Formal language

## Formality?

The level of formality you write with depends on the purpose of your writing. For example, if you are writing a letter for a job application, you would write in a formal style. If you are writing a letter to a friend, you would use a more informal style.



# Features of text type- Fact and opinion

**Which of these sentences are fact? (Proved to be true)**

**Which of these sentences are opinion? (what someone thinks is true)**

1. The prime minister announced that war had been declared.
2. The village residents were in a state of shock.
3. Poland was invaded by German forces on 1<sup>st</sup> September 1939.
4. Mr Hartridge is a serving member of the Royal Air Force.
5. Mrs Hartridge is horrified by the news and may have to raise her child on her own.
6. Local resident, Mr Oakley, said the atmosphere in the church was bleak.
7. A meeting for local villagers will take place next week to discuss their concerns.
8. Hitler failed to meet the demands of the British government by the deadline of 11am.
9. The local people are proud to be British and will give their support to the actions of their forces.
10. The prime Minister spoke to the people of Britain using a wireless radio.

Next steps:

-Write a list of more facts about World War 2

E.g. Hitler was the leader of Germany

-Write a list of opinions about World War 2

E.g. World war two was a scary and terrifying time

4th September 1939

## VILLAGE IN SHOCK AS WAR IS DECLARED

**Chamberlain informs the nation in an emotional wireless broadcast**



Addressing the nation: Mr. Chamberlain delivering the grave news last night

By William Jones

Last night residents of the village of Weirwold joined the nation in a state of shock and devastation following the Prime Minister's announcement that war has been declared.

The news follows many efforts from the British government to discuss with the German leader Adolf Hitler, who, according to many sources, has invaded Poland 'without good cause'. It is believed

that British government took steps to avoid war but were left with no option when Hitler refused to withdraw his troops.

Hitler failed to meet demands within the deadline of 11am yesterday morning. German soldiers are still currently still occupying Poland and there is no sign of a retreat.

Chamberlain described the development as "a bitter blow" but insisted that there was nothing more that he could have done.

Yesterday evening the community of Weirwold assembled in the local parish church to listen to our Prime Ministers broadcast via the church wireless.

Mothers clung tightly to their young children, gasping in fear as they listened.

A Local teacher Mrs. Hartridge was seen comforting the mothers of her pupils, but admitted that she too is horrified by the news.

"My husband and I are newly married and are currently expecting our first child. As a serving-member of the Royal Air Force my husband will eventually be called for service duties, so I am now facing the worry that I may raise this child alone without a father."

Standing by her side, Mr Hartridge explained that he is saddened by the news, but vows to honour the King and serve our country.

Local resident Mr.Oakley was solemn as the atmosphere in the parish church was bleak.


"This is devastating news. As a survivor of WW I have experienced the horror of war first hand, and I prayed that it would be something that future generations would never have to face. It is hard to believe that just twenty one years later history could be repeating itself."

A meeting will take place in the village hall next Thursday where villagers can discuss their concerns and ask any questions they have.

God Save the King.



Local people stand proud and pledge their support to any action taken by our forces.

A tall, red and white striped lighthouse stands on a rocky island. The lighthouse has a lantern room at the top. In the foreground, a person with long hair is visible, looking towards the lighthouse. The background shows a hazy, overcast sky and a wooden fence in the distance.

## Features of text type- Quotations and reported speech

Speech can be written in two different ways.

**Direct speech** is shown by writing exactly what was spoken between inverted commas.

For example:

**Macey said, "I can't wait to see the new film at the weekend!"**

Speech can also be written as indirect speech.

**Indirect speech** reports on what has been said without writing the speech in full.

For example:

**Macey said that she was excited to see the new film at the weekend.**

or

**Macey said she was excited to see the new film at the weekend.**



**Grammar-  
Conjunctive  
adverbs**

**ADDITIONAL**

also, furthermore, moreover, what is more, in addition, besides, above all, as well (as), in the same way

**RESULT=**

so, therefore, as a result/consequence, accordingly, consequently, because of this/that, thus, hence, for this/that reason

**OPPOSITE**

alternatively, rather, on the other hand, the alternative is, another possibility would be, however



6. **Shared writing: model planning** a piece of writing based on the toolkit.

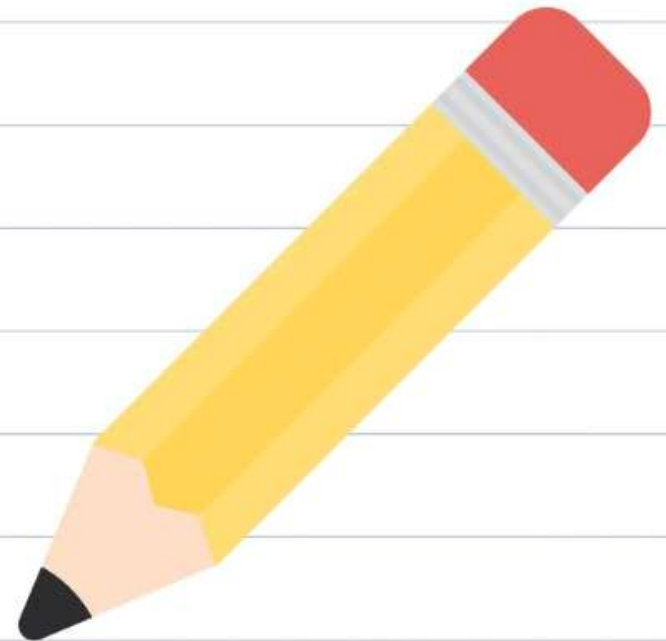


7. Children create their own plan using the toolkit.



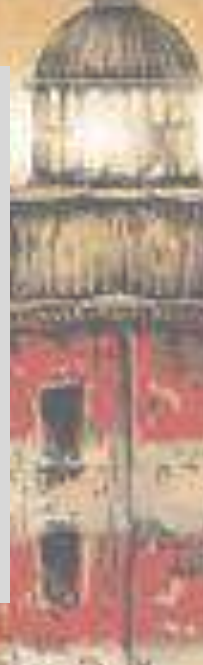
### Key points:

- Box it up grid- be specific about audience!
- Plan in opportunities to use the Year 3,4 and 5,6 spellings





You are going to write a newspaper report about Suki going missing during an evening of bombing in the Blitz.c



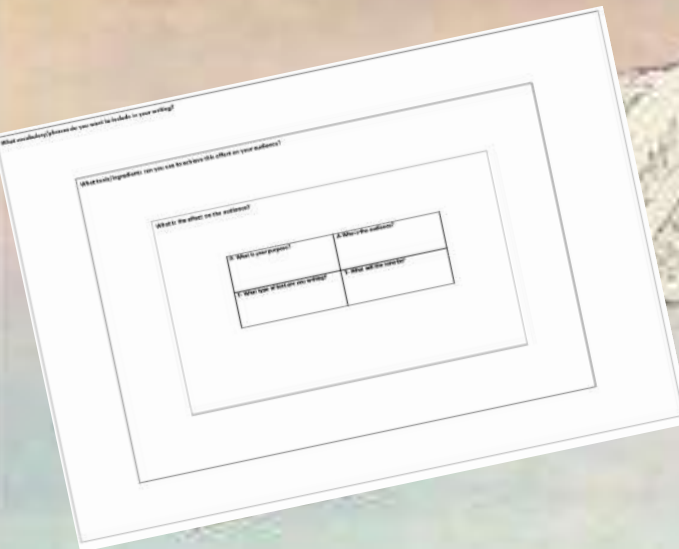
©Imperial War Museum

**P- What is your purpose?**

**A-Who is the audience?**

**T- What type of text are you writing?**

**T- What will the tone be?**



Stick in your box it up plans- we will add to it as we go on

What tools/ingredients can you use to achieve this effect on your audience?

What is the effect on the audience?

P- What is your purpose?	A- Who is the audience?
T- What type of text are you writing?	T- What will the tone be?



Let's complete the next 2 boxes.  
What effect do we want our newspaper to have on audience?  
What tools will help us?

What vocabulary/phrases do you want to include in your writing?

Why did we have to leave our cottage?

Black as coal

blustery night

1887

raggy blonde hair

What tools/ingredients can you use to achieve this effect on your audience?

cramped dirty

memories

mix of tenses

strong feeling words

strong adjectives

facts

Fear snaked  
it way through  
my veins  
like poison

What is the effect on the audience?

feel emotions

to rising their  
mind, eye

P- What is your purpose?

To inform

A- Who is the audience?

your future self

T- What type of text are you writing?

diary (recant)

T- What will the tone be?

informal  
slang

chronological order

verbs

good description

warmth of the  
hearth

setting

grail

Between you and me

I wondered  
why walls don't  
come tumbling  
down.

desperately  
hungry

huddled

every stamping  
tapping of a cane

felt the hairs on the  
back of my neck stand  
on end.

atmosphere

show not tell

thoughts  
and feelings

visualize  
the setting

details

time

word choice

stat

statistics

to know how you  
feel

Ma, Emily, Lavinia

No rest  
No room

cruel heart

Abandoned

desour

shimmering  
shilling

# Suki's disappearance – What do we know?

It's time to put your journalist hats on!



Task: Using the reporters notebook-

We have heard lots of different clues – these are all important and should be taken into consideration and would need to be reported on by a journalist.

In partners, use the text to help you and complete the note-taking planning sheet.

Role play

In partners- pretend one if you have witnessed the bombing and you saw Suki before she disappeared. What did you see?

**U- To record notes in a journalistic style**  
To be successful:

- I can note-take effectively using bullet points
- I can gather and discuss my ideas
- I can ask questions to clarify my understanding

*Journalist*

What questions will need to ask?  
What kind of mood/state was she in?  
Any suspicious circumstances?  
Where was she last seen?

Witnesses (Who was present- what did they see or say? Who else might have something relevant to say?)

The scene

What did they say?

What were they doing when Suki disappeared?

Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
Occupation: \_\_\_\_\_

What did they say?

Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
Occupation: \_\_\_\_\_

What were they doing when Suki disappeared?

Suki Bradshaw: Fact File

1 question

Suki Bradshaw: Behaviour before the night in question

Timeline of Events (Key events – chronological order)

# Vocabulary word bank

Look at the KS2 statutory spellings – which ones are suitable and relevant for our newspaper articles



## Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

## Year 3 and 4 Statutory Spellings

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

## Headline

- In bold
- Catchy
- Alliteration
- Interests the reader
- Serious or humorous
- Only has a few words
- Action verbs



Today we will be using our notes to plan (bullet point) our newspaper articles.

## Orientation

- This introduces the story and should **GRAB** our attention. It will set the scene and summarise the main points of the article. It is often only one sentence so you must make it a good one.



Newspaper report on missing Suki Bradshaw	Planning notes/ideas
Headline:	
Paragraph 1- Orientation- Answer 4 W's- who, what, where when	

Teacher should model on a different/similar topic

# Main Body of Text

- This is written in:

paragraphs

clear sentences

**the past tense**



It answers the questions:

**Why?**

**How?**

Today we will be using our notes to plan (bullet point) our newspaper articles.

Paragraph 2- Tell the reader more details about the night of her disappearance.

Describe the air raid and blitz. What was she doing? What had her plans been? Keep the events in chronological order. Who might quote here?

Paragraph 3- Tell the reader about Suki's background and what was known about her life up to this point. Include information about the secret letters found in the drawer post-marked Devon. Who could quote here?

Teacher should model on a different/similar topic

# Reorientation

- This ends the retelling of events. It brings us up to date.
- Because it is telling us what is happening **NOW** it will move from the

past tense



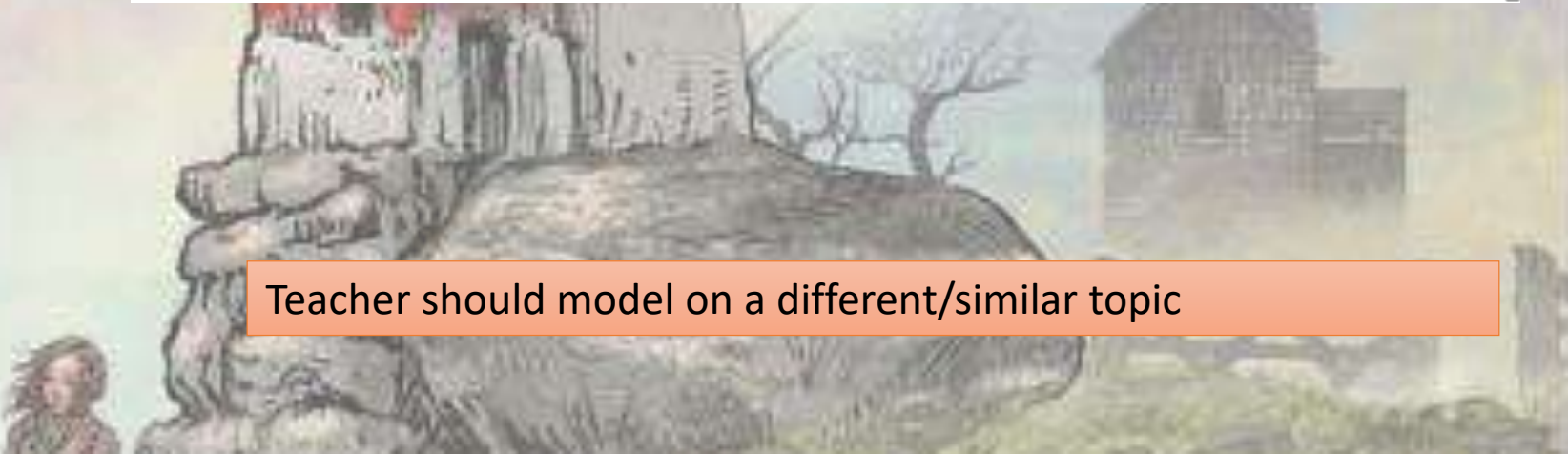
present tense



Reorientation. Bring the reader up to date-what is currently happening. Inform the reader who to contact if they have more information

Today we will be using our notes to plan (bullet point) our newspaper articles.

Teacher should model on a different/similar topic





8. **Shared Writing: model drafting** a piece of writing a section at a time, referring to the toolkit (success criteria).



9. Children write their own piece of writing, a section at a time.



### Key points:

- Combination of teacher modelling to class using their own plan and the moving onto shared where children can contribute
- Once modelled- remove to ensure that writing is independent and not similar to teacher's modelled structured write



## Headline

- In bold
- Catchy
- Alliteration
- Interests the reader
- Serious or humorous
- Only has a few words
- Action verbs



## Orientation

- This introduces the story and should **GRAB** our attention. It will set the scene and summarise the main points of the article. It is often only **one** sentence so you must make it a good one.



Teacher should model on a different/similar topic

# Teacher modelled write-orientation

Shared Read- Recounts: newspaper articles Hot	
<b>Specific features for this text type</b>	
<ul style="list-style-type: none"> <li>• A headline to attract readers' interest</li> <li>• A by-line- the author of the article</li> <li>• An orientation paragraph- a summary of the main points of the article</li> <li>• Body of the article- more details about how the story unfolded</li> <li>• Facts and statements</li> <li>• Pictures and captions</li> <li>• Quotations- extra detail and opinion</li> <li>• Reorientation- a final paragraph saying where the story might go next (PRESENT TENSE)</li> <li>• Past tense- (except reorientation)</li> <li>• Third person formal language</li> </ul>	Key
<b>Grammar</b>	
<ul style="list-style-type: none"> <li>• Co-ordinating conjunctions- <i>to link ideas and, or, but</i></li> <li>• Subordinating conjunctions -(<i>AWHITEBUS</i>)- <i>if, even if, when, because</i></li> <li>• Expanded noun phrases- Add details using <i>from and of- the officers from</i></li> <li>• Adverbs/adverbials of place- prepositional phrases- <i>say where the events took place</i></li> <li>• Adverbs/adverbials of time- <i>say when events took place</i></li> <li>• Relative clauses- <i>embed extra information</i></li> <li>• Conjunctive adverbs- <i>In the same way, furthermore, however, in short, as a result</i></li> <li>• Subjunctive mood/form- <i>The police recommended that all residents be cautious</i></li> </ul>	
<b>Punctuation</b>	
<ul style="list-style-type: none"> <li>• Apostrophes for possession- <i>city's defences, animal's wings</i></li> <li>• Commas, brackets, and dashes for parenthesis</li> <li>• Semi-colons and colons</li> </ul>	

# Main Body of Text

- This is written in:

paragraphs

**the past tense**

clear sentences



It answers the questions:

**Why?**

**How?**

Today we will be using our notes to plan (bullet point) our newspaper articles.

Teacher should model on a different/similar topic

Teacher modelled write-main body

Shared Read- Recounts: newspaper articles Hot	
Specific features for this text type	Key
<ul style="list-style-type: none"> <li>• A headline to attract readers' interest</li> <li>• A by-line- the author of the article</li> <li>• An orientation paragraph- a summary of the main points of the article</li> <li>• Body of the article- more details about how the story unfolded</li> <li>• Facts and statements</li> <li>• Pictures and captions</li> <li>• Quotations- extra detail and opinion</li> <li>• Reorientation- a final paragraph saying where the story might go next (PRESENT TENSE)</li> <li>• Past tense- (except reorientation)</li> <li>• Third person formal language</li> </ul>	
<b>Grammar</b>	
<ul style="list-style-type: none"> <li>• Co-ordinating conjunctions- <i>to link ideas and, or, but</i></li> <li>• Subordinating conjunctions -(<i>AWHITEBUS</i>)- <i>if, even if, when, because</i></li> <li>• Expanded noun phrases- Add details using <i>from and of- the officers from</i></li> <li>• Adverbs/adverbials of place- prepositional phrases- <i>say where the events took place</i></li> <li>• Adverbs/adverbials of time- <i>say when events took place</i></li> <li>• Relative clauses- <i>embed extra information</i></li> <li>• Conjunctive adverbs- <i>In the same way, furthermore, however, in short, as a result</i></li> <li>• Subjunctive mood/form- <i>The police recommended that all residents be</i></li> </ul>	
<b>Punctuation</b>	
<ul style="list-style-type: none"> <li>• Apostrophes for possession- <i>city's defences, animal's wings</i></li> <li>• Apostrophes for plural- <i>scientists' initial feedback</i></li> <li>• Commas, brackets, and dashes for parenthesis</li> <li>• Semi-colons and colons</li> </ul>	

# Reorientation

- This ends the retelling of events. It brings us up to date.
- Because it is telling us what is happening **NOW** it will move from the

past tense



present tense

# Teacher modelled write- re-orientation

Shared Read- Recounts: newspaper articles Hot	
Specific features for this text type	Key
<ul style="list-style-type: none"> <li>• A headline to attract readers' interest</li> <li>• A by-line- the author of the article</li> <li>• An orientation paragraph- a summary of the main points of the article</li> <li>• Body of the article- more details about how the story unfolded</li> <li>• Facts and statements</li> <li>• Pictures and captions</li> <li>• Quotations- extra detail and opinion</li> <li>• Reorientation- a final paragraph saying where the story might go next (PRESENT TENSE)</li> <li>• Past tense- (except reorientation)</li> <li>• Third person formal language</li> </ul>	
Grammar	
<ul style="list-style-type: none"> <li>• Co-ordinating conjunctions- <i>to link ideas and, or, but</i></li> <li>• Subordinating conjunctions –(AWHITEBUS)- <i>if, even if, when, because</i></li> <li>• Expanded noun phrases- Add details using <i>from and of- the officers from</i></li> <li>• Adverbs/adverbials of place- prepositional phrases- <i>say where the events took place</i></li> <li>• Adverbs/adverbials of time- <i>say when events took place</i></li> <li>• Relative clauses- <i>embed extra information</i></li> <li>• Conjunctive adverbs- <i>In the same way, furthermore, however, in short, as a result</i></li> <li>• Subjunctive mood/form- <i>The police recommended that all residents be cautious</i></li> <li>• Passive voice- <i>It was organised by</i></li> </ul>	
Punctuation	
<ul style="list-style-type: none"> <li>• Apostrophes for possession- <i>city's defences, animal's wings</i></li> <li>• Apostrophes for plural- <i>scientists' initial feedback</i></li> <li>• Commas, brackets, and dashes for parenthesis</li> <li>• Semi-colons and colons</li> </ul>	

Teacher should model on a different/similar topic

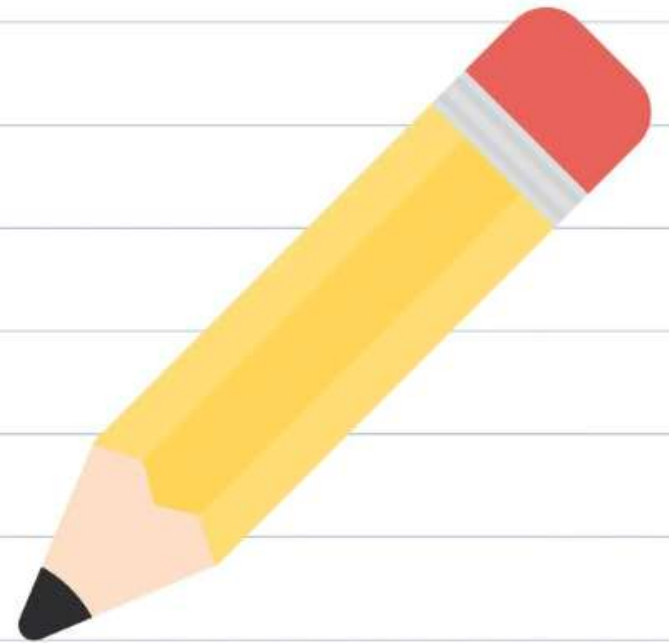
9. Children write their own piece of writing, a section at a time.



### Key points:

Ensure children are explicitly using:

- Word banks
- Box it up grids
- Planning
- Spelling lists



10. **Shared Writing: model reviewing and editing** writing, a section at a time, referring to toolkit (success criteria).



11. Children review and edit their writing a section at a time (using the toolkit and responding to marking and feedback).

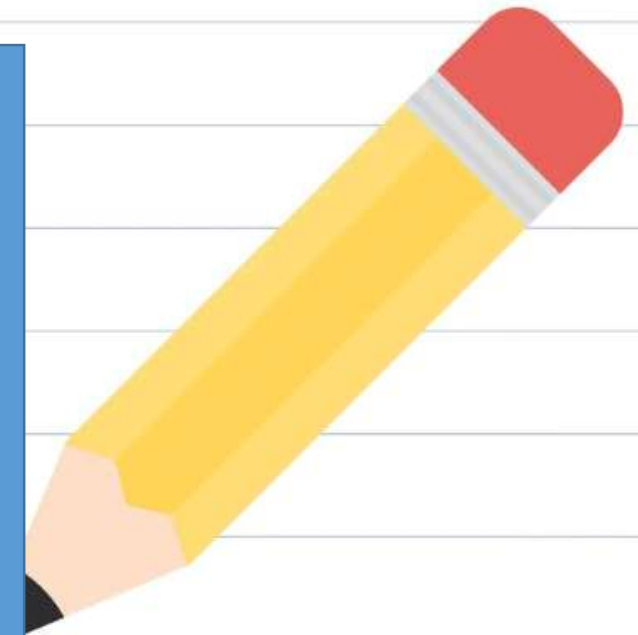


12. **CELEBRATE!** Finished writing is shared with the intended audience and feedback received. Success is celebrated and next steps/targets are identified.



## Key points:

- Teacher should model the editing process using the toolkit – use visualiser – where possible to model handwriting
- Then children apply
- Does edited work need to be rewritten?
- Once child has edited and proof-read, teacher should mark against toolkit created. Next step should be given to move child on in their understanding of that outcome (toolkit outline)



What is the difference between editing and proof reading?

Proofreading is the correcting of surface errors such as grammar, spelling and punctuation.

VS

Editing seeks to improve the overall quality of writing by enhancing flow, readability and structure.

**Editing** seeks to improve the overall quality of writing by enhancing flow, readability and structure.

First, we need to edit our work. As you read over your character descriptions compare it to the SC. Have you read each individually?

## LI: To write a character profile

To be successful I can describe:

- The character's physical appearance
- The character's personality shown
- Items related to the senses such

- **HOT** describe the character using figurative language
- The use of 'Show not tell' to create images in the reader's mind rather than list

While reading through- there are lots of other things to consider:



- Word choice- are there better words I could use?
- Have I created an image for my reader? Will they be able to picture the character in their minds?
- Have I tried to include too much?



Proofreading is the correcting of surface errors such as grammar, spelling and punctuation.

Now, read through focusing on:

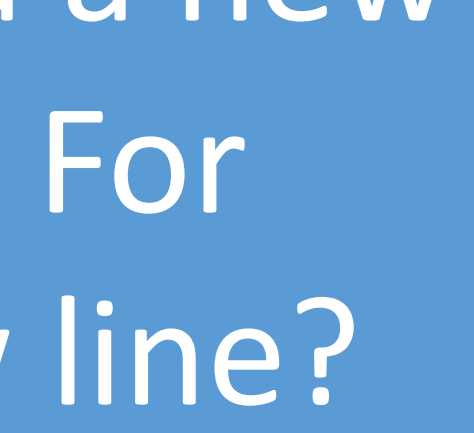
Punctuation- capital letters, full stops, commas, apostrophes for possession and contraction, inverted commas (speech marks)



Proofreading is the correcting of surface errors such as grammar, spelling and punctuation.

Now, read through focusing on:

Paragraphs- have I started a new paragraph when needed? For speech- new speaker new line?



Proofreading is the correcting of surface errors such as grammar, spelling and punctuation.

Now, read through focusing on:

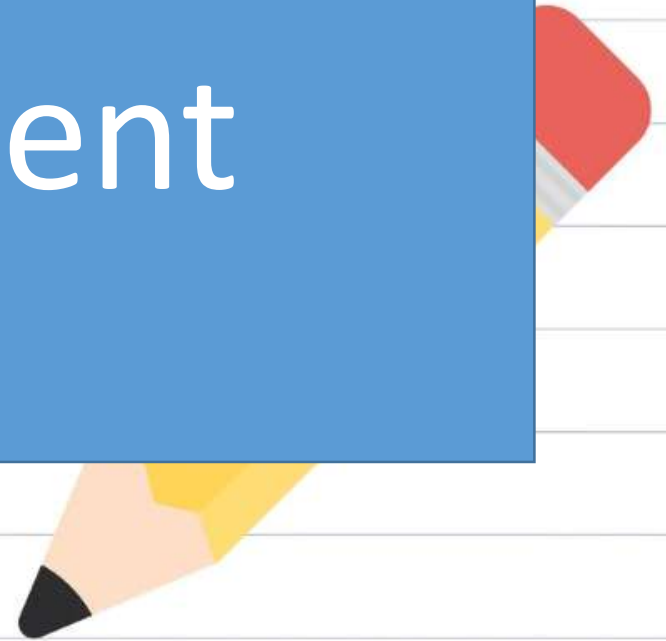
Spelling- do all the words look right? Do I need a dictionary?



Proofreading is the correcting of surface errors such as grammar, spelling and punctuation.

Now, read through focusing on:

Grammar- TENSE have I  
written this in a consistent  
tense?



Proofreading is the correcting of surface errors such as grammar, spelling and punctuation.

Now, read through focusing on:

Lastly, read your work out loud to your partner. Are you happy?

