



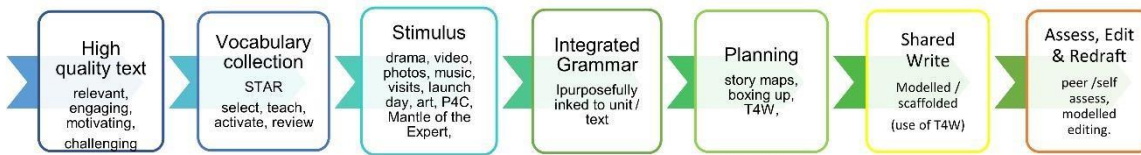
Moor First Progression of Writing Genres and our Writing Journey



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 / 2 Cycle A	Descriptions (characters and settings)	Recount (fictional) (Poet focus – Read, respond, recite and write.)	Non-chronological report Descriptions	Instructions (Poet focus – Read, respond, recite and write.)	Retell traditional tale	Narrative (Poet focus – Read, respond, recite and write)
Year 1 / 2 Cycle B	Descriptions (characters and settings)	Recount (fictional?) (Poet focus – Read, respond, recite and write.)	Non-chronological report Descriptions	Instructions (Poet focus – Read, respond, recite and write.)	Retell traditional tale	Narrative (Poet focus – Read, respond, recite and write)
Y3 / 4 Cycle A	Descriptions	Narrative (Poet focus – Read, respond, recite and write)	Persuasive writing/Letters	Myths and Legends (Poet focus – Read, respond, recite and write) Who was Shakespeare? Birthday	Playscripts (Write and Perform Drama Unit/debate)	News broadcast report – chronological report (Poet focus – Read, respond, recite and write)
Y3 / 4 Cycle B	Descriptions	Explanations Poetry (Poet focus – Read, respond, recite and write.)	Instructions/Letters	Poetry (Poet focus – Read, respond, recite and write.)	Non-chronological reports	Stories from Other Cultures (Poet focus – Read, respond, recite and write)

Our Writing Journey

Here at Moor First, we sequence our writing to ensure that all elements to effective writing are included. However, this is not a linear process and there is flexibility around each area to ensure that writing is developed through our small steps



approach. It also allows to recognise and adapt our teaching based on the identified needs to our individual classes during the writing process.

Text based

Utilising high quality, stimulating texts from range of genres and authors engage and challenge the children. Key themes and concepts are considered and help support the children within their writing journey as they become more accustomed to different perspectives and styles.

Vocabulary

Vocabulary plays a pivotal role in our writing process. It threads through the whole approach and we are ambitious in our desire to stretch the vocabulary of our pupils. Children will be able to identify the words in a text; be taught its meaning; practise using the word verbally and within written work in a purposeful way as well as apply it independently during further writing opportunities – the use of retrieval ensures that vocabulary is embedded.

Stimulus

Our hook: drama, images, videos, music, role play, hot seating a character, art, debates, launch activities, use of the community are just a few examples, immerse the children into the genre, style and writing perspective. We allow the children to live and breathe the text, becoming engrossed in its context to be inspired to write.

Grammar

Linked to a specific outcome of a piece of writing. It will be purposeful and applied meaningfully following a progression of grammar skills.

Planning

The children will be taught effective ways to plan prior to their independent writing and this will be developed in small steps with the use of carefully crafted scaffolds to support this process. Story maps and T4W techniques will be used to ensure that the children are clear of what they are going to write, which vocabulary they will choose to use as well as the grammatical choices they will make and why. We value oral-rehearsal prior to writing as this ensures children are confident to write fluently. Small steps will be considered as it is these steps which will build to the final outcome. The children will be taught how to segment and build a piece of writing.

Writing

Shared writing is part of the teaching process and a way that scaffolding and guided practice are filtered into the writing build up. Using this method enables the class teacher to demonstrate their high expectations and help children to understand how to write that particular genre and use all of the taught vocabulary, spelling, sentence types and grammatical features required. The teacher will construct a 'live' written example as they teach throughout the process, they will use input from the class and individuals, use talk partners and encourage the children to write individual examples on whiteboards to share and use in own piece. During this time children are taught how to construct sentences in different styles often using Alan Peat sentence types and the children are given the opportunity to apply and practice these taught skills. Through modelling, sentences are up levelled and this shows the children the process of constructing well planned, cohesive sentences.

Edit and redraft

Through live marking, teachers are able to make in the moment judgements of whether the pupils are having success and make reasonable adjustments as necessary. Misconceptions and errors will be highlighted and then editing will take place to ensure that work is up levelled. Self-assessment also plays a key role here as the children become more competent writers but the process of editing is taught explicitly.

Throughout, children will have access to supplementary texts which provide the children with high level examples of the genre of writing they are being taught. The children will understand what is required, at their age-related level, to write in a particular style. Making links between the vocabulary, grammar and context of the piece acts as a schema, which the children transfer between writing opportunities.

Fluency

Dictation activities are used to develop writing fluency.