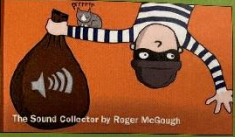


# Writing Sequencing Y1-Y6

Each unit begins with a description of the writing children will produce, and a version of the 5 questions to allow children to consider the audience and purpose of the writing.

Genre: Poetry  
Form: Rhyming Couplet




The Sound Collector by Roger McLaugh

- Who is the intended audience?  
*Everybody*
- What is the purpose of this piece of writing?  
*To entertain*
- How should it be organised?  
*Four lines a stanza*
- What language features must be included?  
*Rhyming - low end four lines*

Friday 1<sup>st</sup> January  
Setting description

Your task is to write a setting description, its purpose is to entertain people of all ages, especially those who enjoy horror. Using your knowledge of narrative and sentences types learnt over the last week, create a spooky paragraph. Think carefully about vocabulary choices, sentence openers and using a range of punctuation.




- Who is the intended audience?
- Is it first or third person? Past or present tense?
- What is the purpose of this piece of writing?
- How should it be organised?
- What language features must be included?

1. Anyone who enjoys horror - and all audiences
2. First person, present tense
3. Create spooky creepy imagery in their readers minds to make them feel scared
4. Paragraphs
5. Edginess  
- Show not tell  
- Personification / simile / metaphor  
- Tag question  
- Verb/adjective

At the beginning of the sequence there should be a chance for children to explore the model text through sequencing, vocabulary generation or discussion. This should be used to 'hook' the children and develop engagement with the text.

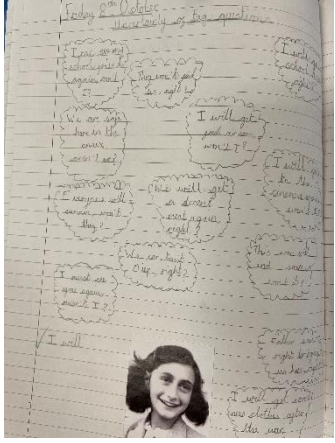


Writing description



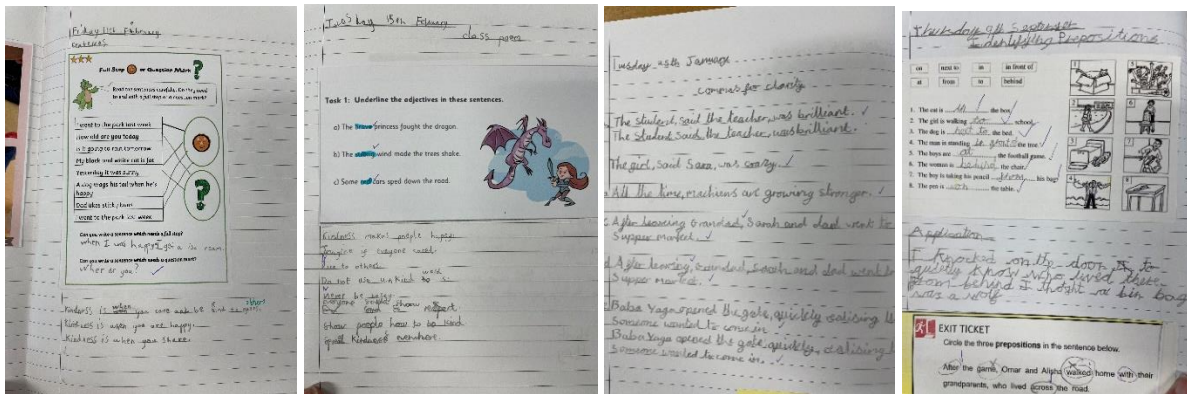
caption around the picture, something about the perimeter, in the distance, directly beside me, beside the camera

Friday 2<sup>nd</sup> October  
Sequencing of the questions

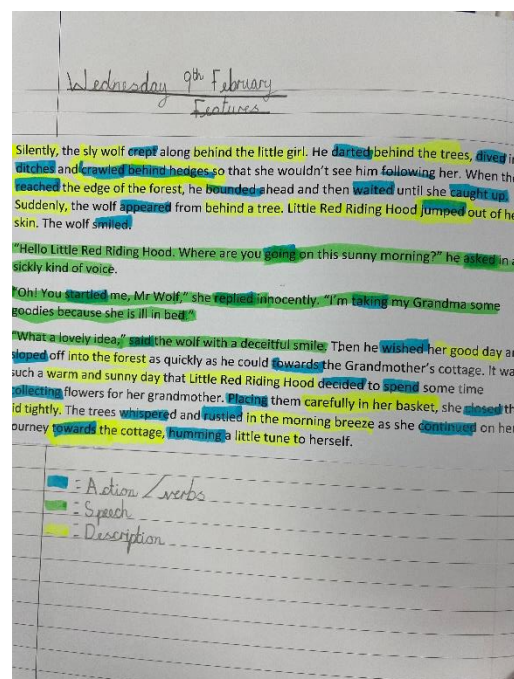
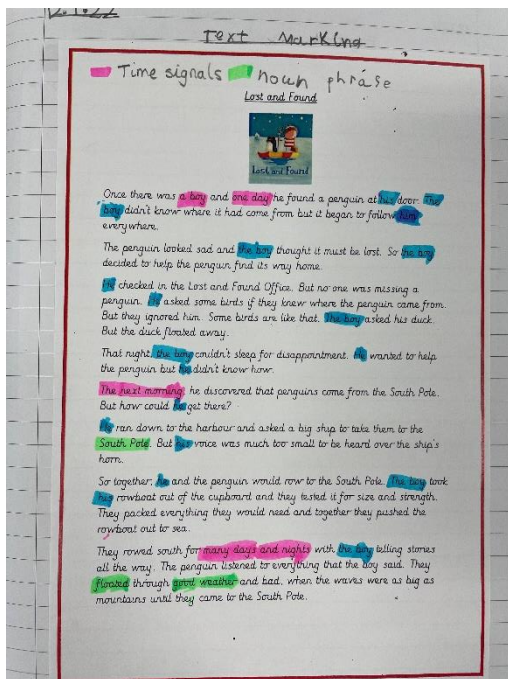


Text choice is crucial to the process. Time should be spent considering a real text which is appropriate for the children. Consideration of engagement potential and suitability for the class, along with a complexity of sentence structure and vocabulary will give children a working model to stimulate thought processes and help scaffold ideas.

A grammar/punctuation focus should be clear for the writing. This could begin with discrete activities but should lead into contextualised examples – which children can use in their final writing.



The model text should be stuck into the book, along with evidence that children have explored its features. This could be through highlighter work and text annotation, looking at the key features of the genre, or the sentence/grammar focus they have been working on.



Children need to time to plan and formulate their ideas. Plans will vary, dependent on the writing but should show that children have had time to craft their ideas. All children should have access to a writers toolkit – either printed/written or on whole class display – this does not need to be handwritten in books, and will be amended/differentiated for GDS/LA students.



**Planning a Newspaper Report**

Name of newspaper: \_\_\_\_\_ Date: \_\_\_\_\_

Story headline: \_\_\_\_\_

Introduction	
Who was involved?	Dutch and German Army
What happened?	They started fighting on Christmas Day and played football
Where did the event take place?	Normandy beach and beaches of first time
When did it happen?	1914 Christmas Day

Paragraph 1	
Paragraph 1	They were fighting with the other army
Paragraph 2	
Paragraph 2	They were playing football
Paragraph 3	
Paragraph 3	They were playing football and the Dutch and German soldiers

**Interviews**

Who will you interview? How are they involved in the events?

What did they have to say? Will you use direct or reported speech?

**Explanation Text Planning**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What is the purpose?	to explain how something works
Who is the audience?	people who are interested in the topic
What is the genre?	explanation text
What is the structure?	introduction, main body, conclusion
What is the language style?	clear, simple, factual

*Handwritten notes on planning include: 'What is the purpose?', 'Who is the audience?', 'What is the genre?', 'What is the structure?', 'What is the language style?' and a central image of a car engine.*

**Language**

persuasive, instructional, formal, informal

**Formality**

Formal, Informal

**Sentence Types**

propositions, Imperative, questions, parenthesis, connective, and person, cheap

**Authorial Voice**

and person, cheap

**Verbal Text Analysis**

**Text 1: The Christmas Day**

**Text 2: The Christmas Day**


*Handwritten notes analyze the structure and language of the newspaper report, including identifying the main idea and supporting details.*

**Writers Toolkit - Issues and Morals**

- Slow pace** - develop details and build tension over time. ✓
- Foreboding** - make the reader feel nervous, without revealing the issue. ✓
- Subordinating Conjunctions** - create compound sentences, and show cause and effect. ✓
- Short Sentences** - change pace of writing, build tension or create an impact. ✓
- Noun Phrases** - precise use of adjectives to create vivid descriptions. ✓
- Sentence Starters** - varied vocabulary choices to avoid repetitive style. ✓
- 60S Target - Showing not Telling** - allows the reader to infer how characters are feeling through description of actions. ✓

Once the main writing has begun, the children’s writing will be continuous. This helps the children see their work as a whole in order to edit and read for clarity, and also allows easier assessment for the teacher.

Tuesday 1<sup>st</sup> January



*Handwritten text describing a scene at night, possibly related to the newspaper report about Christmas Day in 1914.*

Monday 6<sup>th</sup> December

Expected Moths

There is two types of expected moths: the light ones and the dark ones.

*Handwritten text explaining the concept of light and dark moths and their survival in an industrial environment.*

Tuesday 7<sup>th</sup> January

*Handwritten text continuing the 'Expected Moths' topic, describing the observations of the children.*

Rather than publishing – time will be spent editing and improving work. This is where children can check spellings, punctuation, vocabulary and have time to respond to marking, and/or peer evaluate their work. They then consider the changes, improvements and cuts they can make to their writing to improve its purpose. As cohesion is key to our writing assessments, children have time to read their writing as a whole and analyse its effectiveness against the key questions from the start of the block. Purple pen work on a piece of writing is proof that children have reconsidered and improved their work – and forms part of the assessment sheets for many year groups.