

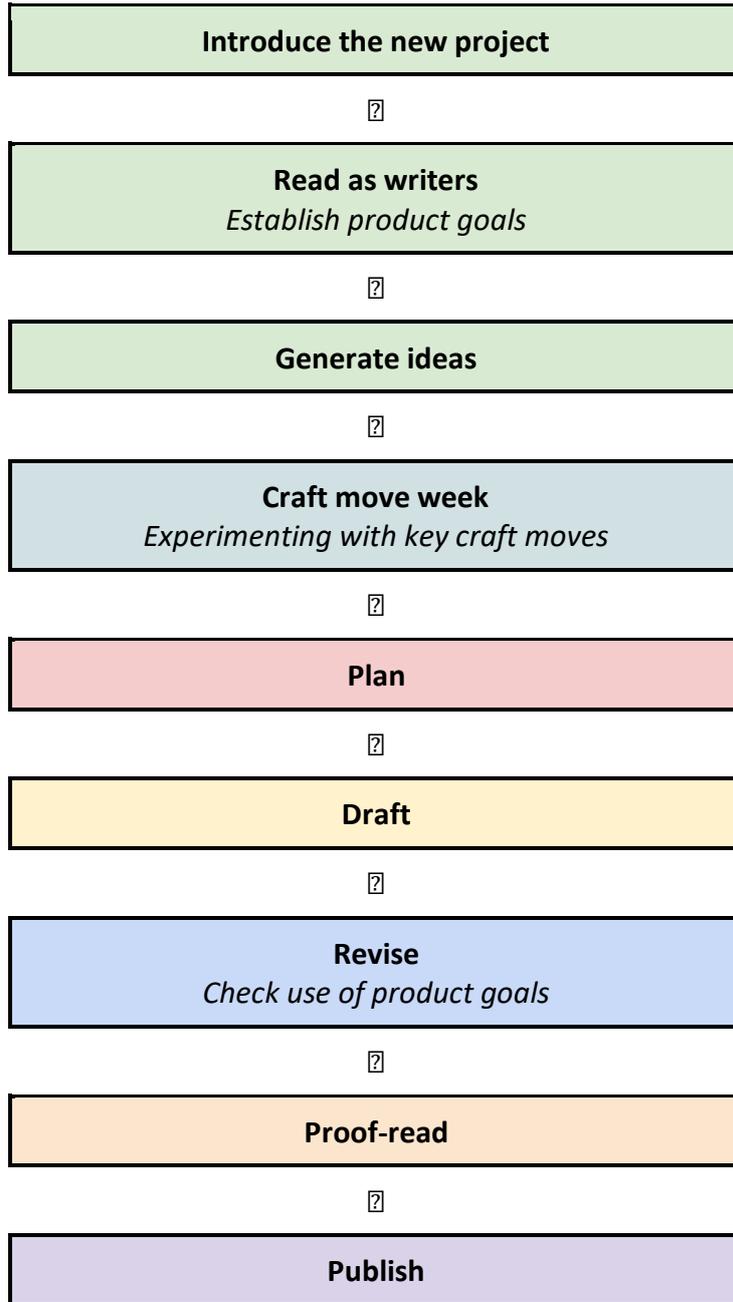
Teaching Writing at Lowerplace Primary School

Writing progression and our approach

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Class writing projects at Lowerplace

The journey of a class writing project



A class writing project is an opportunity for the whole class to learn more about a type of writing. It's also where teachers can explicitly teach children about the writer's process. It's important to point out that **not every single** class writing project needs to go through all of these processes. Teachers will use their own professional judgement to plan their own class writing projects. For example, a teacher could feel it appropriate to remove a particular process based on their class' needs and the amount of time they want to spend on a particular project. It's important to remember that this is not the only writing children will produce. In EYFS, children will also have the personal books they make and anything else they decide to make throughout the day using the materials in the *Messaging Centre*. In KS1, children will also have their personal writing projects, their writing in the wider curriculum subjects and the writing they produce in their reading lessons. Finally, once children have finished what they've been asked to do that day, they spend the rest of the session working on their own personal book project. On the next three pages, we provide examples of what a project plan can look like in EYFS-KS2.

Example 'Book-Making' Planning – EYFS

Introduce the new project - establish/share publishing goal - share what their texts are going to look like
Read as writers - studying a mentor text - establish product goals
Continue to read as writers and set product goals
Ideas Party and Writing Register
Front covers (secret planning)
Mini-lesson - make page one
Mini-lesson - make page two
Mini-lesson - make page three
Mini-lesson - make page four
Revision checklist session - children check they have used all the product goals in their book
Revision checklist session - children check they have used all the product goals in their book
Proof-reading - use the <i>Is My Book Finished?</i> checklist
Proof-reading - use the <i>Is My Book Finished?</i> checklist
Publishing Party!

Example 'Information Books' Planning - KS1

Introduce the new project - establish/share publishing goal - share what their texts are going to look like
Begin reading as writers, studying mentor texts, and establishing product goals
Continue to read as writers and set product goals
Ideas Party and writing register
Experimenting with coordinating conjunctions
Experimenting with subordinating conjunctions
Experimenting with sensory description
Experimenting with similes and metaphors
Experimenting with questions marks
Front covers (secret planning)
Drawings on each page (planning)
Continue making drawings for each page (planning)
'Great information book openings' mini-lesson - children write their opening page
'Subheadings' mini-lesson - children put subheading on their pages
'Painting with words' mini-lesson - children write page two
'Coordinating conjunctions' mini-lesson - children write page three
'Subordinating conjunctions' mini-lesson - children write page four

'List of bullet points facts' mini-lesson - children write page five
'Great information book endings' mini-lesson - children write their last page
'Answer your readers' questions page' mini-lesson - children add a new page
'Quiz page!' mini-lesson - children add a new page
Revision checklist session - children check they have all the product goals in their book
Revision checklist session - children check they have all the product goals in their book
Capitalisation - 'proof-reading for proper nouns' mini-lesson - children proof-read for proper nouns
Capitalisation - 'proof-read for capitals for start of sentences' - children proof-read for capitals for the start of sentences
Use of vocab 'proof-reading for tense use' mini-lesson - children proof-read for tense use
Use of vocab (synonyms) - 'cracking open boring words' mini-lesson - children edit repeated vocabulary using synonyms
Punctuation - 'proof-reading for full stops and question marks' mini-lesson - children proof-read for fullstops and question marks
Punctuation - 'proof-reading for commas in a list' mini-lesson - children proof-read for commas in a list
Spelling (common words) - children use the common word mat/poster to correct any misspelt common words
Spelling (class' tricky words) - children use the class' tricky words mat/poster to correct any misspelt words
Spelling (temporary spellings) - children correct their spellings using iPads, electronic spell checkers, Google, smart speakers etc..
Publishing - best handwriting for my super favourite page! - mini-lesson & pupil-conferencing focuses on handwriting instruction
Publishing Party!

Example 'Short Story' Planning - KS2

Introduce the new project - establish/share publishing goal - share what their texts are going to look like
Begin reading as writers, studying mentor texts, and establishing product goals
Continue to read as writers and set product goals
Ideas Party and writing register
Experimenting with expanded noun-phrases
Experimenting with fronted adverbials
Experimenting with dialogue
Experimenting with show don't tell
Experimenting with character descriptions
Mini-lesson on using a planning technique - children plan using the technique
Continue planning if required
'Great story openings' mini-lesson - children write their openings
'Expanded noun-phrases' mini-lesson - children write a small 'chunk'/paragraph
'Fronted adverbials' mini-lesson - children write a small 'chunk'/paragraph
'Dialogue' mini-lesson - children draft a small 'chunk'/paragraph
'Great story endings' mini-lesson - children write their endings

'Character description' mini-lesson - children 'try it out'/revise the mini-lesson into their piece
'Show don't tell' mini-lesson - children 'try it out'/revise the mini-lesson into their piece
'Character monologue' mini-lesson - children 'try it out'/revise the mini-lesson into their piece
Revision checklist session - children 'try it out'/revise the product goals for the project into their piece
Revision checklist session - children 'try it out'/revise the product goals for the project into their piece
Capitalisation - 'proof-reading for characters' names' mini-lesson - children proof-read for characters' names
Capitalisation - 'proof-reading for capitalisation' mini-lesson - children proof-read for capitalisation
Use of vocab 'proof-reading for tense use' mini-lesson - children proof-read for tense use
Use of vocab (synonyms) - 'cracking open boring words' mini-lesson - children edit repeated vocabulary using synonyms
Punctuation - 'proof-reading for full stops and commas' mini-lesson - children proof-read for fullstops and commas
Punctuation - 'proof-reading for speech punctuation' mini-lesson - children proof-read for speech punctuation
Spelling (common words) - children use the common word mat/poster to correct any misspelt common words
Spelling (class' tricky words) - children use the class' tricky words mat/poster to correct any misspelt words
Spelling (temporary spellings) - children correct their spellings using iPads, electronic spell checkers, Google, smart speakers etc..
Publishing - write out just a few sections - mini-lesson & pupil-conferencing focuses on handwriting instruction
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Publishing Party!

Year group progression

Early Years Foundation Stage

In EYFS, our children learn to write by becoming bookmakers. There are a number of 'writerly behaviours' we believe children need to learn at the beginning of the year before teachers can begin teaching specific book-making projects. These behaviours include:

- A book has a front cover
- A book has the author's name on it
- A book has a picture and some 'writing' on every page
- A book has its 'date of birth' on the front
- We make books to share them with other people
- We 'tell' and 'read' our books to our friends as we are making them
- We should always try to show off what we've learnt about 'adult writing' in the books we make

Once these behaviours are well established, teachers will begin teaching list book projects (also known as 'board books' or 'baby book' projects). These projects include:

- Let's make ABC books
- Counting books
- Food books
- My book of first words
- My book of animals
- My book of people
- Things I like books
- I love... books
- I wish... books

Finally, teachers will begin teaching picture book projects. These projects include:

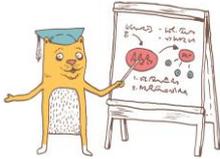
Fiction

- A story about me
- A story about... book
- Animal stories
- Character-focused stories
- My friend... stories
- Once upon a time... stories
- Someone at home stories
- True story books
- Journey stories

Non-Fiction

- All about... books
- A book about a place
- A friends and family book
- All about me books

Across EYFS, children will learn about some key purposes for writing and have an opportunity to write in a variety of genres. At Lowerplace, we aim to deepen children’s understanding of key genres over time and encourage mastery through repeated practice. Therefore, some of these projects are regularly repeated with children taught to apply different *craft moves*. Children will also produce writing through the personal books they make in *The Messaging Centre* and other learning areas. They are also invited to make books in the wider curriculum subjects and in their reading lessons.

Purposes	Reception
 <p data-bbox="406 689 624 719">Writing to entertain</p>	<p data-bbox="770 465 927 495">Picture books</p> <ul data-bbox="770 533 1102 757" style="list-style-type: none"> ● A story about... book ● Animal stories ● Character-focused stories ● My friend... stories ● Once upon a time... stories ● Someone at home stories ● Journey stories
 <p data-bbox="424 956 600 1016">Writing to teach Writing to learn</p>	<p data-bbox="770 790 884 819">List books</p> <ul data-bbox="770 857 1059 1048" style="list-style-type: none"> ● Let’s make ABC books ● Counting books ● Food books ● My book of first words ● My book of animals ● My book of people <p data-bbox="770 1081 927 1111">Picture books</p> <ul data-bbox="770 1149 1091 1290" style="list-style-type: none"> ● All about... books ● A book about a place ● A friends and family book ● All about me books
 <p data-bbox="419 1561 611 1590">Writing to reflect</p>	<p data-bbox="770 1328 884 1357">List books</p> <ul data-bbox="770 1395 1011 1487" style="list-style-type: none"> ● Things I like books ● I love... books ● I wish... books <p data-bbox="770 1523 927 1552">Picture books</p> <ul data-bbox="770 1590 999 1650" style="list-style-type: none"> ● A story about me ● True story books

EYFS Writing Overview

Organisation and Structure

Encourage children to draw freely.

Write simple phrases and sentences that can be read by others.

Re-read what they have written to check that it makes sense.

Vocabulary and Grammar

Write some or all of their name.

Punctuation

Write short sentences using a capital letter and a full stop.

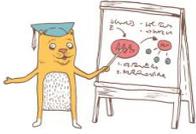
Spelling and Handwriting

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write recognisable letters, most of which are correctly formed.

Key Stage 1

Across KS1, children will build on the bookmaking skills they've developed in the EYFS. They are seen as authors who create their own picture books and chapter books. Teachers will teach at least six writing projects throughout the year. Each project can last up to seven weeks but teachers will use their own professional judgement to either add or remove writing sessions based on their own class' needs. They will learn about all the purposes for writing and have an opportunity to write in a variety of genres. At Lowerplace, we aim to deepen children's understanding of key genres over time and encourage mastery through repeated practice. Therefore, some projects are regularly repeated with children invited to apply different *craft moves*. Children will also produce writing through their personal writing projects and will also be invited to write in the wider curriculum subjects and their reading lessons.

Purposes	Year 1	Year 2
Progression of purposes and genres 		
 Writing to entertain	<ul style="list-style-type: none"> ● Fables ● Story books ● I loved your book, here's mine ● Let's make a picture book series! 	<ul style="list-style-type: none"> ● Fairy tales ● Story books ● I loved your book, here's mine ● Let's make a chapter book series!
 Writing to teach Writing to learn	<ul style="list-style-type: none"> ● Information books ● Instruction books 	<ul style="list-style-type: none"> ● Information books ● Instruction books
 Writing to reflect	<ul style="list-style-type: none"> ● Memoir books 	<ul style="list-style-type: none"> ● Memoir books
 Writing to paint with words	<ul style="list-style-type: none"> ● My first haiku book 	<ul style="list-style-type: none"> ● My first poetry book
 Writing to persuade and give opinion	<ul style="list-style-type: none"> ● Curiosity letters 	<ul style="list-style-type: none"> ● Let's make a magazine

Year 1 Writing Overview

End of Reception:

Write recognisable letters, most of which are formed correctly.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases that can be read by others.

Write sentences with finger spaces and some capital letters and full stops.

Organisation and Structure

Write sentences that are sequenced to form a short narrative real or fictional.

Begin to make improvements to writing, checking for spelling and punctuation errors and improving word choice.

Re-read their writing aloud to check that it makes sense.

Vocabulary and Grammar

Use adjectives to describe things.

Use the conjunction 'and' to link ideas and sentences.

Punctuation

Demarcate some sentences with capital letters and full stops and begin to use question marks correctly.

Use capital letters for names, places, the days of the week and the personal pronoun 'I' mostly correctly.

Spelling and Handwriting

Spell many Y1 common exception words correctly.

Spell days of the week correctly.

Use -s and -es to form regular plurals correctly.

Spell most words containing previously taught phonemes and GPC's accurately.

Understand which letters belong to which handwriting family.

Write lower case and capital letters in the correct direction, starting and finishing in the right place.

Use spacing between words.

Year 2 Writing Overview

End of Year 1:

Write down ideas into sentences that make sense.

Use adjectives and 'and' to improve and extend sentences.

Use capital letters and full stops in some sentences correctly.

Spell many Y1 common exception words and use phonics to spell unfamiliar words correctly.

Write lower case and capital letters in the correct direction, starting and finishing in the right place.

Organisation and Structure

Write simple, coherent narratives about personal experiences and those of others (real or fictional).

Write about real events, recording these simply and clearly.

* Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.

* Make simple proof-reading corrections.

Vocabulary and Grammar

Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.

Use present and past tense mostly correctly and consistently.

Punctuation

Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.

*Use the punctuation taught at Key Stage 1 mostly correctly, e.g. commas in a list, apostrophes in contractions and apostrophes to mark singular possession in nouns.

Spelling and Handwriting

Spell many common exception words.

Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.

* Add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.

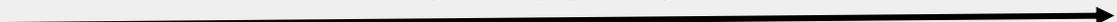
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

Use spacing between words that reflects the size of the letters.

* Use the diagonal and horizontal strokes needed to join some letters.

Key Stage 2

In KS2, children are treated as authors who generate ideas, plan, draft, revise, proof-read and publish pieces of authentic writing for real and varied audiences. Teachers will teach at least six writing projects throughout the year. Each project can last up to seven weeks but teachers will use their own professional judgement to either add or remove writing sessions based on their own class' needs. Across KS2, children will learn about all the purposes for writing and have an opportunity to write in a variety of genres. At Lowerplace, we aim to deepen children's understanding of key genres over time and encourage mastery through repeated practice. Therefore, some projects will be regularly repeated with children invited to use different *craft moves*.

Purposes	Year 3	Year 4	Year 5	Year 6
Progression of purposes and genres 				
 Writing to entertain	<ul style="list-style-type: none"> Fables Fairy tales 	<ul style="list-style-type: none"> Character-driven short stories Setting-focused short stories 	<ul style="list-style-type: none"> Developed short stories Graphic novels 	<ul style="list-style-type: none"> Flash-fiction anthologies
 Writing to teach Writing to learn	<ul style="list-style-type: none"> Information <i>People's History</i> <i>Science Report</i> 	<ul style="list-style-type: none"> Information Instructions <i>People's History</i> <i>Science Report</i> 	<ul style="list-style-type: none"> Information Explanation <i>Biography</i> <i>Science Report</i> 	<ul style="list-style-type: none"> Explanation Discussion <i>Historical Account</i> <i>Science Report</i>
 Writing to reflect	<ul style="list-style-type: none"> Memoir 	<ul style="list-style-type: none"> Memoir 	<ul style="list-style-type: none"> Memoir 	<ul style="list-style-type: none"> Autobiography
 Writing to paint with words	<ul style="list-style-type: none"> Natural world poetry Animals and pet poetry 	<ul style="list-style-type: none"> Sensory poetry 	<ul style="list-style-type: none"> Inspired by... poetry Poetry that hides in things 	<ul style="list-style-type: none"> Anthology of life Social and political poetry
 Writing to persuade and give opinion	<ul style="list-style-type: none"> Curiosity letters 	<ul style="list-style-type: none"> Persuasive letter for personal gain 	<ul style="list-style-type: none"> Advocacy journalism articles 	<ul style="list-style-type: none"> Community activism articles and letters Discussion

Year 3 Writing Overview

End of Year 2:

Produce a clear and coherent piece of writing and can identify some errors by proof-reading their work.
Write sentences with capital letters, full stops, question marks and exclamation marks mostly correctly.
Use a range of conjunctions in sentences.
Use present and past tense mostly correctly and consistently.
Spell many KS1 common exception words and make phonetically plausible attempts at unfamiliar words.
Form capital letters and digits of the correct size, orientation and relationship to one another.

Organisation and Structure

Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.

Begin to use paragraphs to structure writing.

Make simple additions, revisions and proof-reading corrections to their own writing.

Vocabulary and Grammar

Use the past and present tense consistently, including the present perfect tense.

Use 'a' or 'an' correctly most of the time.

Begin to describe settings, characters and plot in narratives.

Use expanded noun phrases to develop descriptions of settings and characters.

Use a range of coordinating and subordinating conjunctions.

Use fronted adverbials for time and place mostly correctly.

Begin to use some adverbs and prepositions to show time, place and cause.

Punctuation

Use capital letters, full stops and question marks mostly correctly.

Use commas in lists, apostrophes for contractions and possession mostly correctly.

Begin to use inverted commas to punctuate speech.

Spelling and Handwriting

Spell some Y3/4 common exception words.

Spell many words correctly, adding prefixes and suffixes appropriately.

Use the diagonal and horizontal strokes needed to join some letters and understand which are best left unjoined.

Year 4 Writing Overview

End of Year 3:

Write effectively and coherently for different purposes making additions and revisions to improve their writing.

Use the past and present tense consistently and correctly.

Compose sentences using a wider range of structures, e.g. expanded noun phrases, fronted adverbials and a range of conjunctions.

Use a range of punctuation in sentences, e.g. capital letters, full stops, commas, apostrophes and inverted commas.

Spell some Y3/4 common exception words and use prefixes and suffixes correctly.

Use the diagonal and horizontal strokes needed to join some letters and understand which are best left unjoined.

Organisation and Structure

Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.

Proof read their work and assess the effectiveness of their own and others' writing and make simple additions and revisions.

Use paragraphs or sections to organise and structure according to purpose and audience.

Vocabulary and Grammar

Use present, past, progressive and perfect tense verb forms accurately.

Maintain Standard English forms correctly, e.g. *I was* (not *I were*), *should have* (not *should of*), *ours* (not *ares*).

Describe settings, characters and plot in narratives.

Begin to expand noun phrases by adding modifying adjectives, nouns and preposition phrases.

Use a wide range of co-ordinating and subordinating conjunctions.

Use a range of adverbs to add detail to writing.

Use fronted adverbials for time, place and manner mostly correctly.

Punctuation

Use capital letters, full stops and question marks correctly.

Use commas in lists, apostrophes for contraction and possession and inverted commas correctly.

Begin to use commas after fronted adverbials and with a reported clause.

Spelling and Handwriting

Spell most Y3/4 common exception words.

Spell many words correctly, spelling the correct form of homophones.

Use the diagonal and horizontal strokes needed to join some letters and understand which are best left unjoined.

Year 5 Writing Overview

End of Year 4:

Write effectively and coherently for different purposes and assess the effectiveness of their own and others' writing and make changes.
 Use paragraphs or sections to organise and structure writing according to purpose and audience.
 Compose sentences using a wider range of structures, e.g. adverbs, fronted adverbials and expanding noun phrases.
 Punctuate sentences correctly, especially using commas after fronted adverbials and inverted commas correctly.
 Spell most Y3/4 common exception words and spell the correct form of homophones.
 Use the diagonal and horizontal strokes needed to join some letters and understand which are best left unjoined.

Organisation and Structure

Use organisational and presentational devices to structure text and guide the reader, e.g. bullet points, headings etc. when needed.

Proof read their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.

Use synonyms to avoid repetition.

Vocabulary and Grammar

Use the correct tense throughout a piece of writing.

In narratives, describe settings and characters.

Use dialogue to convey character and advance the action.

Expand noun phrases by adding ambitious modifying adjectives, nouns and preposition phrases.

Use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

Use relative clauses sometimes beginning with a relative pronoun (who, which, where, when, whose, that).

Use prepositional phrases to add detail and precision.

Punctuation

Begin to use commas, hyphens or dashes to indicate parenthesis.

Use the correct punctuation for dialogue correctly.

Use commas to clarify meaning mostly correctly.

Spelling and Handwriting

Spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.

Spell many Y5/6 common exception words correctly.

Maintain legibility in joined handwriting.

Year 6 Writing Overview

End of Year 5:

Use the correct tense throughout a piece of writing that is structured correctly to guide the reader.
 Proof read their own and others' work assessing the effectiveness and make necessary corrections and improvements.
 Use the correct punctuation for dialogue, parenthesis and use commas accurately to clarify meaning.
 Use adverbs, modal verbs, relative clauses and prepositional phrases to extend sentences.
 Spell many Y5/6 common exception words and many complex homophones correctly.
 Maintain legibility in joined handwriting.

Organisation and Structure

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 instructions and persuasive writing).

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns & synonyms) within and across paragraphs.

* Select the appropriate form and draw independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).

Vocabulary and Grammar

Use verb tenses consistently and correctly throughout their writing.

In narratives, describe settings, characters and atmosphere.

Integrate dialogue in narratives to convey character and advance the action.

Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

* Distinguish between the language of speech and writing and choose the appropriate register.

* Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.

Punctuation

Use the range of punctuation taught at Key Stage 2 correctly (e.g. inverted commas and other punctuation to indicate direct speech, semi-colons, dashes, colons, hyphens & punctuation for parenthesis).

* Where necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Spelling and Handwriting

Spell most year 5/6 common exception words and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Maintain legibility in joined handwriting when writing at speed.

Whole School Writing Project Overview

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and friends book	Story books	Story books	Fairy tales	Character-driven short stories	Developed short stories	Flash fiction
Counting						
ABC book	Memoir books	Memoir books	Memoir	Memoir	Memoir	Autobiography
My feelings						
Book of animals	Fables	Fairy tales	Fables	Setting-focussed short stories	Setting-focussed short stories	Character-driven short stories
Animal stories						
I wish	Information	Information	Information Fables	Information	Explanation	Explanation
Superheroes						
Villains	Let's make a picture book series	My first poetry book	Poetry – natural world	Sensory poetry	Inspired by... Poetry	Poetry – Anthology of life
Book of people						
A character	Instruction books	Instruction books	People's history	Persuasive letter	Advocacy journalism	Discussion
Someone at home						
Rochdale	Information	Information	Character-driven short story Instructions	Information	Graphic Novels	Developed short stories
African animals						
Arctic animals	My first Haiku book	My first Haiku book	Poetry – animals and pets	Inspired by... Poetry	Poetry that hides in things	Poetry – Social and political
Minibeast						
This is the King	Curiosity letters	Curiosity letters	Information	People's history	Biography	Persuasion – Community activism
A very hungry minibeast						
What am I?	Story books	Let's make a chapter book series	Setting-focussed short stories	Developed short stories	Character-driven short stories	Historical account
Instructions						
Minibeast story	Information	Let's make a magazine	Information	Information	Discussion	Setting-focussed short stories
Traditional tale						

*These are the projects we believe should be taught at some point in the year. However, teachers can use their professional judgement to decide when they would like to teach these projects and in what order. Teachers ensure that children experience all the purposes for writing each year.