

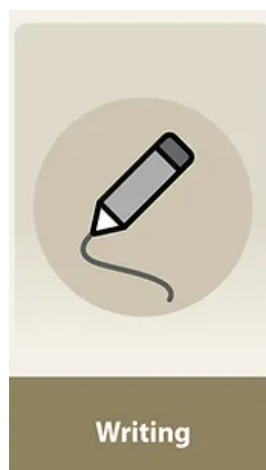
Writing Strategy – Torre C of E Academy



At Torre C of E Academy alongside reading, writing is at the heart of the curriculum. At Torre Academy our **English** curriculum promotes high standards of language and literacy by placing a strong emphasis on **reading, writing** and **oracy**. Our intent is to inspire all children to be passionate and successful writers.



All children at Torre Academy begin their writing journey in our preschool. As all children move up through the school they become more knowledgeable about the different reasons in which people are motivated to write - **to teach, persuade or influence, entertain, paint with words, reflect and to make a record.**



As a school we follow the **ACE Writing Progression** document. This document explains that in all year groups, we teach writing through our high-quality learning experiences. We use texts and experiences such as: picture books, novel studies, immersive sensory experiences and real-life experiences from visits in and out of school to respond to an enquiry question. In addition, writing links are made to other subject areas within the curriculum.

The structure of lessons is based on the following stages:

The Writing Process



Our writing progression document outlines the end of year outcomes for all children. This is structured and organised into the following headings:

- **Letter formation/handwriting**
- **Planning, Drafting and Editing**
- **Audience, Purpose and Structure**
- **Sentence Structure - including punctuation and grammar**

Here are two examples:

ACE Writing Progression Document						
Letter formation / Handwriting						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In addition to the previous year's objectives, children know how to:						
<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases • Write recognisable letters most of which are correctly formed 	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly – BBC position. • continue to develop • Tripod grip of a pencil/pen. • Write some lower case and capital letters of the alphabet in the correct direction, starting and finishing in the right place. • Form digits 0-9. 	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly – BBC position. • Master the tripod grip of a pen/pencil. • Form lower case letters of the correct size, relative to one another. • use spacing between words that reflects the size of the letters. • Use the diagonal and horizontal strokes needed to join letters. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • begin to use the diagonal and horizontal strokes needed to join letters 	<ul style="list-style-type: none"> • Increase the legibility, consistency and quality of handwriting, e.g.: by ensuring that down strokes of letters are parallel and equidistant; • lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined. • Continue to Increase the legibility, consistency and quality of handwriting, e.g.: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<ul style="list-style-type: none"> • Confidently use diagonal and horizontal joining strokes when writing independently to increase fluency. • Begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version. 	<ul style="list-style-type: none"> • Choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version. • choose the writing implement which is best suited for a task • Maintain legibility in joined handwriting when writing at speed

Planning, drafting and editing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In addition to the previous year's objectives, children know how to:						
<ul style="list-style-type: none"> Retell a story or narrative using their own words after it has been read for them Anticipate key events in stories Use new vocabulary that they've heard in stories, non-fiction, rhymes and poems Make comments about what they have heard and ask questions to clarify their understanding 	<ul style="list-style-type: none"> Compose a sentence orally before writing. Say a sentence out loud before writing it – oral rehearsal. Sequence sentences to form short narratives. Read their writing to check that it makes sense to themselves and to an adult. To begin to independently make a change to their writing so that they make their writing better. Develop storylines in pretend play Express ideas and feelings about experiences using full sentences 	<ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional). <ul style="list-style-type: none"> plan what they are going to write about, including writing down ideas and/or key words and new vocabulary eg: bubble maps Sequence what they want to say sentence by sentence. <ul style="list-style-type: none"> make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Read to check that their writing makes sense and that the correct tense is used throughout with the help of an adult where necessary. check for errors in spelling, grammar and punctuation with an adult 	<ul style="list-style-type: none"> Use ideas from their own reading and modelled examples to plan their writing. begin to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements –purple editing pens introduced Organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning middle and end). 	<ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. proofread and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion using purple editing pens. 	<ul style="list-style-type: none"> Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring their own writing. Proofread work to précis (edit and shorten) longer passages by removing unnecessary repetition or irrelevant details. Link ideas across paragraphs using cohesive devices. proofread their work to assess the effectiveness of their own and others' writing, making corrections and improvements with purple pens 	<ul style="list-style-type: none"> note down and develop initial ideas, drawing on reading and research where necessary. Use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Use a wide range of devices to build cohesion within and across paragraphs. Consistently proofread for spelling and punctuation errors. Make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.

Know, Show and Grow:

Grammatical terms are built upon each year. This knowledge is progressive and is constantly revisited at the point of writing within the **'Know'** and **'Show'** stage of a writing enquiry or if writing is a supporting subject then throughout this enquiry. Children are also expected to demonstrate their secure knowledge of these grammatical features within the **'Grow'** stage. Teachers plan for opportunities for the children to grow as learners promoting **independence, creativity and collaboration.**

Pupils consolidate and build on previous years grammatical terms						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Sound Letter Capital letter Finger space Full stop 	<ul style="list-style-type: none"> Letter Capital letter Word Singular noun Plural noun Sentence Full stop Question mark Exclamation mark 	<ul style="list-style-type: none"> Noun Noun phrase Question Exclamation Command Suffix Adjective Verb Adverb Conjunction Consonant Vowel 	<ul style="list-style-type: none"> Preposition Prefix Clause Subordinate clause Direct speech Inverted commas (speech marks) Ellipsis Bullet point 	<ul style="list-style-type: none"> Determiner Pronoun Possessive pronoun Adverbial phrase Synonym Antonym Reporting clause 	<ul style="list-style-type: none"> Modal verb Relative pronoun Relative clause Parenthesis Brackets Dash Cohesion Commas for clarity 	<ul style="list-style-type: none"> Subject Object Active Passive Hyphen Colon Semi-colon

As children move up through the school new writing expectations are introduced. Children are expected to

include all previous year group expectations within their writing. For example - Year 3 writing expectations (must include all of KS1 expectations). Year 5 writing expectations (must include all of KS1, Y3 and Y4).

The Write Stuff

As part of our writing curriculum at Torre we use The Write Stuff tools and structures which support the children in all writing contexts.

The three ideas are:

- The Fantastics** (ideas)
- The Grammatastics** (tools)
- The Boomtastics** (techniques)

Writing bookmarks are used to support children's idea generation and sentence variation.

Reminders of the grammatastics, which are progressive tools, are displayed in classrooms and are readily available for children at the point of writing.

Adverbs and adverbial phrases
How? Where? When?
How often?

Basics
Nouns, verbs, adjectives, prepositions, determiners, phrases, conjunctions.

Writing ideas
Sentences about:

- F Feeling
- a Asking
- n Noticing
- t Touching
- a Action
- s Smelling
- t Tasting
- i Imagining
- c Checking

Is the intent 😊 😐 ?

Alliteration
Alice's fat aunt ate apples and acorns around August...
Alice in Wonderland – Lewis Carroll.

Symbolism
Jewellery symbolism...
"A necklace of cliffs surround the emerald green ocean..."
"The dazzling sands are like a precious, lost treasure, yet to be discovered..."

Target Setting:

All children have individual writing targets so that they are aware of what their next steps are at the point of writing. These are continuously reviewed by teachers and support staff and new targets are set moving learning forward at the earliest point. From the Early Years we encourage our children to view the writing process as a whole. This metacognitive tool enables all children to value the importance of planning and reviewing as well as the 'task completion' aspect of writing.

Plan,do,review

How they work

Thinking through an activity helps learners to generate ideas - a key part of being creative. Supporting children with their own planning is as important as the actual doing of the activity. This tool helps put equal emphasis on all aspects of task completion, from the planning stage to the assessment that forms the review stage. A great tool to help prepare children for the task wheel at a later stage.



Tips for teaching

- Generate questions for that can be asked by all adults to support learning at the three different stages
- Put the three stages on different cards so that the pupils can demonstrate where their learning is and talk about the next stage
- Have a large version of this in the classroom where pupils can put a photo of themselves on to show where they are on the cycle
- Put equal weight on each section to show equal importance

Target Setting and Metacognition in KS2:

In KS2 children are able to think more maturely about the challenges they set themselves. This metacognition tool enables all learners to think independently and set themselves achievable and smart targets.

Independence

Smart Targets

How it works

Smart targets have been around for a long time and are used in all sorts of action plans. It is good for them to be introduced at the start of Key stage 2 as it helps the learners think a little more maturely about the challenges they set themselves. The target is set first and then following this learners work backwards to set a time frame for completion, evidence of what to show, the action that needs to be taken and the steps of progress along the way. This tool is excellent when used in conjunction with the TASC wheel.

Example

What is my target?

- How will I know I have achieved my targets?
- What do I already know that will help me?
- What are the things I need to do?
- What time do I have to complete this?

Tips for teaching

- Work through each stage together first
- Demonstrate examples of both good and bad criteria
- For A – achievable, explain how what they have already learnt will help them
- Try and make these short term to keep the pupils engaged

Example Targets (Y3):

I can join my handwriting using lead ins and lead outs

I can proof read my writing looking for punctuation errors

I can use a subordinate clause accurately in my writing

I can use a range of conjunctions in my writing

Character Development in Writing:

Our gateways for learning are our vehicle for developing character. Children are expected to practise and develop traits. At Torre we recognise the importance of this to achieve high quality outcomes in writing.

Within our Exploration gateway for example we develop the children's courage to take on challenges through being aspirational and resilient. In writing children are taught to:

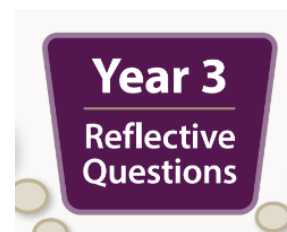
- Pick themselves up when a piece of writing needs improving, editing in purple pen, showing resilience
- Knowing not to dwell on the negatives but to look at the positives too by highlighting in green individual strengths within their own piece of writing or the writing of a peer



Reflective Questions and the Writing Process:

Reflections are a key component of the **writing process** from the Early Year - Year 6. Both writing and reflections are highly personal and are happening continually within the classroom. Sometimes reflections can be formal and written down, or informal, this is when it is purely thought about.

As a writer, self reflections help you to think about your own skills and understand where improvements might be made to improve the overall outcome of your text. Children are expected to think about audience, purpose and structure as well as letter formation, handwriting and vocabulary choices.



Learning Organisers

Here is an example from our the Torre Spelling Strategy:

KS2 Spelling

Personal Spellings:

In KS2, children are assigned personal spelling lists which are stuck at the front of their learning journals. These are words that the children have misspelt previously – either in their writing or from half termly common exception word assessments. Children record these words in their reading records and take them home to practise. Children have the opportunity to practise their spellings at school and are encouraged to identify the tricky part of these words in order to aid memory. All children are given a weekly list of **10 spellings** linked to current enquires or the current gateway which they are expected to learn at home and they are tested on weekly.

E.g.

Words I need to learn how to spell

Citizen	Forces	Great
Citizenship	Friction	Grate
Compassion	Surfaces	There
Compassionate	Magnet	Their
Drive	Magnetic	They're
Driven	Poles	Here
Empathy	Repel	Hear
Good	Attract	Piece
Samaritan	Predict	Peace
Thoughts	Experiment	Homophones

Writing in Middle School

Year 3 and 4

I can write my own non-chronological report comparing how people survived in the Stone Age and the Iron Age

Feature	I think	My teacher thinks	My writing buddy thinks
Opening paragraph / Introduction - Who? What? Where? When?	✓	✓	✓
Capital letters and full stops	✓	✓	✓
Headings and sub-headings	✓	✓	✓
Statistics	✓	✓	✓
Trusted authorities	✓	✓	✓
Picture with a caption	✓	✓	✓
Spelling ()	✓	✓	✓
Phonics	✓	✓	✓
Consistent handwriting with consistent lead in and lead out	✓	✓	✓
Awareness of key spellings and vocabulary	✓	✓	✓
Spelling corrections made in purple pen	✓	✓	✓

The allegedly stone age and iron age have you ever thought the stones would be so heavy? Have you ever considered how stone age people got vegetables? If you don't know read this non-chronological report.

Stone Age Jobs
Every stone age person had jobs these are some of them: smithing, farming, hunting, builders and warriors. Smithing was easier in the Iron age than the stone age because of the metal.

Roundhouses
Some stone age people or iron age people live in roundhouses these buildings are circular and has a camp fire in the middle. The roundhouses are built up by beams and in the middle lots on the roof. Not all houses are round some are rectangular sometimes iron age people and stone age people make others (probably not).

Hillforts
Hillforts are stone age or iron age based (castles) on hills that have roundhouses inside. Hillforts don't break into hillforts stone age, iron age people built high walls with one entrance which is heavily guarded.

Tools
Stone Age tools helped stone age people survive these are some tools: spears, arrows, iron, bow, shield, bow, and flint. If you are super good at hand at hunting these will help you out.

Jewellery
Stone age people have jewellery but they aren't as precious. Jewellery is made by string, teeth, claws and stone (this might only be on top).

Key Vocabulary

- BC ✓
- AD ✓
- Era ✓
- Prehistoric ✓
- Accuracy ✓
- Innovation ✓
- Customs ✓
- Beliefs ✓
- Archaeology ✓
- Archaeologist ✓
- Technology ✓
- Culture ✓
- Settlement ✓
- Influenced ✓
- Impact ✓

Iron was a valuable item it was used for tools and armour these are only some of them: chestplate, sword, pickaxe, club, helmet, horse armour, boots, leggings and probably more. Do you know why it's so precious to stone age and iron age people now?

Religious ceremony
Archaeologists believe that the 1 mile long ditches had jobs where Stone Age people and iron age people prayed (we aren't completely sure).

Bronze Age
Before the Iron age was the Bronze age the metal was bronze a bronze sword, bronze helmet and more. It's hard to know when bronze age was but it would be about 3,500 to 2,500 BC. Pottery was made in the Bronze age bowls, vases. Over 4000 years ago there was a new period where people lived this was called the bronze age with metal tools and armour. Bronze age people had more fashion than stone age people. Bronze people wore calts stone people wore animal skin and furs.

Stonehenge
Stonehenge is an amazing monument but you have to go at a perfect time. The stones in Stonehenge are called the sars, stone, bluestone and leads other stones.

What a beautifully written report, so informative too! Super proud!

What am I proud of?
 • Paragraphs
 • Capital letters
 • Full stops
 • Bullet points

How am I feeling?
 • Proud of a how many words
 • Excited
 • Proud of presentation

King Charles III

On 8th September 2022, King Charles III's mother Queen Elizabeth II, died. This automatically made him king of the United Kingdom and the Commonwealth Realms. This is called ascension.

He will be officially given the crown at a special coronation service.

Usually, the coronation of a new king or queen takes place months after their ascension due to the amount of time it takes for planning and organising such as a large coronation.

A coronation is a service where King Charles III will move into his new role in his own ceremony.

05.05.2023
 King
 Coronation
 England
 Crown
 Crowning
 Ceremony
 British
 Commonwealth
 Westminster
 Procession

Welcome to a Animal Airlines. This is your Captain Sam speaking! We will do everything we can to ensure you have an enjoyable and comfortable flight. Our highly trained crew will endeavour to meet your every need. The mechanics will provide in-flight entertainment. Our kitchen can bring you a variety of snacks. The Stobs will take care of your luggage and the girls will give excellent food & massages! For those who want a good night's sleep we have an excellent range of relaxing whole music available or if it's a party you after we have our in-flight music playing in the rear cabin courtesy of Tubs Money. I once again do wish you a comfortable and enjoyable flight and I can assure you that you can have every confidence in me as your Captain.

Everyone knows polar bears are extremely reliable!"
 Said Captain

"Well that was good going, one more time people are looking in your plane!" Chatter said. "Who are you?" "I said who are you?" "Said Sloth. "I'm not of your business!" replied a Spooky man. "Take off in 5... 4... the Captain said as the man took a spear and sat down the spear was in his hands as a spoon! I went to sit behind him, I wanted to keep an eye on him. 3... 2... 1... take off. I looked around and saw many people I knew. Captain Amia Alice, Harry Potter, Malinda

Lessons create a learning poster containing accurate scientific information about rocks and fossils.
 Lessons follow my success criteria and present to an audience.

Rocks And Fossils

Some rocks are harder than others. For example granite is a very hard rock. This makes it a good material for building as it doesn't wear away easily. Some rocks such as sandstone or chalk let water soak through them they are called permeable rock. Chalk is a soft rock and wears away easily. This makes it ideal for making chalk sticks to write on a blackboard. A fossil is the preserved remains of an organism.

metamorphic rocks are a strong rock

Additional

Slate
Slate is a strong rock and you can use slate on a house.

Granite

Marble
Marble is first made from limestone.

Sedimentary

metamorphic rocks

metamorphic rocks

metamorphic rocks

Sedimentary rock covers most of the Earth's rocky surface but they only make up a very small percentage of the planet's crust.

igneous rocks are "fire born" meaning that they are from the cooling and solidification of molten. Metamorphic rock can be formed from sedimentary or igneous rocks.

Success Criteria	Self Assessment	Teacher Assessment
Factual and accurate information	✓	✓
Visual and engaging for the reader	✓	✓
Capitalisation used for effect	✓	✓
Questions to interest the reader	✓	✓
Scientific diagrams and images to explain a concept which are labelled	✓	✓
A and on used correctly	✓	✓
Expanded Noun Phrase (ENP)	✓	✓

Writing in Upper School

Year 5 and 6

PLANT ADAPTATION

It is not only animals that have adapted overtime, plants have also adapted. Some desert plants have to adapt to really harsh weather conditions like extreme temperatures and a small amount of rainfall.



FOSSILS

What is a fossil? Fossils are the remains of plants and human bodies, which were buried in either sand, mud, lakes, rivers or seas. Fossils can provide important evidence for evolution and the key parts of it: animal adaptation, plant adaptation, inheritance and offspring, mutation and much more. Fossil evidence provides a record on how many things have changed or adapted overtime this is called the 'tree of life'.

The beginning

In the beginning, all there was was nothing, no light, no sound, no color, no nothing. There was nobody to feel happy or sad, or body to show love or hate. There was nothing, it was in the beginning but it wasn't going to be like that for long. Why there was nothing at the beginning nobody knows. All of a sudden, there was a giant glimmer of light in the nothing.

It glowed so brightly in this black abyss. It was so beautiful as it was glowing around the void as if it were dancing. Soon, the glimmer died down a little and then it was gone. In its place, there was a grey dot; it was small and lonely in this crevice. It was sad, it was all alone so no-one could comfort it when it was scared.

As it began to cheer up, grass sprouted and water began to fill the ditches. Then, magically, coral and seaweed filled the ocean floor and flowers filled the dull grass with a burst of color. All that seemed to cheer the world up so much that it began to spin.

Then there was another glimmer. I grew huge then it burst into stars covering the universe like a blink of an eye. Now it was warm and happy, what could possibly make it disappointed or sad? There was no protection over it that could make it sad but the

Ladies and Gentlemen, boys and girls,

I stand here before you
I am here to talk to you and other people to make everyone aware of the cruelty of racism. Do you know how many people have suffered from racism? How would you feel if you were treated unfairly because of your race or ethnicity? You would, of course, feel desolate and absolutely miserable.

Racism is a grave transgression against the thriving and flourishing of humans. Though many of you here may think it's not a big deal, it is. It can affect people's mental health as well as their emotions and can lead to the person feeling depressed and downcast. Perhaps there are some of you listening to me who have experienced racism. Maybe your children have been witness to school discrimination. You wouldn't want your relative to come home miserable because of racism or unfair treatment, would you? Racism is a cruel, disgusting, cruel and heart-breaking act that should disappear from the face of the earth.

If we all act against racism, then it has a much greater effect than just one person on their own. Together we can achieve peace and harmony. If we were to stand together, we could diminish racism completely. Think about those famous people in history, Martin Luther King, Rosa Parks and many others, they all stood up against segregation and racism. We should follow their example which tells us that no matter how far down in society you are, or how poor you are, you can always make a change to what happens. Don't despair, feel down in the dumps and try to keep positive and happy. People shouldn't be racist, if we stop this then we can build a world full of peace and respect. If I could go all over the world, I would tell people that their race doesn't matter and that everyone should be friends instead of hating people for no apparent reason.

I imagine a world where foreign people could work, shop and go to school without the fear of other people bullying them just because of their race or ethnicity. I imagine a world where black people could get jobs more easily and get paid money equally as other people. We must work together to build a world full of equality. We must do all we can to go against racism. Thank you for listening.

