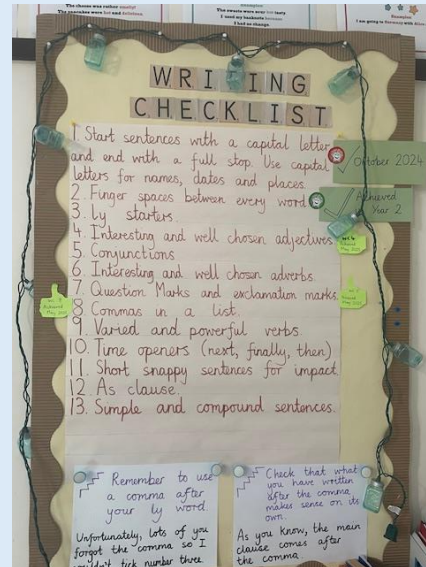
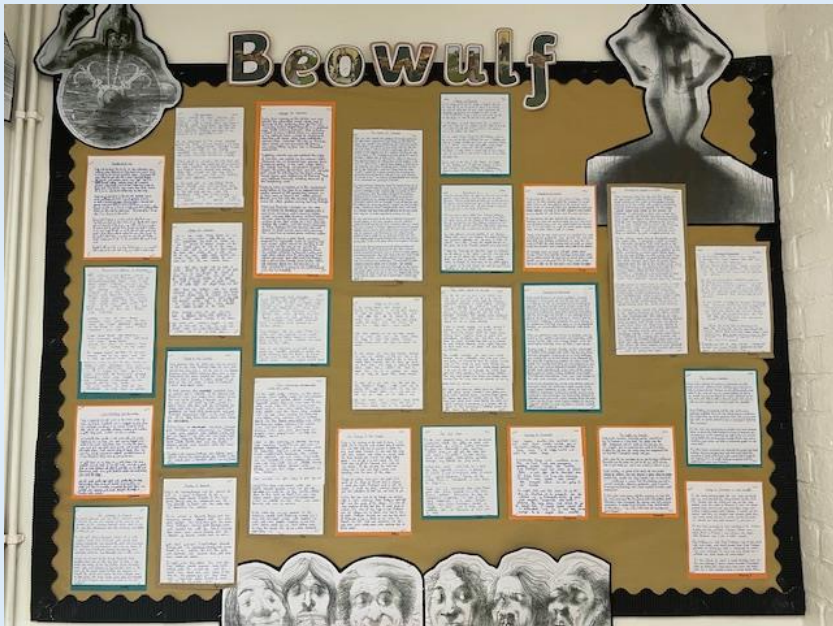




Writing

at Great Chesterford C of E Primary Academy



References:

DfE The Writing framework

CLPE (Centre for Literacy in Primary Education)

The Writing for Pleasure Centre Ross Young and Felicity

Ferguson (various articles)

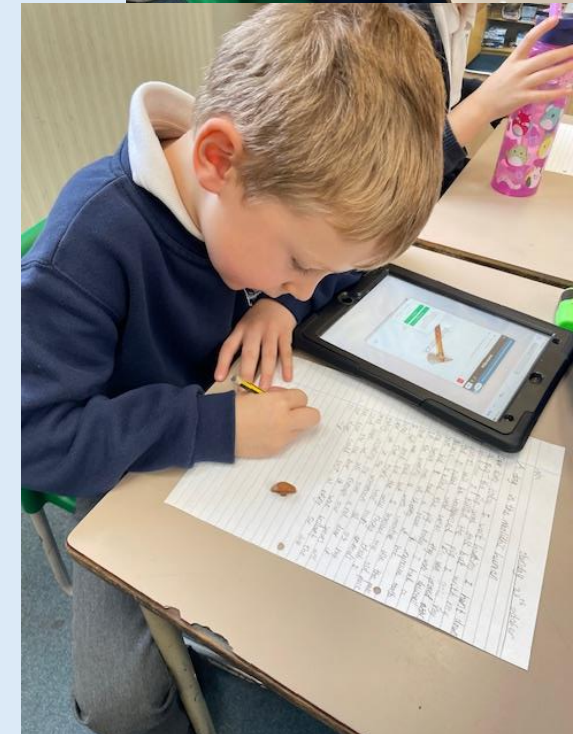
Talk for Writing: Pie Corbett

The Mode Continuum: Jim Martin based on the work of

M.A.K. Halliday

Content:

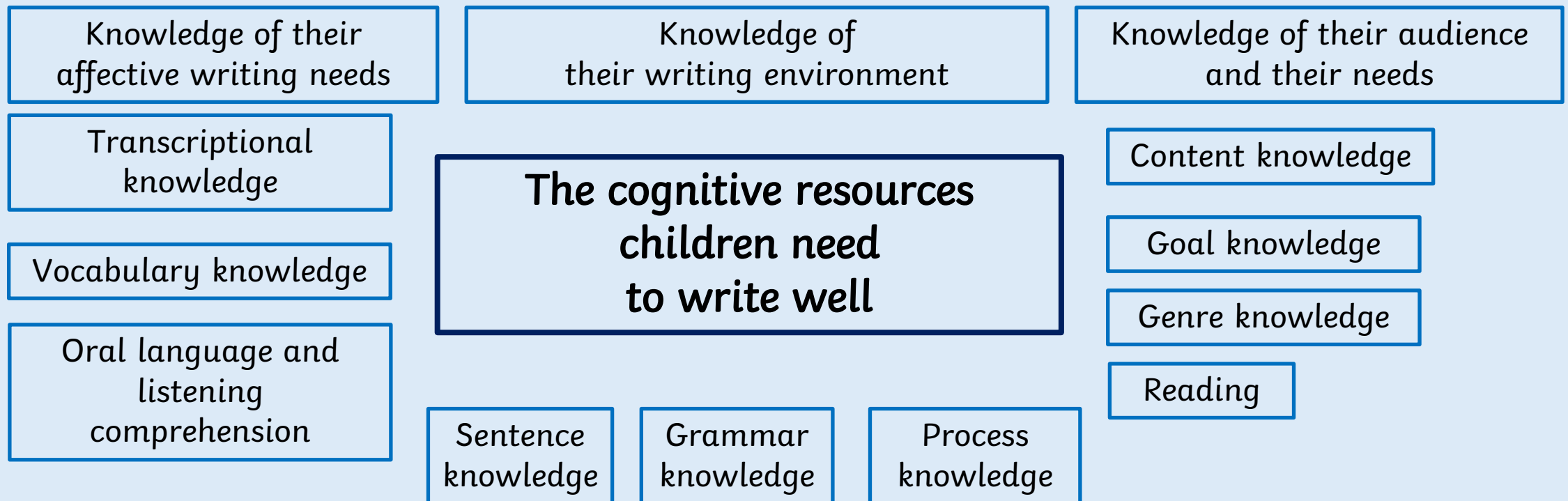
- Cognitive Load
- The arguments for handwriting
- The Mode Continuum
- Progression in Key Stage 1
- Progression in Key Stage 2
- Opportunities for writing:
 - The writing checklist
 - The writing cycle
 - Once upon a Wednesday
 - Writing opportunities across the curriculum
- How to support writing at home



Cognitive Load

Widely recognised as the most cognitively demanding activity children will encounter at school.

The Writing for Pleasure Centre (Ross Young and Felicity Ferguson) has drawn on a range of research of children's writing and suggest that there are 13 different cognitive resources that they need to write well:



The arguments for handwriting

Recent work (2023-2025) suggests handwriting really does still matter — for learning, memory, cognition, and brain connectivity.

Some of the main findings include:

Better memory and learning outcomes

Greater brain connectivity & engagement of neural networks

Handwriting helps in early literacy

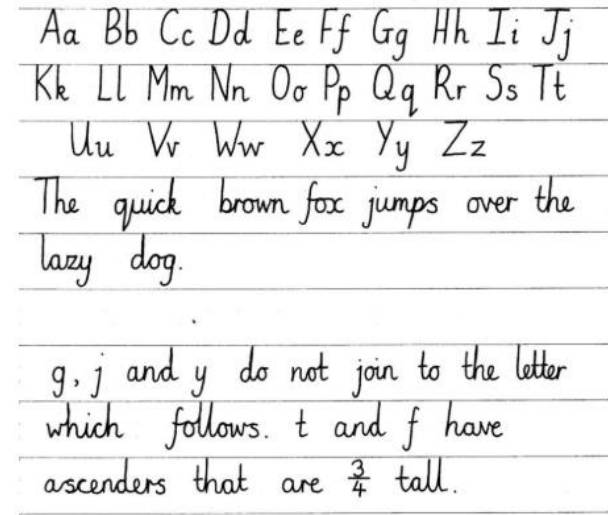
Sensorimotor integration matters

Motivation, focus, reflection

There are limits, trade offs and questions still being considered but it is recognised widely as a very important skill to develop in primary school.

Appendix 3: Joined Handwriting Style

The following joined handwriting script is used at Great Chesterford C. of E. Primary Academy:



The Speech/Writing Continuum

The Mode Continuum

Speech

Writing



A way to consider how formal a text needs to be – the more informal, the more it sounds like speech, the more formal, the more it sounds like a planned, organised piece of writing.

Texts are not formal or informal – there are degrees of formality.

As writers mature, considering how formal a piece of writing needs will mean choosing whether or not to use features such as first-person pronouns, contractions, passive or active voice etc.

Writing at Primary School

Key Stage 1 : By the end of KS1, if children are reading fluently, they are able to access the wider curriculum with increasing independence.

Important for them to start to record their ideas in writing and use their phonetic knowledge to make increasingly reliable choices for spelling. This helps them to organise their ideas and start to develop writing to engage the reader.

Focus:

Pencil grip

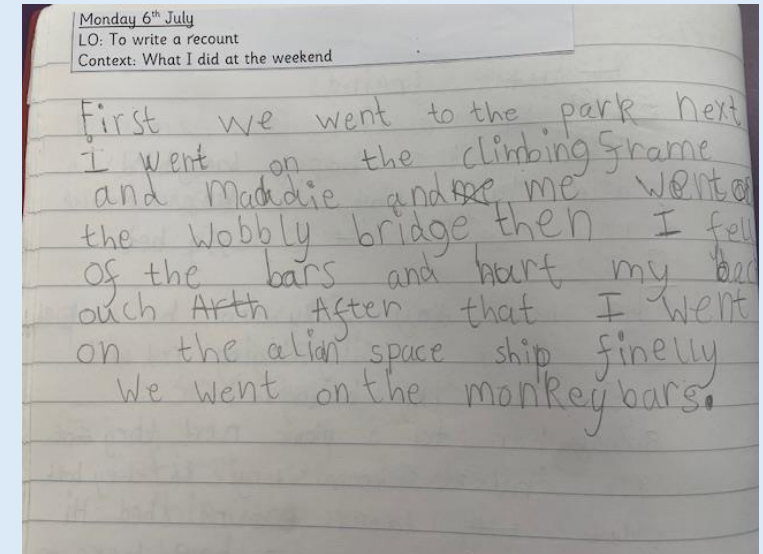
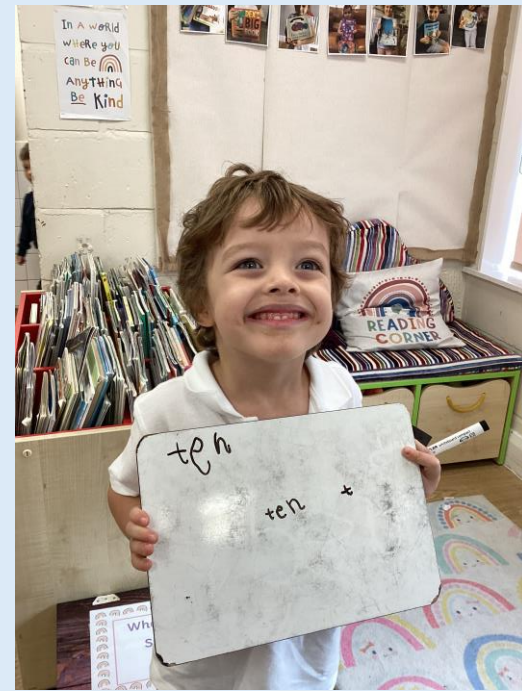
Letter formation

Words

Sentence construction

**Start to connect ideas using adverbials (next, then, Once upon a time,)
coordination (e.g.so, but) and early subordination (because, as, when)**

Capital letters, full stops, commas in lists



Key Stage 2: By the end of KS2 if children able to adapt their writing for different audiences and purposes, they will be able to focus on subject content during KS3.

Focus:

Develop writing for audience and purpose

Writing in paragraphs

Range of different sentence types

Use reading examples to 'magpie' ideas ways to engage the reader at the start, deliberately repeated words, use of dialogue to show characterisation or move the action forward

Develop increasing range of vocabulary and use appropriately (e.g. right tone not just a better word).

Develop sophisticated punctuation

'Show not tell' using figurative language in narratives

Cohesion and concision

Topic sentences to organise ideas

Develop essay style for formal writing with introduction, paragraphs and conclusion and able to write in third person effectively

Opportunities for Writing:

Non-fiction texts

Stories

Poetry

Descriptions (character, setting)

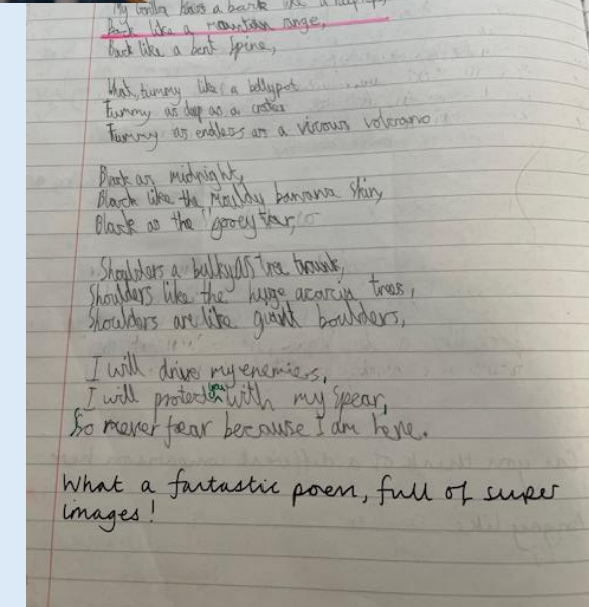
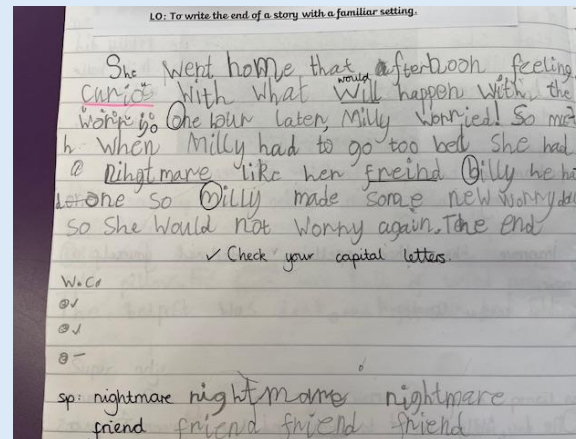
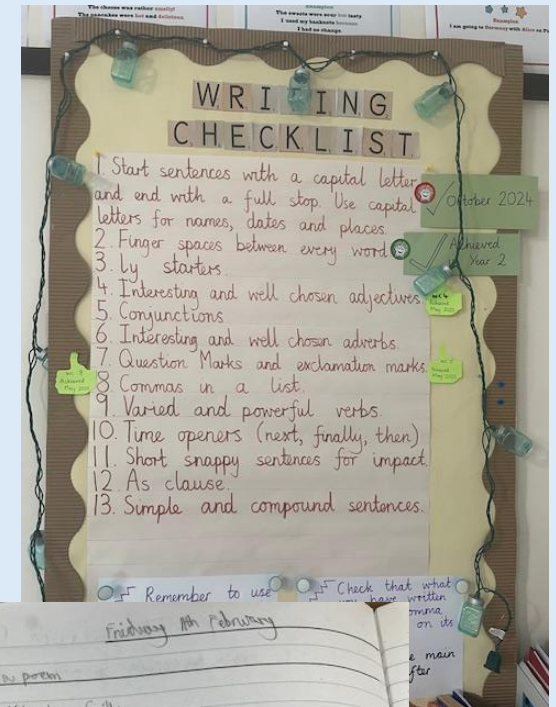
Scripts

Writing Checklist -Short burst writing

Once Upon a Wednesday

Writing tasks across the curriculum

e.g. RE, History, Geography, evaluations in art and DT,



The Writing Checklist

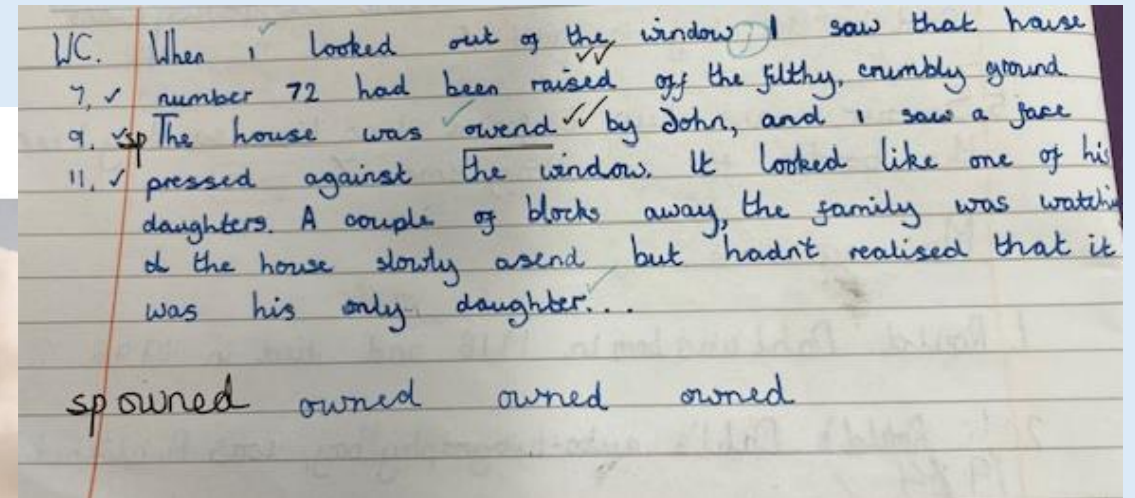
A range of stimuli might be used – an object, a piece of music, a story starter as below.

Might be used for a specific task e.g. continue the story, write a short report of what happened or an opportunity for free-writing but using 3 features from the Checklist..

Story starter

Amelie stared out in disbelief, she couldn't tear her eyes away from the bizarre events unfolding outside. Just a minute or so earlier, Amelie had been staring out into the street enjoying the peaceful and familiar sight of ordinary life as it passed her by. Now, however, she simply couldn't believe what was happening; the house belonging to a very pleasant family across the road had suddenly been thrust up into the air! It was now soaring quickly towards the sky! Much to Amelie's horror, the curtains were then thrown wide open...

Continue the story.



Word Bank

floating

spectacular

unbelievable

flying

amazement

gravity

blast

upward

journey

rocket

thrilling

excitement

Children then given 5-10 minutes to write and briefly check their work.
Child chosen to present their work and then will be put on the visualiser,
read it out, with the punctuation, to the class.
Spot the three features.
Suggest what else they like about it and any top tips for the future.

Then, swap with a partner and identify the features
in each other's work.

Monday 15th September

12/15
Alex went higher and higher shouting down to the man "look at me!" He was slanting forward now towards a castle. The man turned around to speak to Alex but Alex was gone. Alex soon reached the castle. He went in. He went outside, took his shoes off, went into a sandpit and fell through quicksand.

W.C. LO: To use features of a writing checklist.

1 ✓ "Hello," said the boy. The scary, yellow eyed wolf was staring at him. If the boy went any closer,

6 ✓ the wolf might eat him. The scary creature

8 ✓ growled. Quietly, the monster approached him. The boy ran. He didn't look back.

★ I really liked your if clause.

☹️ I think next time you could use a few more speech marks.

Writing Checklist

1. Fronted adverbials
2. Exp. noun phrases
3. As clause
4. If clause
5. Although clause
6. Once clause
7. When clause
8. Brackets ()
9. Ellipsis ... / .. ? / ...!
10. However,
11. Passive
12. Relative clause

LO: To change active to passive
eg. A. The wind blew the tree. P. The tree

1. The girl chased the ball.	S	V	O
2. Simon found my dinner notes.	S	V	O
3. The lion argued the pudding.	S	V	O
4. The thief stole the chocolate.	S	V	O
5. Mum repaired the car.	S	V	O

Thursday 16th October

W.C. Grendel is a deadly creature. He has teeth are sharp

- 1 ✓ and yellow, with His feet are short and stubby, with
- 2 ✓ sharp toenails as yellow as lemons. In the drinking hall,
- 5 ✓ the frightened & Dares wait for him to attack.

The Writing Checklist

Regular opportunities for short burst writing to develop sentence construction and use a range of features they can use in ALL written work.

KS1 Writing Checklist

Start sentences with a capital letter

End sentences with a full stop

Finger spaces

Adjectives

? and !

Joining words (Conjunctions)

, in lists

Capitals for names, dates and places

Powerful verbs

Time connectives

End of Year 1 have introduced at least 7

End of Year 2 have introduced all 10

Year 3 Writing Checklist

Capital letters and full stops

, in lists

A variety of conjunctions

Powerful verbs

Interesting adjectives

Interesting adverbs

! and?

Mix of simple and compound sentences

Paragraphs

Colon for a list

'As' clause

Short sentence for impact

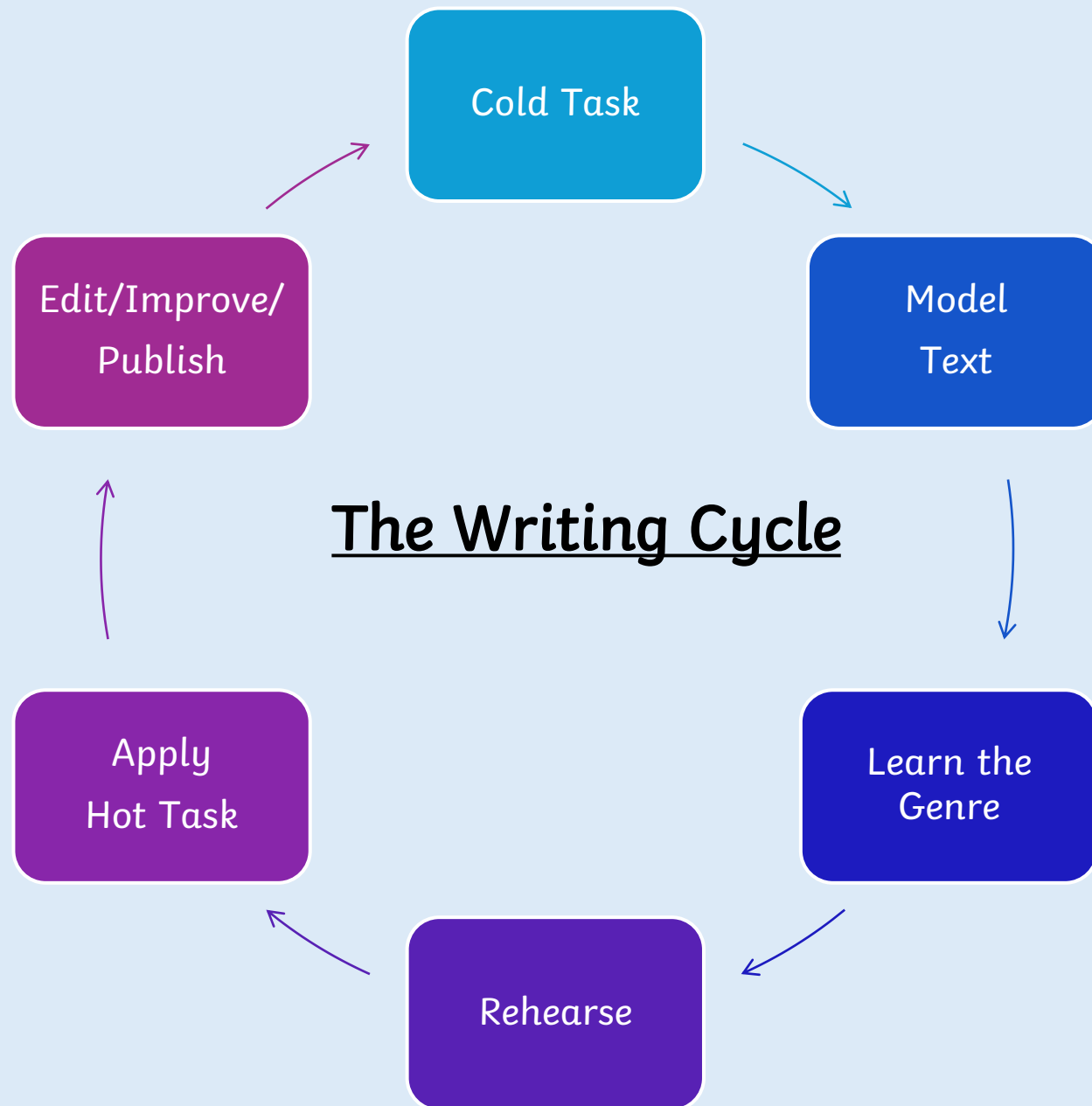
'ly' starters

Year 4 /5 Writing Checklist

Fronted adverbials
Expanded noun phrases
As clause
If clause
Once clause
When/whenever clause
'ly' starter
Although clause
'ing' clause
Colon for a list
Brackets
Dash for extended pause
.../...!/..?
SS for impact
However,

Year 6 Writing Checklist

Although clause
Relative clause
SS for impact
.../...!/..?
CAPITALISATION
Brackets
Passive voice
Not only
While clause
Semi-colon
Question to the reader
Prepositional starter
Having and the past participle



Once Upon a Wednesday

A 'free write' activity once a half-term.

Shared stimulus with the whole school for writing – examples have been short video clips, a book, music and even a bird of prey display.

Whole school during the day have the opportunity to write whatever they would like: poem, letter, diary, story – whatever they are inspired to write.

Two or three examples are then selected from each class and then final choice is made by Year 6, who then read out the examples the following Tuesday: 'Tell it on a Tuesday' in a whole school Worship.

The examples are then put on a display until the next theme. Last year's examples are in a book on display in the School Office.

Not necessarily the 'best' writers but someone who has impressed.

OUaW collaboration with school in Uganda.

Not marked / spellings corrected



Writing across the curriculum:

Science
History
Geography
RE



Tuesday 15th July

I evaluate a product.

Evaluation: Scores

Which scone recipe are you evaluating?
We are evaluating the white chocolate, sultana and cinnamon scones.

What did you like about these scones?
I liked how these scones were quite light and how I could taste the sultanas and cinnamon pretty well. The sultanas and cinnamon went well together as well.

What could be improved upon?
There could be more white chocolate as I could not taste much of it and the scones could be a little lighter.

What do you think of the overall presentation?
They looked quite appetising but they are delicious.

How many stars would you give and why, for each of these areas?

Taste:
☆☆☆ It was delicious but I couldn't taste much chocolate.

Texture:
☆☆☆ Nice and soft inside.

Appearance:
☆☆☆ They were a nice golden-brown colour.

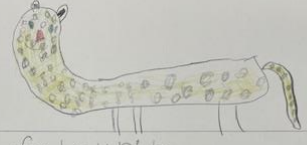
Overall:
☆☆☆ They were pretty nice.

Wednesday 25th September

Learning Objectives:

- ✓ I can find out about the past by asking questions and talking about what I have found out.
- ✓ I can compare modern life to lives of people in the past.

We discussed as a class what our favourite toys were. We then looked at Miss Thorburn's favourite toy and discussed how it was different to ours and if we still see it today.



My favourite toy is my teddy bear.

Thursday 26th September

LO: To collect facts about a famous Victorian

For Barnardo's London
In 1860 Thomas Barnardo started a charity to help poor children in London. He was a doctor and gave children a home before their 5th birthday. A cholera epidemic swept through London's east end, leaving 1000 people dead and many children orphaned. Barnardo knew that the children left behind needed help!

Barnardo's Charity
He took the foundling of Thomas Barnardo after he died in 1905. At his death in 1905 the charity was established housing over 2000 children.

During his life time he was to become one of the most famous men in Victorian Britain.



David Attenborough

W.C.

✓ David Attenborough is a ninety-nine year old broadcaster, writer and naturalist who has been studying animals for over 70 years and producing shows for the BBC for over six decades.

✓ David Attenborough was born on the 8th May 1926, the same year as Queen Elizabeth II. He was raised on the campus of university college, Leicester where his dad was head. At a young age, David developed an interest for animals and the natural world. He liked going on his bike to find gophers and bird eggs. When he was eleven, he sold nests to the university for 3p each. They only came from a pond 5m away from the zoology department.

David got his first job in the BBC but didn't even own a television! He did documentaries that had animals in studios! David Attenborough is well known for his TV shows where he travels around the world, filming the animals in their natural habitat. In one of his documentaries, he travelled a whopping 256,000 km, the same as going around the world ten times! Once he was knighted by the queen, making him Sir David Attenborough. He has had more than 10 plants and animals named after him. Such as an echidna: Zaglossus Attenboroughi, a butterfly: Euphyia Attenboroughi, and even a marine dinosaur: Attenborosaurus.

Although he is in his late nineties, David Attenborough continues to teach the public about all of the fascinating animals on the planet and writes books. He won Emmy awards and knighted twice (1985 & 2022). If he hadn't helped the wildlife, some animals may not be around today.

He doesn't like sending e-mails.

There is one animal David Attenborough dislikes..... RATS!

During WWII, his parents adopted two Jewish refugee girls.

David Attenborough has never owned a car as he never passed his driving test.

Spelling, Punctuation and Grammar

Separate assessments for these but also a key element of writing assessment made by teachers

Taught explicitly as well as part of WC and writing lessons

For some children has been a way into English that they didn't have before

More explicit understanding of how writing can be improved

Reading, Reading, Reading!

Interconnectedness of reading and writing:

Engage with professional authors, illustrator, editors to explain the authentic writing process (Book Week rather than one day).

Development and use of the library

Environment where the written word is used in all its forms and used for thinking (thought bubbles and speech bubbles on displays), communication and as a means of expression

Reading aloud texts - drawing attention to the tunes of language, meanings and effect writing has on the reader

Lean on well written texts (models) to magpie ideas and make authorial choices to fit audience, purpose and form

CLPE – ‘What we know works’

Experience of a wide range of different genres to show how different texts work

Use high quality texts to inspire writing and support the writing process

Provide meaningful contexts to write in a range of forms and publish for real audiences

Support all children to identify as writers and develop their own authentic voice and motivation to write

See the craft of writing modelled including the challenges and decisions behind the choices made

Build imagination and language and use opportunities for oral rehearsal

Opportunities to engage with professional author, illustrators and poets to understand real writing processes

Support children's independence and accuracy in phonics and spelling

Build handwriting fluency and stamina through the development of gross and fine motor skills with the opportunity to practise and polish regularly through publication

How you can help:

- Reading regularly with children
- Primary writing can be very collaborative – need to develop skills, learn from others, share and discuss ideas - unless child is a keen writer, can be difficult at home
- Encourage accuracy (e.g. capital letters and full stops) for homework tasks and maintained standards of presentation
- Opportunities for writing – postcards, diaries, shopping lists, Christmas Lists, Letters, notebooks for good words
- Discussion about vocabulary, meanings of words, etymology
- Car games that use the alphabet – I Spy, In my Grandma's shopping basket, finding words that begin with letters
- Board games: e.g. Articulate, Scrabble, Charades