

Littlebourne Writing Guidance



In each year group, our children are given the opportunity to dive into language rich texts, extracts and videos that, where possible, link closely with their topics in history, geography or science. This careful planning enables our children to build upon prior learning and use this to not only secure their 'sticky' knowledge but draw upon this when writing.



With high quality models and scaffolds, using the Jane Considine approach, we are providing a clear progression, shared language, precision and purpose to their writing. At Littlebourne, we are using a writing structure that provides a clear pathway to support our children develop not only their writing confidence but their success.

Our lesson structure: Initiate - Model - Enable

Initiate:

Children are immersed in language rich texts and clips providing exploration opportunities. Through experience days, children explore and expand upon their vocabulary and ideas, bringing writing to life. During this phase, there is time to explore grammatical features and understand how and why they are used, their intended purpose and effect on the reader.

Model:

Children will be able to see how their thinking can be organised as a writer. This ensures we are modelling cohesion, fluency and structure. As a class, we will create one or two high quality sentences that are built with the children. Adults will model and think aloud as they are writing so that children are witnessing and developing their understanding of the writing process.

Enable:

Our children are given opportunities for shared, guided, peer and independent work. As part of our writing process, opportunities are planned in to 'up level' vocabulary using star words that are explicitly taught. As a writer, children are also provided opportunities to check punctuation, proofread and edit their writing.

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Year R					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Me and My family</u></p> <p>We're Going on a Bear Hunt – Narrative</p> <p><i>I can communicate my ideas in response to a story.</i></p> <p><i>I can listen and respond to what has been seen and read.</i></p> <p><i>I am learning to hold a pencil in preparation for writing.</i></p>	<p><u>Is Littlebourne the same as India?</u></p> <p>The Proudest Blue – Narrative</p> <p><i>I can communicate my ideas in response to a story.</i></p> <p><i>I can listen and respond to what has been seen and read.</i></p> <p><i>I can hold a pencil in preparation for writing.</i></p> <p><i>I can write down some recognisable letters.</i></p>	<p><u>Past and Present: Royal Family</u></p> <p>All aboard the London Bus – Narrative</p> <p><i>I can hold a pencil effectively in preparation for writing – using the tripod grip in most cases.</i></p> <p><i>I am beginning to write down key words by identifying sounds in them and representing the sounds with a letter or letters.</i></p>	<p><u>Life Cycles</u></p> <p>Tiny Seed – Nonfiction</p> <p><i>I can hold a pencil effectively for writing – using the tripod grip in most cases.</i></p> <p><i>I can write down key words and phrases by identifying sounds in them and representing the sounds with a letter or letters.</i></p>	<p><u>Once Upon a Time</u></p> <p>Jack and Jellybean stalk – Traditional tale with a twist</p> <p><i>I can clearly communicate my ideas.</i></p> <p><i>I can listen and respond to what has been seen and read.</i></p> <p><i>I can spell some words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>I can write a simple sentence with support.</i></p>	<p><u>Do animals live in different parts of the world?</u></p> <p>Penguins – Nonfiction</p> <p><i>I can clearly communicate my ideas.</i></p> <p><i>I can listen and respond to what has been seen and read.</i></p> <p><i>I can spell some words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>I can write a simple sentence.</i></p>

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Year 1					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>The Great Fire of London</u></p> <p>Pinocchio – Traditional Tale</p> <p><i>I can use finger spaces to separate my words.</i></p> <p><i>I can spell some words in a phonetical way.</i></p> <p><i>I am beginning to punctuate my sentences with a capital letter and full stop.</i></p> <p><i>I can use an adjective to describe.</i></p>	<p><u>The Great Fire of London</u></p> <p>Firework night – Poetry</p> <p><i>I can use finger spaces to separate my words.</i></p> <p><i>I can spell some words in a phonetical way.</i></p> <p><i>I can punctuate my sentences with a capital letter and full stop.</i></p> <p><i>I can use an adjective to describe.</i></p> <p><i>I can use action words – verbs.</i></p>	<p><u>How is the UK made up?</u></p> <p>Grandad’s Island – Narrative</p> <p>The Queen’s Hat – Narrative</p> <p><i>I can join words and clauses using ‘and’.</i></p> <p><i>I can use adjectives to describe.</i></p> <p><i>I can use a question sentence.</i></p> <p><i>I can use a capital letter for names of places and people.</i></p> <p><i>I can use suffix ‘ed’.</i></p>	<p><u>What is Littlebourne like?</u></p> <p>Seasons – Non-fiction (information)</p> <p><i>I can join words and clauses using ‘and’.</i></p> <p><i>I can use adjectives to describe.</i></p> <p><i>I can use a question sentence.</i></p> <p><i>I can use a capital letter for names of places and people.</i></p> <p><i>I can use suffix ‘ed’.</i></p> <p><i>I can add ‘-s’ or ‘-es’ to make plurals.</i></p>	<p><u>What is it like to live in Kenya?</u></p> <p>On Safari Non-fiction (Travel Journal)</p> <p><i>I can use adjectives for effect.</i></p> <p><i>I can join words and clauses using ‘and’.</i></p> <p><i>I can use a capital letter for names of places and people.</i></p> <p><i>I can begin to use suffixes ‘-ing’, ‘-ed’, ‘-er’ and ‘-est’.</i></p> <p><i>I can write a few grammatically accurate sentences.</i></p>	<p><u>Exploration through time</u></p> <p>The Comet - Narrative</p> <p>The Way Back Home - Narrative</p> <p><i>I can join words and clauses using ‘and’.</i></p> <p><i>I can use adjectives for effect.</i></p> <p><i>I can use suffixes ‘-ing’, ‘-ed’, ‘-er’ and ‘-est’.</i></p> <p><i>I can write a few grammatically accurate sentences.</i></p> <p>Instructions- How to make a smoothie (DT)</p>

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Year 2 and 3 – Cycle A					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>What is unique about Canterbury?</u></p> <p>Little Red Reading Hood – Traditional Tale with a twist (Link to Canterbury Topic – Library)</p> <p>Real life writing:</p> <p><i>I can use an adjectives and adverbs to describe. I can use commas for a list. I can correctly punctuate my sentences, including questions. I can use capital letters for proper nouns. I am beginning to join my writing.</i></p>	<p><u>Victorians</u></p> <p>George and the Dragon – Narrative</p> <p>Meerkat Christmas – Non-fiction Postcards (Link to writing Christmas Cards to other school)</p> <p>Whole School Writing: Mog’s Christmas</p> <p><i>I can use expanded noun phrases. I can use commas for a list. I am beginning to use a range of adverbials. I can use past tense correctly. I am beginning to use joined handwriting.</i></p>	<p><u>Ancient Egypt</u></p> <p>Out There in the Wild – Poetry - Winter Poetry</p> <p>The Egyptian Cinderella – Narrative / Cinderella of the Nile</p> <p>Real life writing:</p> <p><i>I can use apostrophes for possession. I am beginning to use fronted adverbials to specify time or place. I can use a thesaurus to support use of synonyms. I can consistently write in the chosen tense.</i></p>	<p><u>Ancient Egypt</u></p> <p>Inside the Pyramid – Narrative – Egyptian Story</p> <p>This is How We Do It - Letter</p> <p>Whole School Writing:</p> <p><i>I can identify and use nouns, adjectives, adverbs and verbs. I can consistently write in the chosen tense. I can use prepositions in my writing. I can spell words with suffixes. I can proofread my work and check for spelling, grammar and punctuation errors.</i></p>	<p><u>What is an Island?</u></p> <p>The Last Bear – Narrative</p> <p>The Colour Collector – Poetry</p> <p>Real life writing:</p> <p><i>I can accurately punctuate my sentences, including using commas. I can use subordinating conjunctions. I can use a simile. I am beginning to correctly punctuate direct speech. I can choose and write in the appropriate tense. With support, I can proofread my work</i></p>	<p><u>What is a rainforest?</u> <u>/ Plants</u></p> <p>The Secret of the Black Rock – Adventure Narrative</p> <p>Plants – Non-fiction information text</p> <p>Whole School Writing: Perform</p> <p><i>I can correctly punctuate direct speech. I am beginning to organise my ideas into paragraphs. I am beginning to use fronted adverbials to specify time or place. I can use a range of adjective and adverbs. I am writing consistently with</i></p>

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	<p><i>I can use prepositional phrases.</i></p> <p><i>I can use subordinating conjunctions.</i></p> <p><i>I can use a range of sentence types.</i></p> <p><i>I can use capital letters for proper nouns.</i></p> <p><i>I am beginning to join my writing.</i></p>	<p><i>I can use joined handwriting.</i></p>	<p><i>I am beginning to correctly punctuate direct speech.</i></p>	<p><i>and check for spelling, grammar and punctuation errors.</i></p>	<p><i>joined up handwriting.</i></p> <p><i>I can use apostrophes for possession and contraction.</i></p>
Year 2 and 3 – Cycle B					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>How has London changed over the years?</u></p> <p>Autumn is here – Poetry</p> <p>The Great Fire of London – Diary</p>	<p><u>Around the World – Where is Europe</u></p> <p>A Lion in Paris – Adventure narrative</p> <p>Big Cats – Non-Chronological Report</p> <p><i>I can use a range of powerful adjectives.</i></p>	<p><u>Stone Age</u></p> <p>Stone Age Boy – Narrative</p> <p>Skara Brae – Non-fiction (Holiday Brochure)</p>	<p><u>What can I see on the surface of the Earth?</u></p> <p>Earthquakes – Non-Chronological Report</p> <p>Light and Dark Non-fiction explanation</p>	<p><u>Romans and the British Resistance</u></p> <p>The Journal of Iliona – Non-fiction diary</p> <p>If I Were in Charge of the World – Poetry</p> <p><i>I can use a range of sentence types.</i></p>	<p><u>Romans and the British Resistance</u></p> <p>The Day the crayons quit</p> <p>A Crow's Tale – Instructions</p>

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<p><i>I can spell the days of the week and months of the year.</i></p> <p><i>I can use capital letters for proper nouns.</i></p> <p><i>I can spell words with the 'est' and 'ly' suffix.</i></p> <p><i>I can use adjectives to describe.</i></p> <p><i>I can recognise and use appropriate verbs.</i></p>	<p><i>I can use apostrophes for contraction and possession.</i></p> <p><i>I can organise my writing into paragraphs, grouping related material.</i></p> <p><i>I can use sub-headings.</i></p> <p><i>I can use technical vocabulary.</i></p> <p><i>I can use coordinating conjunctions.</i></p>	<p><i>I can use a range of adjectives to describe.</i></p> <p><i>I can use a range of sentence lengths.</i></p> <p><i>I can write consistently in the past tense.</i></p> <p><i>I can use commas for a list.</i></p> <p><i>I can use a heading.</i></p> <p><i>I can use rhyme.</i></p>	<p><i>I can use adverbials for time and place.</i></p> <p><i>I can use subordinating conjunctions.</i></p> <p><i>I can use a simile.</i></p> <p><i>I can use 'er' comparatives.</i></p> <p><i>I can consistently use capital letters for proper nouns.</i></p> <p><i>I can spell some words with apostrophes for contraction.</i></p>	<p><i>I can spell words with apostrophes for contraction.</i></p> <p><i>I can use a range of adjectives, verbs and adverbs.</i></p> <p><i>I can write for a sustained period.</i></p> <p><i>I am beginning to learn to use a comma to mark a pause for clarity and for a list.</i></p>	<p><i>I can use prepositional phrases.</i></p> <p><i>I can use expanded noun phrases.</i></p> <p><i>I can use a range of sentence types effectively.</i></p> <p><i>I can use a thesaurus to support me using a wide range of synonyms.</i></p>
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Year 4 and 5 – Cycle A					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Ancient Greece</u></p> <p>Theseus and the Minotaur – Narrative (Myth)</p>	<p><u>Ancient Greece</u></p> <p>Ancient Greek recount – Non-fiction</p>	<p><u>Would you live on a mountain?</u></p> <p>The Depth of the Lake and the Height</p>	<p><u>Bronze Age to Iron Age</u></p> <p>Iron Man –Narrative (Science Fiction)</p>	<p><u>Where can we settle?</u></p> <p>Journey – Narrative (Adventure)</p>	<p><u>Is the Earth Alive?</u></p> <p>The Whale – Narrative (Mystery)</p>

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<p>Still, I Rise – Poetry</p> <p>Real life Writing</p> <p><i>I can use a range of powerful adjectives and verbs.</i></p> <p><i>I can organise my writing into paragraphs, grouping related material.</i></p> <p><i>I can begin to use fronted adverbials that are correctly punctuated.</i></p> <p><i>I can use technical vocabulary.</i></p> <p><i>I can use a range of conjunctions.</i></p> <p><i>I can correctly punctuate my sentences, including proper nouns.</i></p> <p><i>I can use prepositional phrases.</i></p>	<p>Mythical creature recount</p> <p>The Snowman – Narrative</p> <p>Whole School Writing – Mog's Christmas</p> <p><i>I can use a range of adverbials to specify when, what, where, who and why.</i></p> <p><i>I can use a range of powerful adjectives and verbs.</i></p> <p><i>I can use a thesaurus to uplevel my vocabulary.</i></p> <p><i>I can correctly punctuate fronted adverbials.</i></p> <p><i>I can use the first few letters of a word to check spelling using a dictionary.</i></p> <p><i>I can begin to use parenthesis.</i></p>	<p>in the Sky – Narrative</p> <p>Kick – Persuasive Letter (pen pals)</p> <p>Real life Writing – pen pal letters</p> <p><i>I can correctly recognise and use forms 'a' and 'an'.</i></p> <p><i>I can use a thesaurus to find synonyms.</i></p> <p><i>I can correctly use commas for a list and for clarity.</i></p> <p><i>I am using an increasingly diverse range of adjectives and verbs.</i></p> <p><i>I am gaining confidence in using parenthesis.</i></p> <p><i>I can use a range of sentence types.</i></p> <p><i>I can correctly punctuate and use fronted adverbials.</i></p>	<p>The Highway Man – Narrative Poem</p> <p>Whole School Writing – Whole school drawing club</p> <p><i>I can use a range of sentence types and lengths.</i></p> <p><i>I can accurately punctuate and use fronted adverbials to specify and add depth.</i></p> <p><i>I can use a range of descriptive devices such as personification and alliteration.</i></p> <p><i>I can use repetition for effect.</i></p> <p><i>I can use poetic features such as a repeated refrain.</i></p> <p><i>I can accurately punctuate dialogue.</i></p> <p><i>I can proofread my work to check for errors.</i></p>	<p>Scott of the Antarctic – Diary</p> <p>Real life Writing – Come to our village!</p> <p><i>I can accurately punctuate dialogue and integrate this into my text to convey character and advance action.</i></p> <p><i>I can use commas, dashes or brackets for parenthesis.</i></p> <p><i>I can use some relative clauses: which, when, where.</i></p> <p><i>I can use noun phrases to add detail and precision.</i></p> <p><i>I am beginning to identify the main and subordinate clause.</i></p> <p><i>I can proofread my work and begin to make amendments.</i></p>	<p>Screen Use – Balanced Argument</p> <p>Whole school Writing – Performance Poetry</p> <p><i>I can use a relative clause.</i></p> <p><i>I can use noun phrases to add detail and precision.</i></p> <p><i>I can identify the main and subordinate clause.</i></p> <p><i>I can build cohesion from paragraph to paragraph.</i></p> <p><i>I can use subordinate clauses.</i></p> <p><i>I can proofread my work and make amendments.</i></p> <p><i>I can use data and brackets.</i></p> <p><i>I can use a colon to introduce a list.</i></p>
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<i>I can use rhyme, metaphors and similes.</i>	<i>I am beginning to proofread my work to check for errors.</i>	<i>I can proofread my work to check for errors.</i>			
Year 4 and 5 – Cycle B					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p style="text-align: center;"><u>Benin</u></p> <p>The Boy, The Mole, The Fox and The Horse – Narrative</p> <p>Zoo – Narrative</p> <p><i>I can use a range of powerful adjectives and verbs.</i> <i>I can begin to use fronted adverbials that are correctly punctuated.</i> <i>I can use inverted commas for speech.</i> <i>I can correctly punctuate and use a</i></p>	<p style="text-align: center;"><u>Benin/Earth and Space</u></p> <p>Mars Transmission – Non-fiction journal</p> <p>Cosmic – Science Fiction Narrative</p> <p><i>I can use acronyms and technical vocabulary.</i> <i>I can use a range of adverbials.</i> <i>I can use conditional phrases using ‘if’.</i> <i>I can use direct address.</i></p>	<p style="text-align: center;"><u>How does what we buy shape the world?</u></p> <p>The Creature – Newspaper Report</p> <p>Plastic Pollution – Non-fiction Speech</p> <p><i>I can use headings and subheadings to organise my information.</i> <i>I can use a range of powerful adjectives, verbs and adverbs.</i> <i>I can recognise and use relative clauses.</i></p>	<p style="text-align: center;"><u>Tudors</u></p> <p>The Plague – Playscript</p> <p>The Great Chocoplot – Mystery Easter Adventure</p> <p><i>I can use brackets for stage directions.</i> <i>I can use questions for degree of meaning.</i> <i>I can use and accurately punctuate a range of sentence lengths and types.</i></p>	<p style="text-align: center;"><u>Does water work with us or against us?</u></p> <p>Once Upon a Raindrop – Script for a factual tour</p> <p>Lizzy and The Cloud – Water Cycle Narrative</p> <p><i>I can use technical vocabulary and statistics.</i> <i>I can use direct address.</i> <i>I can use complex sentences using ‘when’.</i></p>	<p style="text-align: center;"><u>What do we know about East Europe?</u></p> <p>Aladdin and The Enchanted Lamp – Narrative – Traditional Tale</p> <p>The River – Poetry</p> <p><i>I can accurately use a relative clause.</i> <i>I can use noun phrases to add detail and precision.</i> <i>I can use pathetic fallacy.</i></p>

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<p>range of sentence types. I can begin to recognise and use relative clauses.</p>	<p>I can use a range of sentence lengths and types. I can correctly punctuate dialogue. I can recognise and use modal verbs.</p>	<p>I can integrate some dialogue to convey character and advance action. I can use technical vocabulary and statistics.</p>	<p>I can use a thesaurus to locate synonyms. I am accumulating a broad and rich vocabulary to assist the precision and depth of my writing. I can recognise and accurately use relative clauses.</p>	<p>I can effectively and accurately use a range of sentence types and lengths. I can use relative clauses. I can accurately use and punctuate parenthesis.</p>	<p>I can build cohesion from paragraph to paragraph. I can use metaphor and rhyme. I can proofread my work and make amendments.</p>
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Year 6					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Survival of the Fittest</u></p> <p>The Origin of Species – Non-Chronological report</p> <p>Varmints – Narrative</p> <p>Recount- School Trip</p> <p>Real Life Writing - <i>I can use complex sentences.</i></p>	<p><u>Brilliant Brazil</u></p> <p>Kensuke’s Kingdom – Narrative (Adventure)</p> <p>Whole School Writing – Mog’s Christmas</p> <p><i>I can use colons to introduce a list. I can ensure the consistent and correct use of tense throughout my writing.</i></p>	<p><u>The Shang Dynasty Instructions- How to be a Shang King</u></p> <p>Diary based on The Shang</p> <p>Real Life Writing <i>I can punctuate accurately and use a range of fronted adverbials. I can recognise, use and correctly punctuate a relative clause.</i></p>	<p><u>Anglo-Saxon and Viking Britain</u></p> <p>Anglo Saxon Battle – Persuasive Speech</p> <p>Whole School Writing – Whole school drawing club</p> <p><i>I can use a range of complex sentences. I can use a range of adverbs, prepositional phrases and expanded noun phrases for detail and precision.</i></p>	<p><u>Healthy Me</u></p> <p>Tyger – Narrative</p> <p>Pet Peeves – Blog</p> <p>Non-Fiction Circulatory System</p> <p>Real Life Writing</p> <p><i>I can recognise, use and correctly punctuate a relative clause.</i></p>	<p><u>Climate Catastrophe</u></p> <p>Greta- Speech</p> <p>Look into the Tate</p> <p>If- Poem</p> <p>Whole School Writing – Performance Poetry</p> <p><i>I can correctly use colons, hyphens, dashes and semi-colons. I can use a wide range of adverbs,</i></p>

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<p><i>I can use direct address.</i></p> <p><i>I can use varied sentence length for effect.</i></p> <p><i>I can use metaphors and antonyms.</i></p> <p><i>I can use a range of sentence types and lengths for effect.</i></p> <p><i>I can use commas to clarify meaning and avoid ambiguity.</i></p> <p><i>I can use adverbs, prepositional phrases and expanded noun phrases for detail and precision.</i></p> <p><i>I can use a relative clause.</i></p>	<p><i>I can use a range of adverbs, prepositional phrases and expanded noun phrases for detail and precision.</i></p> <p><i>I can use and correctly punctuate a relative clause.</i></p> <p><i>I can use semi-colons to divide clauses.</i></p> <p><i>I can use subordinate conjunctions.</i></p> <p><i>I can use a range of cohesive devices, including adverbials, within and across sentences.</i></p>	<p><i>I can use a range of descriptive devices to create imagery.</i></p> <p><i>I can accurately punctuate dialogue.</i></p> <p><i>I can use the subjunctive form.</i></p> <p><i>I can use colons to introduce a list or before speech.</i></p>	<p><i>I can accurately use colons to introduce a list or before speech.</i></p> <p><i>I can use pathetic fallacy.</i></p> <p><i>I can use passive voice.</i></p> <p><i>I can indicate the degree of possibility using modal verbs.</i></p> <p><i>To appropriately choose formal or colloquial style of writing.</i></p>	<p><i>I can accurately use colons to introduce a list or before speech.</i></p> <p><i>I can use a range of adverbs, prepositional phrases and expanded noun phrases for detail and precision.</i></p> <p><i>I can use passive voice.</i></p> <p><i>I can correctly use hyphens.</i></p>	<p><i>prepositional phrases and expanded noun phrases for detail and precision.</i></p> <p><i>I can indicate the degree of possibility using modal verbs. I can recognise, use and correctly punctuate a relative clause.</i></p> <p><i>I can recognise and use passive voice.</i></p> <p><i>I can explain and understand synonyms and antonyms and use this when writing.</i></p> <p><i>I can understand and use passive voice.</i></p>
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