

2020-2021



# The Tilstock Writing Journey

Reception to Year 6

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# The Tilstock Reception year Writing Journey

## Spelling - Read Write Inc

- I can write CVC words e.g. cat, dog
- I can choose the right letters to represent the sounds I need in words
- The Read Write Inc tricky words (HFW)
- I can read my work to an adult

## Purpose

- Recount
- Letters
- Information texts
- Instructions

## Structure and shape

- I can use pictures to add meaning
- I can write some words and phrases
- I can use finger spaces between words
- I can write a simple sentence
- I can write simple sentences in sequence, including a beginning, middle and end

## Speaking

- I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary
- I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher (ELG 2020)

## Vocabulary

- I can use some story language
- I can include and describe a character
- I can include and describe the setting
- I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (ELG 2020)

## Core texts

- The Gingerbread Man - traditional tale narrative
- I'm Going To Eat This Ant - Non-fiction- list
- Silly Doggy! - Fiction- friendship narrative
- Supertato - Fiction- poster with character description
- Naughty Bus - Non-fiction- recount
- The Journey Home - fiction- journey narrative

## Handwriting - Kinetic Letters

- I can use anticlockwise movement and retrace vertical lines.
- I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.
- I can hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases

## Impact

- I can talk about a story or about an event.
- I can add detail when I retell
- I can write left to right
- I can write in different ways e.g. labels, invitation,
- I can invent writing ideas.
- I can write simple phrases and sentences that can be read by others (ELG 2020)



## The Tilstock Year 1 Writing Journey

### Spelling - No nonsense spelling

- Year 1 High Frequency Words (Read Write Inc)
- I can spell new words using:-  
-ing, -ed, -est at the end of words  
Plurals -es and -s  
Prefixes -un = unkind

### Purpose:

- Recount
- Recount diary
- Letters
- Information and non-chronological reports
- Instructions

### Punctuation - I can use:

- Full stops
- Capital letters
- Finger spaces.
- Question marks
- Exclamation marks
- Capital letters for names

### Structure

- I can write simple phrases/clauses
- I can start sentences with I
- I can start sentences with a name
- I can start sentences in different ways

### Grammar

- I can use the right tense
- I can use 'and' to join two words together
- I can use 'and' to join two clauses together

### Writers techniques

- I can use onomatopoeia 'splash!'
- I can use alliteration

### Vocabulary- vocab ninja

- I can use speech like words
- I can describe shape, colour, emotion,
- I can use some story language
- I can include and describe a character
- I can include and describe the setting

### Core texts - Pathways to write

- Troll Swap - Fiction- character focus narrative
- The Owl Who Was Afraid of the Dark - Non-fiction- recount
- The Last Wolf - Non-fiction- persuasive letter
- Grandad's Secret Giant - Fiction- moral focus narrative
- The Owl and the Pussycat - Poetry- nonsense
- The Dragon Machine - Fiction- adventure narrative
- Major Glad, Major Dizzy - Non-fiction- recount (diary)

### Handwriting - Kinetic Letters

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower case letters in the correct direction, starting and finishing in the right place
- Form capital letters

### Impact

- I can write simple sentences to form short stories and recounts
- I can use topic words
- I know why different writing is important



# The Tilstock Year 2 Writing Journey

## Spelling - No nonsense spelling

I can spell

- Polysyllabic words
- Suffixes such as -ness, -er or compounds to create nouns
- Adjectives ending in -ful, -less, -er, -est
- I can turn adjectives into adverbs using 'ly'

## Purpose

- Recount
- Recount diary
- Letters
- Information and non-chronological reports
- Instructions

## Punctuation - I can use:

- Fullstops
- Commas in a list
- Capital letters
- Apostrophes in words like can't
- Exclamation & question marks
- An apostrophe to show singular belonging

## Structure and shape

- Sequence of events
- Section story into beginning, middle and end
- Use 3rd person consistently
- Use tenses appropriately

## Grammar

- I can use past and present tense *is drumming, was shouting.*
- I can show actions in progress *'they were jumping'*
- I can use -ly adverbs in different positions in a sentence
- I can write compound sentences that include 'or' 'but' 'so'
- I can use 'when' 'if' 'because' in my sentences

## Writers techniques

- I can use rhyme for effect
- I can use repetition that follows story patterns  
*.e.g. jump, jump as high as you can you cant catch me in the gingerbread man!*

## Vocabulary- vocab ninja

- I can use phrases from story language
- I can create and describe characters
- I can create and describe settings
- I can choose appropriate words for my writing
- I can write sentences that include adjectives and adverbs

## Core texts - Pathways to write

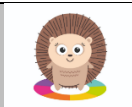
- Troll Swap - Fiction- character focus narrative
- The Owl Who Was Afraid of the Dark - Non-fiction- recount
- The Last Wolf - Non-fiction- persuasive letter
- Grandad's Secret Giant - Fiction- moral focus narrative
- The Owl and the Pussycat - Poetry- nonsense
- The Dragon Machine - Fiction- adventure narrative
- Major Glad, Major Dizzy - Non-fiction- recount (diary)

## Handwriting - Kinetic Letters

- Form lower case letters of the correct size relative to one another
- Write capital letters of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined

## Impact

- My ideas are interesting for stories
- My ideas are factual for non-fiction
- I sometimes include my view
- I can include key features in my writing



## The Tilstock Year 3 Writing Journey

### Spelling - no nonsense spelling

- I can use prefixes accurately to build new nouns
- I can use 'an' and 'a' correctly before a word
- I can experiment using more complicated words from a common word e.g. dissolve

### Purpose

- Recount, recount diary
- Information texts
- Non-chronological reports
- Instructions
- Explanations
- Persuasion

### Punctuation

- I can use inverted commas to punctuate speech

### Structure and shape

- I can create a sequence of events to follow the structure of the model story
- I can write an opening paragraph and further paragraphs for each stage
- I can create dialogue between characters that shows their relationship with each other
- I can use 3rd person consistently
- I can use tenses appropriately

### Grammar

- I can use present perfect verbs e.g. she has gone to the shops
- I can use widening range of conjunctions e.g. while, so, although
- I can use adverbs/adverbial phrases

### Writers techniques

- I can use repetition of key words for impact
- I can use 'like' to build a simile

### Vocabulary vocab ninja

- I can use small details to describe characters
- I can include a setting to create atmosphere
- I can choose words because they create an effect

### Core texts - Pathways to write

- Gorilla - fiction- dilemma narrative
- Leon and the Place Between - non-fiction- recount
- Where the Forest Meets the Sea and 100 Facts Rainforests - non-fiction- non-chronological report
- Blue John - non-fiction- explanation letter
- The Last Lost Property Office - Poetry
- Escape from Pompeii - fiction- historical narrative
- When the Giant Stirred - fiction- adventure narrative

### Handwriting - Kinetic Letters

- Use the diagonal and horizontal strokes that are needed to join letters, when adjacent to one another, are best left un-joined.
- Increase the legibility, consistency and quality of their handwriting

### Impact

- I can write 2 to 3 story/ non-fiction sentences on one idea
- I can express my viewpoint e.g. I believe
- I can include the main features of a story/text type
- I can ensure my writing makes sense



## The Tilstock Year 4 Writing Journey

### Spelling- No nonsense spelling

- I can use a range of techniques to spell unfamiliar words
- I can spell homophones correctly according to use
- I can show the difference in writing between plural and possessive with -s punctuation.

### Purpose

- Recount, recount diary
- Information texts
- Non-chronological reports
- Instructions
- Explanations
- Persuasion

### Punctuation

- I can use all correct direct speech punctuation
- I can mark plural possession using an apostrophe
- I can use a comma over a fronted adverbial

### Structure and shape

- I can sequence stories in different stages: introduction, build up, climax, resolution
- I can use paragraphs and use different ways to introduce paragraphs
- I can create dialogue between characters that shows their relationship with each other
- I can use 1st or 3rd person consistently
- I can use tenses appropriately

### Grammar

- I can use fronted adverbial phrases
- I can use 'how' adverbs and adverbial phrases in fronted positions

### Writers techniques

- I can use 'as' to build a simile
- I can use metaphors to create vivid images

### Vocabulary - vocab ninja

- I can use small details to describe characters and evoke a response
- I can use small details for time, place and mood
- I can make interesting and varied language choices

### Core texts Pathways to Write

- Gorilla - fiction- dilemma narrative
- Leon and the Place Between - non-fiction- recount
- Where the Forest Meets the Sea and 100 Facts Rainforests - non-fiction- non-chronological report
- Blue John - non-fiction- explanation letter
- The Lost Lost Property Office - Poetry
- Escape from Pompeii - fiction- historical narrative
- When the Giant Stirred - fiction- adventure narrative

### Handwriting - Kinetic Letters

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

### Impact

- I can add detail to my ideas
- I can maintain a point of view
- I can include all of the features of a genre/text type
- I can create intriguing narratives and more complicated non-fictions e.g. persuasive leaflet





## The Tilstock Year 5 Writing Journey

### Spelling - No nonsense spelling

- I can use suffixes to convert nouns and adjectives into verbs e.g. -ate, -ise, -ify
- I can use prefixes to change intent of verb e.g. dis-, de-, mis-

### Purpose

- Recount, recount diary
- Information texts
- Non-chronological reports
- Instructions
- Explanations
- Persuasion

### Punctuation

- I can use brackets dashes or commas to indicate parenthesis
- I can use commas to clarify meaning or avoid ambiguity

### Structure and shape

- I can vary story openings: start with dialogue, action or description
- I can use paragraphs to vary pace and emphasis
- I can use dialogue to move action forward

### Grammar

- I can use relative clauses
- I can use verbs ending in -ed, -ing, to start clauses
- I can use a degree of possibility adverbs e.g. perhaps, surely
- I can use adverbs of place e.g. nearby
- I can use tense choices to support cohesion
- I can use modal verbs e.g. might, should, will

### Writers techniques

- I can use pathetic fallacy to mirror a character's emotions
- I can use puns to create humour and intrigue in my writing

### Vocabulary - Vocab-Ninja

- I can develop and keep characters consistent through description
- I can develop settings through description and link this with the characters or plot
- I can use particular vocabulary for effect or emphasis e.g. technical terminology vivid language

### Care texts - Pathways to write

- *Star of Fear, Star of Hope* - fiction- flashback narrative
- *Can We Save the Tiger?* non-fiction- report writing
- *Manfish* - non-fiction- recount (biography)
- *Sky Chasers* - fiction- adventure narrative
- *A Tiger in the Zoo* - Poetry
- *The Selfish Giant* - fiction- classic narrative
- *Island- A Story of the Galapagos* - non-fiction- recount (journalistic)

### Handwriting - Kinetic Letters

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

### Impact

- I can develop imaginative and logical ideas
- I can make a clear point of view and elaborate
- I can include all genre features or adapt deliberately
- I can create complicated narratives and non-fictions



# The Tilstock Year 6 Writing journey

## Spelling - no nonsense spelling

- I can use appropriate formal synonyms for informal words e.g. 'find out', 'to discover'
- I can choose and spell the correct word from a range of antonyms and synonyms to convey emotion

## Purpose

- Recount, recount diary
- Journalistic report
- Information texts
- Non-chronological reports
- Instructions
- Explanations
- Persuasion

## Punctuation

- I can use semi-colon, colon and dash to show independent clauses
- I can use a colon to introduce a list and a semi-colon within a list
- I can use bullet points to list information
- I can use hyphens to avoid ambiguity

## Structure and shape

- I can vary story structure: start with a flashback or dramatic event, use 2 narrators to tell a story from different perspectives
- I can use paragraphs to vary pace and emphasis
- I can use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood

## Grammar

- I can use the subjunctive form e.g. *the teacher insists that you are on time.*
- I can use all 5 main ways of creating a complex sentence (*-ed verb start, -ing verb start, -ly adverb followed by verb, embedded relative clause, subordinating conjunctions at start or middle.*)

## Writers techniques

- I can use personification
- I can use an extended metaphor
- I can use passive voice to hide the 'doer' of the action e.g. *the gun was removed from the cabinet*

## Vocabulary Vocab-ninja

- I can use language carefully to influence the reader's opinion of a character, place or situation.
- I can use precise vocabulary for desired effects

## Core texts -Pathways to write

- *Star of Fear, Star of Hope* fiction- flashback narrative
- *Can We Save the Tiger?* non-fiction- report writing
- *Manfish* non-fiction- recount (biography)
- *Sky Chasers* fiction- adventure narrative
- *A Tiger in the Zoo* Poetry
- *The Selfish Giant* fiction- classic narrative
- *Island- A Story of the Galapagos* non-fiction recount (journalistic)

## Handwriting Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

## Impact

- I can tell a story with imaginative flair and with control and direction in non-fiction
- I can convey a convincing viewpoint using another's point of view to support or contrast my own
- I can manipulate well-known genres for different effects,



