



*Bournville Village Primary  
School*

*Writing in KS2*





## Years 3 - 6

The National Curriculum for writing is split into 4 areas

1. *Spelling*
2. *Handwriting*
3. *Composition*
4. *Grammar & punctuation*

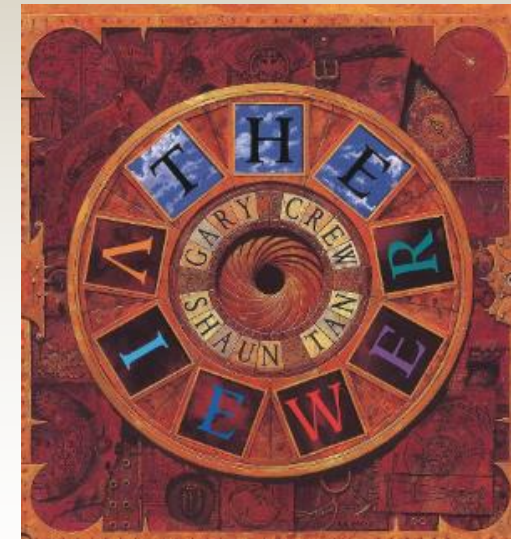
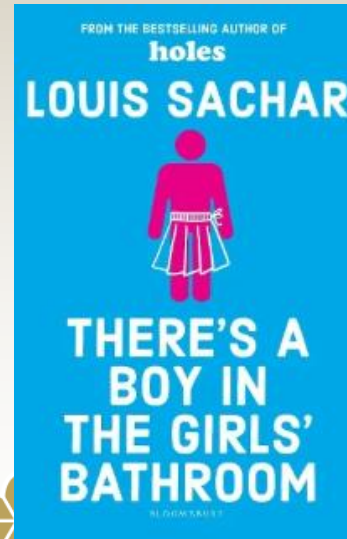
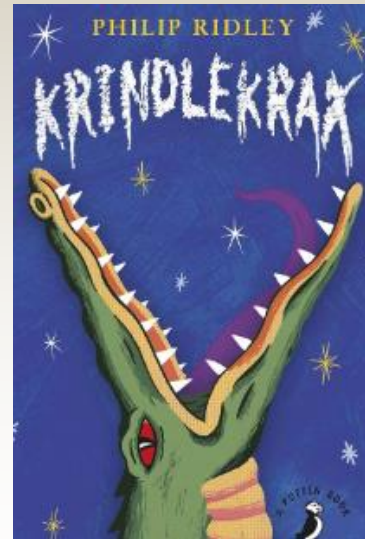
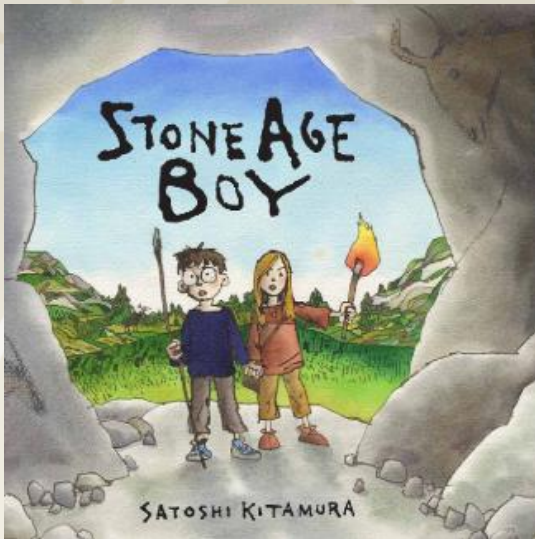




## Years 3 - 6

Every year group has a **focus book** for each half term.

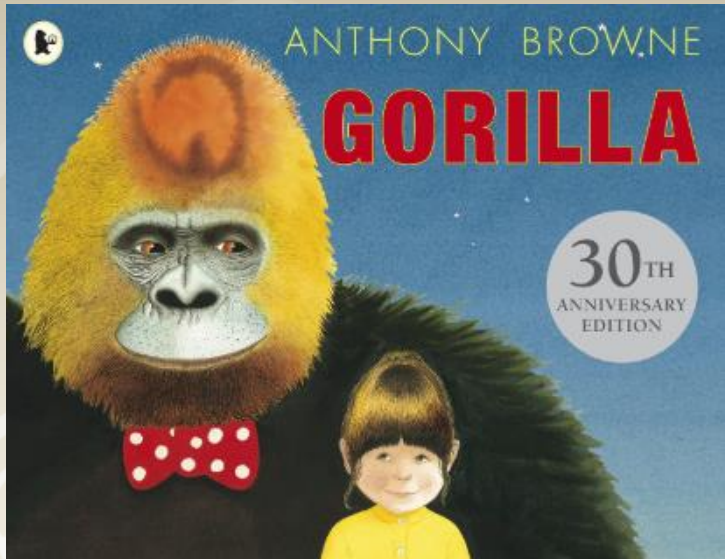
The books we choose are recommended by the CLPE (Centre for Literacy in Primary Education) which ensures we are sharing high-quality texts with the children.





## Years 3 - 6


Each half term, every year group completes a unit of work based on and inspired by the focus book. This work includes *reading and writing* activities.



This half term, year 3 are reading “Gorilla” by Anthony Browne.

Children will spend time exploring the book with their teacher.

Over the half term, children will complete **2 writing outcomes**. This could include things like:

- Letters from one character to another
- Writing in role as a character
- Re-telling of part of the story
- A non-fiction  piece of writing

# Years 3 - 6



Writing outcomes are carefully mapped out to make sure children are given opportunities to write for a range of purposes.

## Writing purposes

To entertain    To inform    Paint with words    To express    To influence

	Autumn	Spring	Summer
Year 4	<p><b>Lost happy endings</b>  <b>Purpose: to inform</b>                      Non-fiction piece to teach the reader about fairy tales.</p> <p><b>Purpose: to express</b>                      To write in role, for example, letter</p> <p><b>Wolves, Wolves in the walls</b>  <b>Purpose: to entertain</b>                      Re-tell a fictional event – re-tell Wolves by Emily Gravett</p> <p><b>Purpose: to inform</b>                      Writing in role                      Persuasive writing “I’m not the bad guy” – write as the wolf from Wolves</p>	<p><b>Ice Palace</b>  <b>Purpose: express/ inform</b>                      Letter</p> <p><b>Purpose: to entertain</b>                      Narrative (plot, structure, direct speech) Re-tell part of the story</p> <p><b>Mouse, bird, snake, wolf</b>  <b>Purpose: to influence</b>                      Persuasive letter from one of the children.</p> <p><b>Purpose: to entertain</b>                      Writing in role – re-tell an event from a character’s point of view</p> <p><b>Poetry</b>                      Reciting and performing</p> <p>Writing in response to poems e.g., summarising poems, comparing poems</p>	<p><b>Krindlekrax</b>  <b>Purpose: to express</b>                      To write in role, e.g., journal entry</p> <p><b>Purpose: to inform/express</b>                      Information writing e.g., magazine article with non-chronological report and interview with a character combined.</p> <p><b>One plastic bag</b>  <b>Purpose: to inform</b>                      Information writing - Magazine article</p> <p><b>Purpose: to entertain</b>                      Write a story. Re-tell an event. Challenge – write same event from different characters point of view. (plot, structure, direct speech)</p>



## Years 3 - 6

*In year 2, children begin the writing process which is then be used in every year group from **year 2** to year 6.*

- All writing is linked to and inspired by the class focus texts.*
- The process is based around children having time to explore and analyse a good example of writing.*



## Years 3 - 6



<b>Stage 1</b>	<ul style="list-style-type: none"><li>• Introduce audience, purpose, and form (linked to CLPE text)</li><li>• Read WAGOLL</li><li>• Paragraph analysis</li></ul>
<b>Stage 2</b>	<ul style="list-style-type: none"><li>• Sentence level analysis</li></ul>
<b>Stage 3</b>	<ul style="list-style-type: none"><li>• Word analysis</li></ul>
<b>Stage 4</b>	<ul style="list-style-type: none"><li>• Cloze procedure and reconstruct (linked to WAGOLL)</li><li>• <b>Sentence level work – writing sentences linked to the writing outcome</b></li></ul>
<b>Stage 5</b>	<ul style="list-style-type: none"><li>• Plan it</li></ul>
<b>Stage 6</b>	<ul style="list-style-type: none"><li>• Write it</li></ul>
<b>Stage 7</b>	<ul style="list-style-type: none"><li>• Review it</li><li>• Proofread</li></ul>
<b>Stage 8</b>	<ul style="list-style-type: none"><li>• Final draft</li></ul>





## Years 3 - 6

### *Instruction Writing*

*Definition: an instruction text is a non-fiction text that gives instructions on how to do something*

*Audience: instructions are for all audiences. Our instructions will be aimed at other 6 and 7 year old.*

*Purpose: to inform and instruct the reader.*



***Throughout this unit, we are learning to:***

- *Write with purpose*
- *Use descriptive language*
- *Organise writing appropriately*
- *Use sentences appropriately*
- *Present neatly*
- *Present writing*
- *Use tenses appropriately*







## Years 3 - 6

### WAGOLL – What A Good One Looks Like

- 1) Each WAGOLL is written carefully by the teacher.
- 2) The WAGOLL is linked to the writing outcome we're expecting from the children.
- 3) I will include any SPAG (spelling, punctuation and grammar) that will be taught.



## Years 3 - 6



*Give each instruction a title to summarise*

*This title tells the reader...*

*This title is effective because...*

### Rice Krispie cakes

First, carefully boil a saucepan of water.

Next, when the water is very hot, place a bowl of chocolate over the saucepan and wait for it to melt.

Once the chocolate has turned to a liquid, slowly add the Rice Krispies and mix both together.

Then, carefully spoon the mixture into each cake case.

Finally, leave the cakes to cool and place them in the fridge to go hard.

Eat and enjoy!

## Paragraph analysis

*Give each instruction a title to summarise*

*This title tells the reader...*

*This title is effective because...*



## Years 3 - 6



*This sentence tells the reader...*

*This sentence is effective because...*

*The author has used this sentence to...*

*I like/do not like this sentence because...*

### Rice Krispie cakes

First, carefully boil a saucepan of water.

Next, when the water is very hot, place a bowl of chocolate over the saucepan and wait for it to melt.

Once the chocolate has turned to a liquid, slowly add the Rice Krispies and mix both together.

Then, carefully spoon the mixture into each cake case.

Finally, leave the cakes to cool and place them in the fridge to go hard.

Eat and enjoy!

## Sentence analysis

*This sentence tells the reader...*

*This sentence is effective because...*

*The author has used this sentence to...*

*I like/do not like this sentence because...*



## Years 3 - 6



*This word tells the reader...*

*This word is effective because...*

*This word could be replaced with...*

*I like this word because...*

### Rice Krispie cakes

**First**, carefully boil a saucepan of water.

**Next**, when the water is very hot, place a bowl of chocolate over the saucepan and wait for it to melt.

Once the chocolate has turned to a liquid, **slowly** add the Rice Krispies and mix both together.

Then, **carefully** spoon the mixture into each cake case.

**Finally**, leave the cakes to cool and place them in the fridge to go hard.

Eat and enjoy!

## Word analysis

*This word tells the reader...*

*This word is effective because...*

*This word could be replaced with...*

*I like this word because...*



## Years 3 - 6



*I have chosen this word because...*

*This word is better because...*

*This word tells the reader...*

### Rice Krispie cakes

First, \_\_\_\_\_ boil a saucepan of water.

Next, when the water is \_\_\_\_\_, place a bowl of chocolate over the saucepan and wait for it to melt.

Once the chocolate has turned to a liquid, \_\_\_\_\_ add the Rice Krispies and mix both together.

Then, carefully \_\_\_\_\_ the mixture into each cake case.

\_\_\_\_\_, leave the cakes to cool and place them in the fridge to \_\_\_\_\_.

\_\_\_\_\_!

## Selecting vocabulary

*I have chosen this word because...*

*This word is better because...*

*This word tells the reader...*









## Language line



Write it



Children use their plan and their 'collect it' sheet to complete a first draft.

He <sup>got</sup> followed everyone outside because the living room was actually empty. "Come on Bradley!" shouted Melinda. "I'm coming on my own," he thought. Everyone was already teamed up. He waved at him <sup>so</sup> he walked over to him. Melinda snarled when he loosely skidded by her. But Collins' mum said it was unfair to have the boys in the same team. So Bradley had to go into Melinda, Ellie, Lily, Emerald and Sarah's team. The plan is... drum roll please... running! announced Gemma, Collins' mum.

The gorilla and Hannah were rushing and smashing their Hannah was grunted because of the bindings. Soon they finally got to the zoo. It was amazing. There was chimpanzee, orang-utans, monkeys. Hannah was thrilled. "I'm staying. Let's go in the case," Hannah suggested. "OK then," the gorilla mumbled. So they went inside the case to see the dillshuse. "Hmmm, what to choose?" Hannah whispered. "Year." The gorilla agreed.

It smelled "Everything smells like dillshuse!" Hannah smiled. There was bananas, icecream, burgers, milkshakes, cupcakes and lots more. Hannah and the gorilla was amazed. The food was so dillshuse it was so yummy. "I think I'm full," Hannah moaned.









# Review it



1) Children spend time proofreading their writing.

Proofreading checklist		
Capital letters		
Punctuation	. ! ? , ' "	
Spellings		
Accurate, consistent tense		
Accurate sentences		



# Review it

- 1) Children then spend time 'reviewing' their writing. They will make changes to parts of their writing.
- 2) Children will be encouraged to explain why they've made the change.

Soon, they went outside. On the patio there was a table laden with food, and on the grass, a white finish for the faces to come. Because of the ~~or~~ already set table, Bradley thought that sit down at it expecting to eat. All the girls burst out laughing. Bradley looked around, ~~confused~~; he was the only one sitting down, ready to eat. As he stood up, ~~accidentally~~ knocked over a cup sending to ~~the~~ ~~falling~~ over as he bent to pick up the cup. He quickly and cup back to their places and Jeff, who looked sympathetic to play games, he explained

*discorobulated*  
*\* tumbling*  
*# also*  
*\* original*  
*# the were have to play*

"But, she asked me!" quibbled Bradley.  
 "Yes but you don't tell her what it is," reminded Jeff encouragingly.  
 "I get it," he replied, but he didn't. He wasn't sure what you do at parties yet. He wasn't a very bright child like Jeff was  
 \* right sky

They walked into the garden.  
 They went to the garden. There was a trampoline covered in a sea

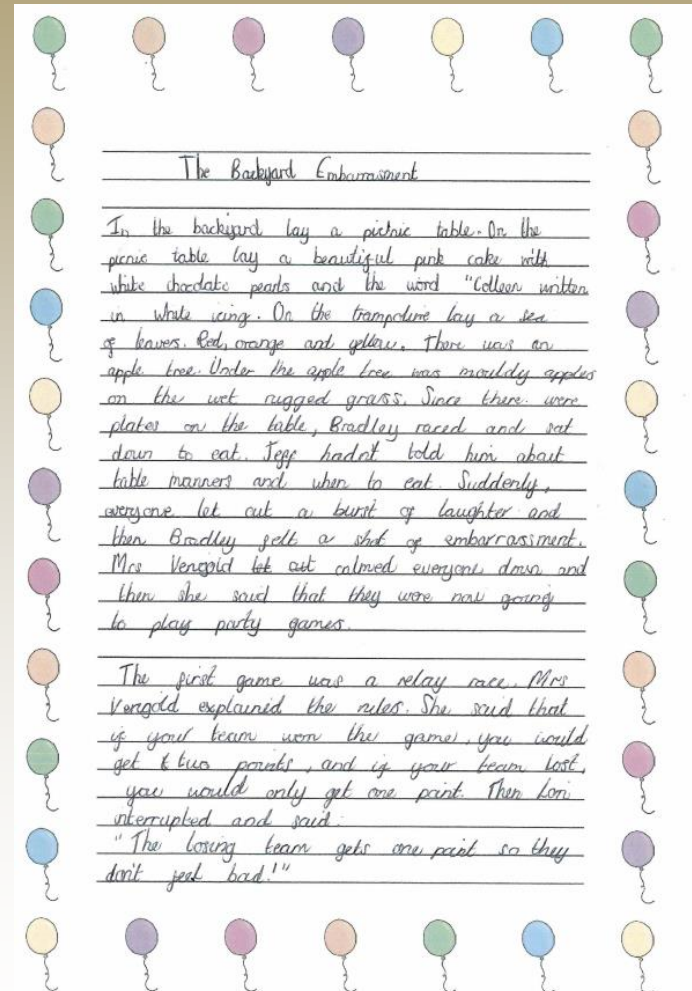




## Final draft

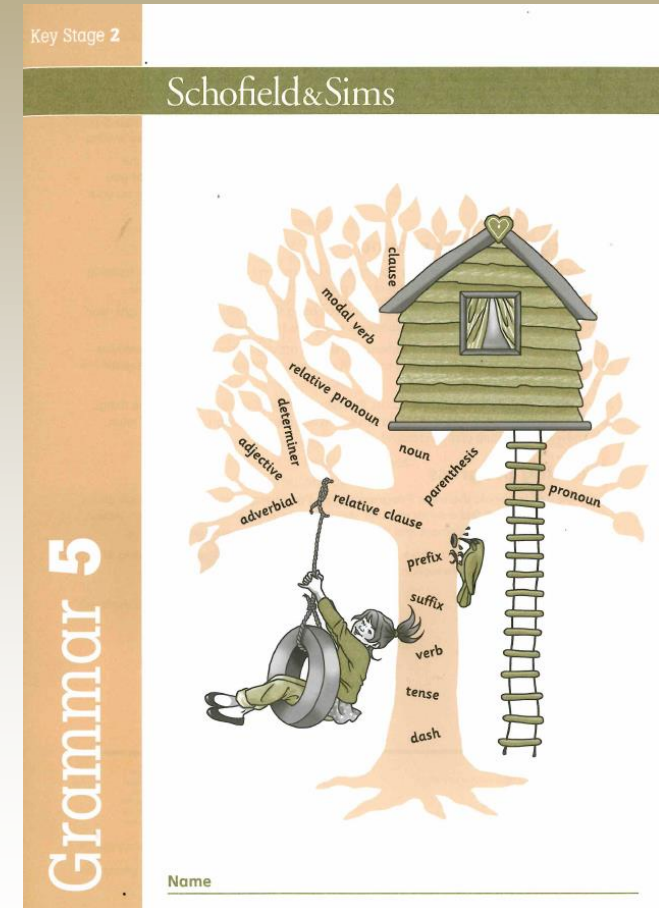
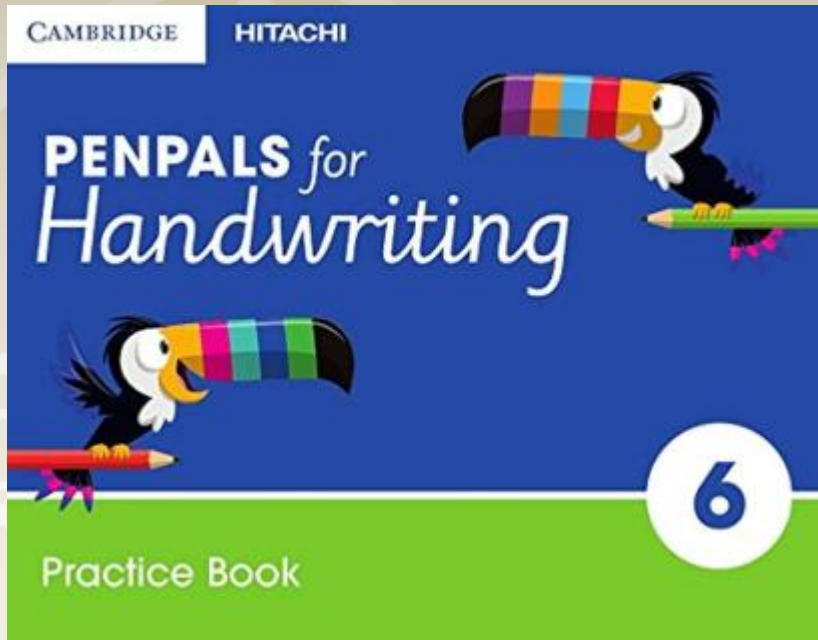
Children write up their piece in 'best'. This will often be displayed in classrooms or on writing board outside classrooms.

Not all pieces of writing are written up as a final draft.



## Years 3 - 6

- Handwriting
- Spelling
- Punctuation and Grammar





# Years 3 - 6



Detail of content to be introduced	
Word	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ]
	Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a</i> rock, <i>an</i> open box]
	<b>Word families</b> based on common <b>words</b> , 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: <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ]
	<b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ]
	<b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]
	Using clauses and subordinate clauses

Detail of content to be introduced	
Text	<ul style="list-style-type: none"><li>● Introduction to paragraphs as a way to group related material</li><li>● Headings and sub-headings to aid presentation</li></ul>
	Use of the <b>present perfect</b> form of <b>verbs</b> 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 <b>punctuate</b> direct speech

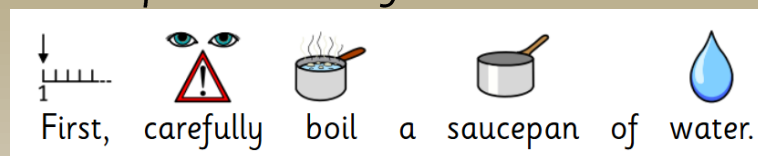


# Support for writing in school



## Children who need support accessing WAGOLL:

- Some children may benefit from a shorter version of the WAGOLL.
- The teacher might highlight key words or phrases they will need to know.
- Use of **Widgits** to support reading.



- Additional handwriting practice
- Personalised spelling lists
- Individual writing targets
- Pictures to support sequencing
- **Widgits** to support vocabulary and/or spelling



## Supporting writing at home



- *Read regularly*
- *Write about what you've read*
- *Fine motor skills activities - play dough, using tweezers, using clothes pegs etc.*
- *Write a menu*
- *Write postcards*
- *Write a letter*
- *Posters for the house – living room rules, kitchen rules etc.*
- *Find other ways to write - whiteboard, tablet, paint, chalkboard*
- *Alternative writing implements - pens, crayons, glitter pens, writing in icing, colourful paper*
- *Holiday journals*
- *Daily journal*

