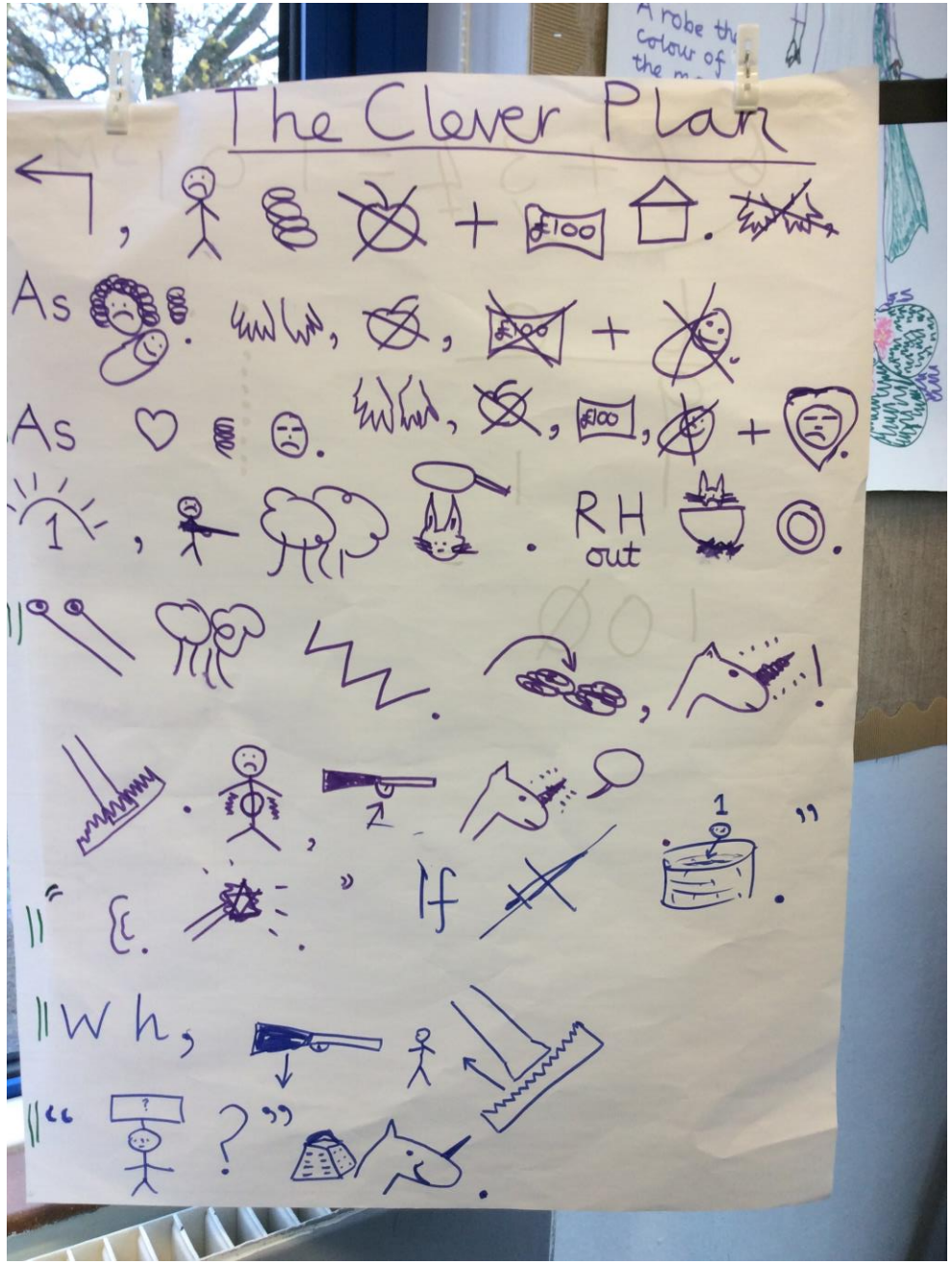
Writing at the River Wye Federation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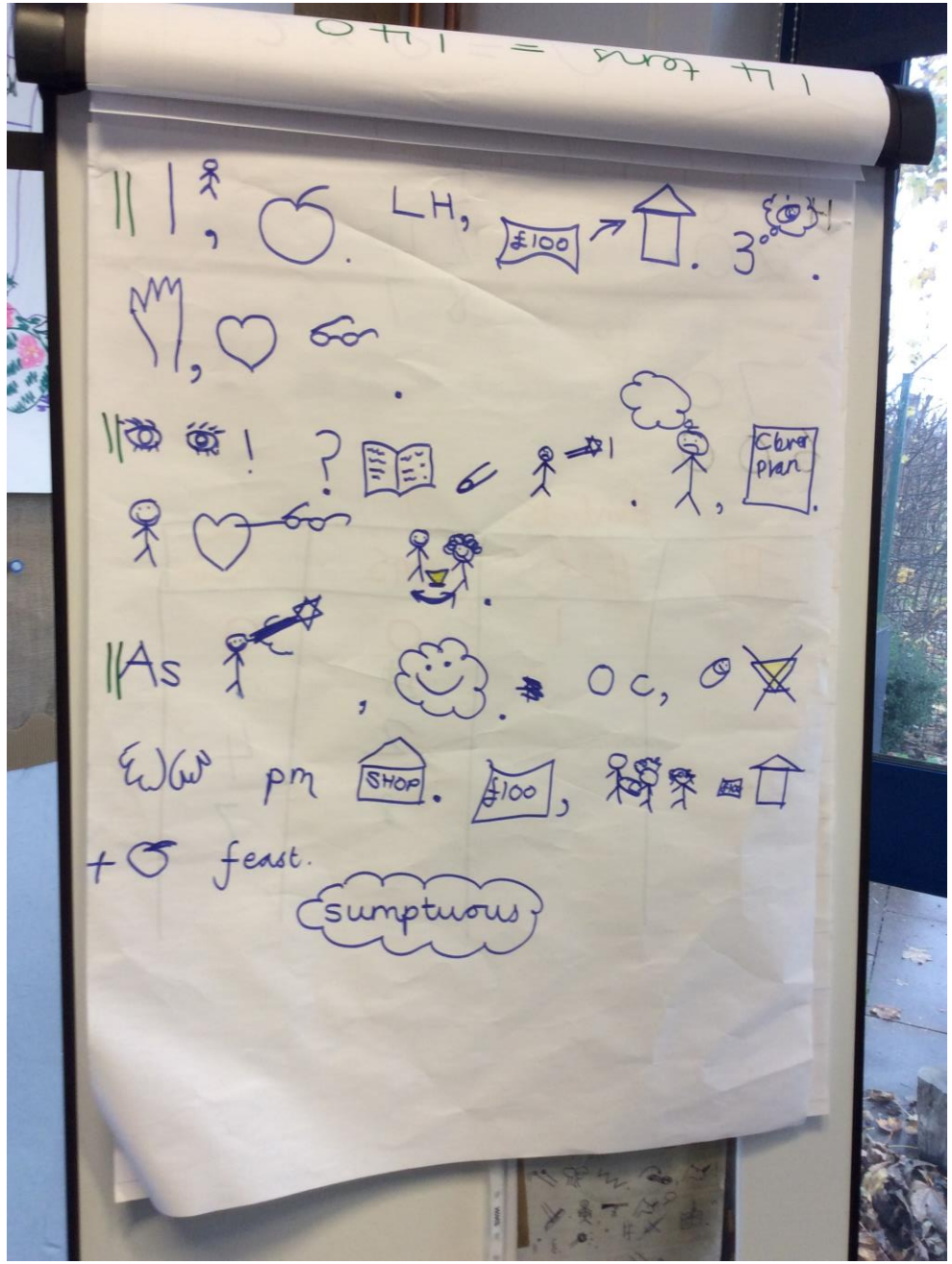
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Local Context

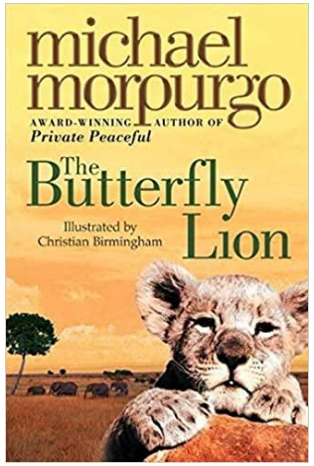
Both our schools are situated in the Wye Valley, an Area of Outstanding Natural Beauty. We are inspired by the splendour of our locality.

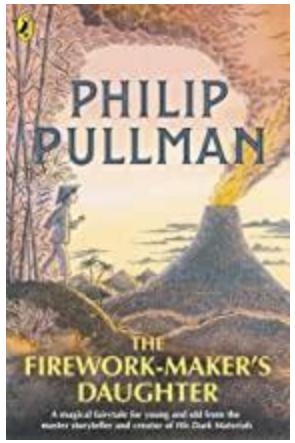
The Wye Valley makes **poets** of us all with its wooded valley, meandering river and picturesque vistas. In fact, William Wordsworth wrote about Tintern Abbey! Nearby, Ledbury hosts an annual Poetry Festival providing opportunities for our pupils to perform, write and celebrate poetry in all its forms.

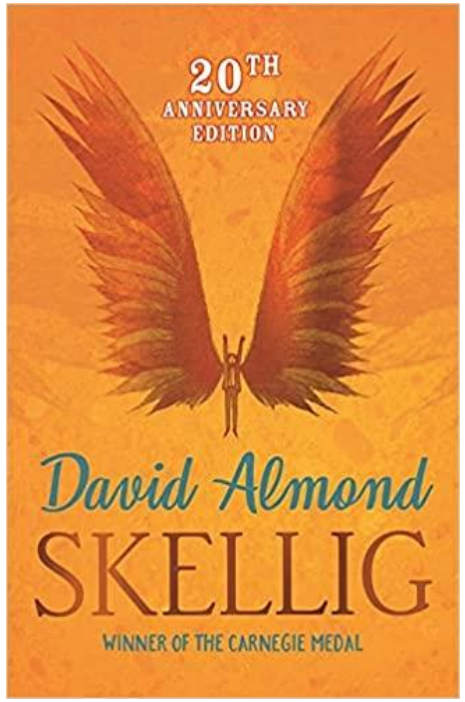
Our surroundings inspire **story writing** too. The woodlands, caves and river have provided the setting for mysterious local legends. We can learn from the experts by visiting the annual Hay Festival and taking part in workshops or listening to authors.

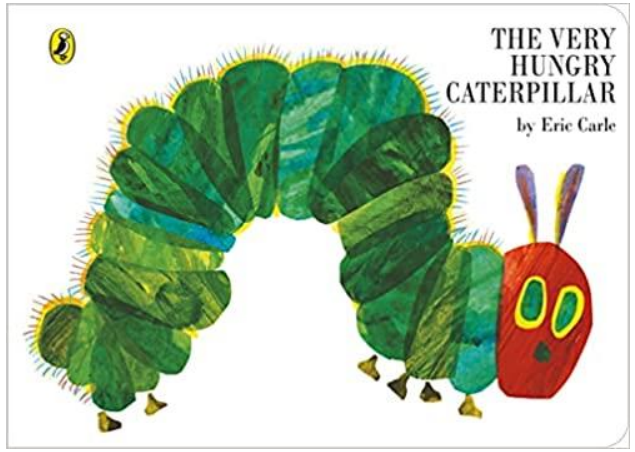
There are numerous opportunities for **non fiction writing**: tourist information leaflets, reports on wildlife, persuasive advertisements, letter writing about local causes and many, many more…

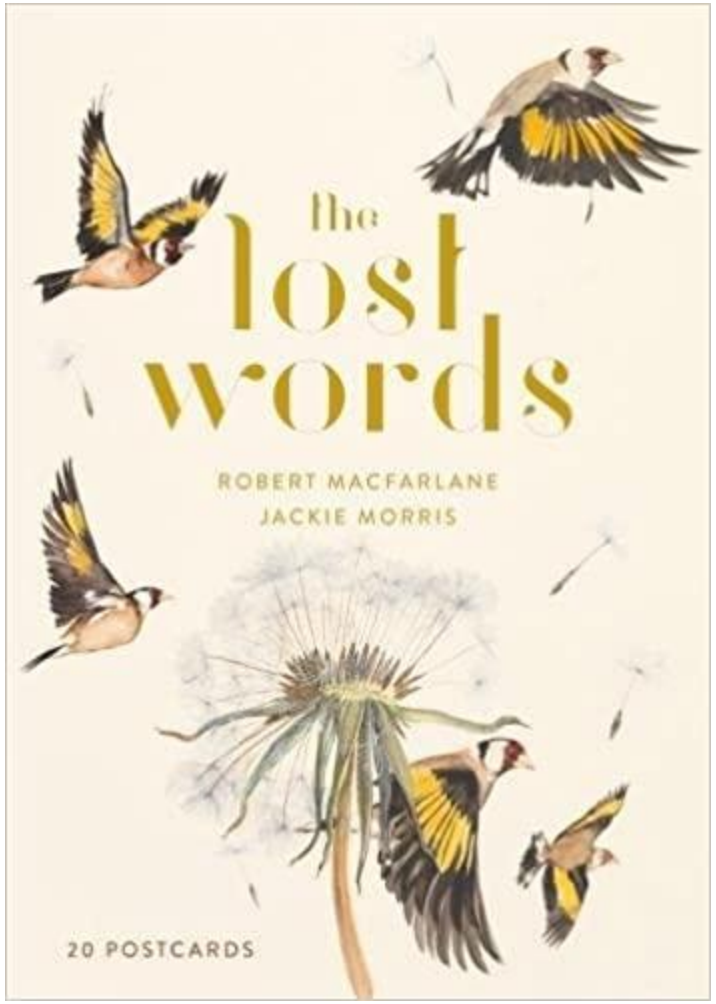
Books which promote a love of writing











Writing Progression

7 – 8 yrs (Year 3)

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
Consolidate Year 2 list **Introduce:** **Fiction** **Secure use of planning tools:** Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids) **Plan opening around** character(s), setting, time of day and type of weather **Paragraphs** to organise ideas into each story part **Extended vocabulary** to introduce 5 story parts: **Introduction** –should include detailed description of setting or characters **Build-up** –build in some suspense towards the problem or dilemma **Problem / Dilemma** –include detail of actions / dialogue **Resolution** - should link with the problem **Ending** – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.	**Consolidate Year 2 list** **Introduce:** **Vary long and short sentences:** **Long sentences** to add description or information. **Short sentences** for emphasis and making key points e.g. *Sam was really unhappy.* *Visit the farm now.* **Embellished simple sentences:** **Adverb starters to add detail** e.g. *Carefully, she crawled along the floor of the cave....* Amazingly, small insects can.... **Adverbial phrases** used as a 'where', 'when' or 'how' starter **(fronted adverbials)** ***A few days ago,*** *we discovered a hidden box.* ***At the back of the eye,*** *is the retina.* ***In a strange way,*** *he looked at me.* ***Prepositional phrases to place the action:*** *on the mat; behind the tree, in the air* **Compound sentences (Coordination)** using connectives: *and/ or / but / so / for /nor / yet* (coordinating conjunctions) **Develop complex sentences (Subordination)** with range of	**Consolidate Year 2 list** **Introduce:** **Prepositions** *Next to by the side of* *In front of during through throughout because of* **Powerful verbs** e.g. *stare, tremble, slither* **Boastful Language** e.g. *magnificent, unbelievable, exciting!* **More specific / technical vocabulary to add detail** e.g. *A few dragons of this variety can breathe on any creature and turn it to stone immediately.*	**Consolidate Year 2 list** **Introduce:** **Colon** before a list e.g. *What you need:* **Ellipses** to keep the reader hanging on **Secure use of inverted commas for direct speech** Use of commas after **fronted adverbials** (e.g. *Later that day, I heard the bad news.)*	**Consolidate:** **Punctuation** • Finger spaces • **Letter** • **Word** • **Sentence** • **Statement question exclamation Command** • **Full stops** • **Capital letter** • **Question mark** • **Exclamation mark** • Speech bubble • **'Speech marks'** • Bullet points • **Apostrophe (contractions only)** • **Commas for sentence of 3 - description** **Singular/ plural** **Suffix** **Adjective / noun / Noun phrases Verb / adverb** Bossy verbs **Tense (past, present,**

This is an example of the writing progression document.

Each year group has its own which clearly sets out what is to be taught.

Toolkits for Writing

Toolkits are co-constructed with our children . We learn the important skills of an aspect of writing in small steps.

Model how to:	by showing them how to:	Warn them against	Progressively teach the under-pinning grammar - Teach pattern of language implicitly before using explicit terminology.
Decide what effect you are trying to create	• Think about audience and purpose and then select the right mood and approach		
1. Change words	• Select precise words • Name it • Tighten the wording: • Try something new	**Over writing:** Using clichés	Nouns; verbs; adjectives; adverbs; determiners; pronouns
2. Add in	• Use adjectives & adverbs effectively (adverbs are more powerful) • Drop in phrases and clauses		adjectives; adverbs; adverbials; prepositions; relative pronouns and clauses; subordinate clauses
3. Add on phrases and clauses	Begin sentences with: • ed-ing-ly starters • subordinating conjunctions • prepositional phrases		adverbials at start of sentences; subordinate clauses; prepositional phrases
4. Show don't tell	• Make the reader picture the scene and experience the emotions •		
5. Change sentence type	• Structure statements, questions, exclamations and orders		Statement; question; exclamation; imperative
6. Vary sentence structure	• Construct simple, compound, complex and minor sentences • Spin sentences round depending on the effect you want		Subordinate and relative clauses; adverbials; conjunctions; subject; object active, passive
7. Use special effects or keep it deliberately plain	• Sound effects: the rhythm of the sentences; onomatopoeia, alliteration • Imagery: simile, metaphor, personification	**Over writing:** Don't repeat except for special effect. .	nouns, verbs, adjectives, adverbs
8. Hook reader in opening paragraph	• Move hook to front and jump straight in		
9. Make every word, phrase, sentence earn its place -		Don't tell reader what already know Don't ramble – keep it focused	
10. Slow down at significant moments		Don't dash through – select what to focus on	

1. Characterisation – you might want to

- Choose a good name
- Use a few descriptive details
- Talk about their hobby or main interest
- Think about how the character feels and why, e.g. *angry* – or what type are they, e.g. *bossy or shy*
- Show this through what they say or do
- What is their desire/goal, e.g. *she wants a pet*
- Develop and change character beginning to the end

2. Dialogue – you might want to

- Think about how they feel
- Use powerful speech verbs
- Use said + adverb
- Insert stage direction to show what a character is doing when speaking, e.g. "No," he hissed, *shaking his head in disgust.*
- Use only a few exchanges

3. Description – people, places, objects – you might want to

- Use well-chosen adjectives, similes/metaphor
- Use senses and concrete detail
- Show things through the character's eyes, e.g. *she stared at….*
- Describe only key objects
- Describe settings to create atmosphere
- Describe the weather and time of day

Supporting and Deepening Children's Learning

Talk for Writing is a powerful way of teaching writing to all children of all abilities because it is based upon the principles of how children learn. The process of imitation, innovation and independent application can be adapted to meet the needs of learners at all stages.

- **Imitation** provides a model text which is pitched well above the pupils level. Time is taken to learn to 'talk the text' which strengthens memory and helps children internalize the story, poem or non fiction text. Throughout the process, children learn about the structure and underlying patterns that are common to the text type. Ambitious vocabulary is discussed learned.
- Once the text has been learned, analysed and understood, children are taught how to create their own version. This is the **innovation** stage. Shared and guided writing is used to stage writing over a number of days so that students are writing texts bit by bit, concentrating on bringing all the elements together, writing effectively and accurately. Feedback is given through pink and green marking so that students can be taught how to improve their writing, make it more accurate, until they can increasingly edit in pairs or on their own.
- The final stage of the process is the **Invention or Independent Application** phase. At this point, children use all they have learnt to write a version of the model text independently. More able writers will make extensive changes whilst less confident children will 'ug' more closely to the model text.

Cultural Capital

Children may demonstrate an understanding of different culturally significant authors and poets. They will relate texts that have impact not only their immediate lives, but in a wider setting such as community, British Values and cultural relevance. They will compare sources of information relating to key historical events, drawing on their understanding to develop context of socio-economic change over the years in both Britain and the world.

Rights Respecting Schools and Writing

Here are some of the articles of the United Nations Charter of Children's Rights which link to writing:

- Article 3 (best interests of the child) the best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Learning in the Outdoor Environment

- Our renowned local area provides an excellent stimulus for writing. We have explored nearby caves when writing poetry; walked through local woodland to capture the mystery for story writing and made studies of the mature trees in our extensive grounds and Forest School settings. We have worked closely with our parish councilor, finding out about real issues that affect us and our families. The culmination of the work were letters to local government making suggestions for improvements. These experiences provide our children with ambitious vocabulary which they readily use in their own compositions.