

A bespoke Literacy Pathway- The Tilstock Way

Writing at our school aims to develop the fundamental key skills and knowledge of literacy from the EYFS through to Year 6.

We know that when children first learn to write, they require firm foundations in phonics, vocabulary, letter formation and punctuation. These physical and basic processes need to be mastered, so that children develop a flow and stamina for writing throughout their writing journey with us.

We therefore ensure that dedicated time is given daily to the practise of these key skills and the revisiting of key knowledge, throughout the school, using high quality resources, such as 'Read Write Inc' for phonics, 'Kinetic Letters' for handwriting and Vocab-ninja for developing vocabulary.

Our pathway has a strong emphasis on applying knowledge from high quality texts and this is identified in our application of the 'Pathway to Write' units.

We take great pride in exposing the children to a range of authors, characters and settings to build empathy and allow them to take inspiration for their own writing.

The children are also exposed to a range of video clips and films to inspire their writing. Additional stand-alone units are also planned throughout the year in response to the wider curriculum, worldwide events and local news, enabling the children regular opportunities to apply their skills in a variety of contexts.



Year 5/6 Writing Journey

Apostrophes for omission and contractions

Identifying different word classes including: adverbs, adjectives, determiners and prepositions.

Subordinating and co-ordinating conjunctions.

Past simple, past progressive, past perfect and present perfect tenses.

Colons and semi colons.

Parenthesis

Figurative Language

Expanded noun phrases

Homophones, homonyms and homographs.

Punctuation to avoid ambiguity.

Embedded relative clauses

Statements, commands, questions and exclamations.

Differentiating between adverbials, phrases and clauses. .

Modal Verbs and passive voice sentences.

SPaG and Subject Specific Terminology

Autumn

Spring

Summer

Writing outcomes: Fiction – Adventure story, including narrative from different viewpoints

Year 5 – To write the next chapter of Sky Chasers in the style of the author

Year 6 – To write the next chapter of Sky Chasers in the style of the author from two different viewpoints

Use adverbs to indicate degrees of possibility

- Enhance meaning through selecting appropriate grammar and vocabulary
 - Describe characters, settings and atmosphere
 - Use commas to clarify meaning or avoid ambiguity in writing
- Develop and keep characters consistent through description
- Develop settings through description and link this with the characters or plot
 - Use powerful and varied verbs for action
 - Use paragraphs to vary pace and emphasis
 - Use dialogue to move action forward
 - Combine action, dialogue and description

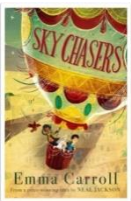
Recognise vocabulary and structures for formal speech and writing, including subjunctive forms

- Identify the audience and purpose for writing
 - Choose the appropriate register
 - Use semi-colons, colons or dashes to mark boundaries between independent clauses
- Use language carefully to influence the reader's opinion of a character, place or situation
- Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood



The Fantastic Undersea Life of Jacques Cousteau

Great Adventurers



Sky Chasers



Rooftoppers

appreciate attached available bruise curiosity definite identity language

leisure lightning marvellous mischievous opportunity profession recommend suggest twelfth

Recount- Biography

- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although*
- Organise paragraphs around a theme
 - Use fronted adverbials
 - Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition
 - Use punctuation at Y4 standard correctly
 - Use direct and reported speech to express a range of viewpoints
 - Use verb tenses consistently and correctly
 - Use real life facts, including dates and place names
 - Use thematic language specific to the subject
 - Use formal language appropriately

Explanative report hybrid:

- Adapt formality to suit purpose and audience
- Use and explain technical vocabulary
- Apply language from independent research
- Add details of the 5Ws throughout piece – who, what, where, when, why and how
- Direct address to the reader through questions as subheadings
- Use layout features of an explanation, including, photographs, illustrations and captions
- Use words/phrases to make sequential, causal or logical connections e.g. because, resulting in

hindrance interrupt nuisance privilege rhyme rhythm stomach vegetable

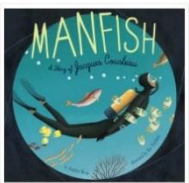
- Use relative clauses beginning with *who, which, where, when, whose, that* or an omitted relative pronoun
- Choose the appropriate register
- Integrate dialogue to convey character and advance the action
- Use commas to clarify meaning or avoid ambiguity in writing



Dolphin Song

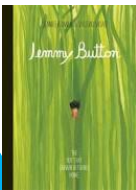
Outcome: Recount - Biography

Manfish



The Explorer

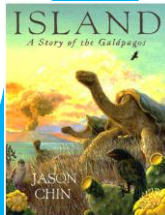
Jemmy Button



- Narrative: Use language carefully to influence the reader's opinion of a character, place or situation
- Use archaic language
- Use paragraphs to vary pace and emphasis
- Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood
- Give clues to the reader about when the story takes place -what characters are wearing, buildings, horse drawn carriage rather than cars etc

- Distinguish between the language of speech and writing
- Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
- Use passive verbs
- Use semi-colons to mark boundaries between independent clauses

To write an explanative report (hybrid) about Charles Darwin's discoveries



The Selfish Giant



To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view

Johnathon Swift's Gulliver



Island- A Story of the Galapagos



- Use fronted adverbials
- Use expanded noun phrases to convey complicated information concisely
- Link ideas across paragraphs using adverbials
- Commas after fronted adverbials
- Apply persuasive language
- Use clear organisational features
- Use modal verbs or adverbs to indicate degrees of possibility
- Plan writing by identifying audience and purpose
- Use brackets, dashes or commas to indicate parenthesis

- Link ideas across paragraphs using a wider range of cohesive devices
- Use clear organisational features
- Enhance meaning through selecting appropriate grammar and vocabulary
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs and adverbs to indicate degrees of possibility
- Use brackets, dashes or commas to indicate parenthesis
- Use concise word choices
- Select language to appeal to the reader
 - Use a formal tone
 - Provide well-developed factual information for the reader
 - Manipulate style for specific purpose and audience

- Clarify technical vocabulary
- Adapt formality to suit purpose and audience
 - Provide well-developed factual information for the reader
 - Include a summarising statement

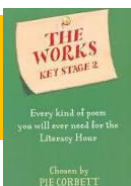
friction benevolence compassion angst authority conflict dispute timidly pounding invaded

ancient awkward community correspond determined familiar forty harass

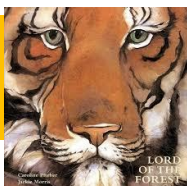
Jew Jewish holocaust Nazi occupation apartment thread keyhole Madame Monsieur community recognise restaurant sacrifice soldier symbol

aggressive cemetery convenience desperate immediately necessary neighbour occupy prejudice queue

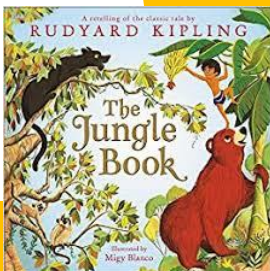
Christmas TV advert



A Tiger in the Zoo



Lord of the Forest



The Jungle Book

The Eagle in the Snow

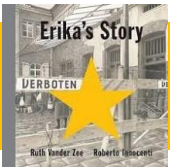


Can we Save the Tiger?

- Reading comprehension:
- Identify and discuss themes and conventions
 - Ask questions to improve understanding
 - Draw inferences (characters' feelings, thoughts and motives); justify with evidence
 - Predict from details stated and implied
 - Summarise main ideas
 - Identify how language, structure and presentation contribute to meaning
 - Provide reasoned justifications

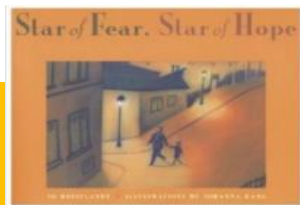
- Use expanded noun phrases to convey complicated information concisely (recap from Y5)
- Use passive verbs
 - Link ideas across paragraphs using a wider range of cohesive devices
 - Integrate dialogue to convey character and advance the action

Fantastically Great Women who Changed the World



Erika's Story

Star of Fear Star of Hope



- Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)
- Use of inverted commas and other punctuation to punctuate direct speech
 - Use a variety of verb forms consistently and correctly
 - Organise paragraphs around a theme

- Use devices to build cohesion within a paragraph
- Link ideas across paragraphs using adverbials of time, place and number
 - Use of inverted commas and other punctuation to punctuate direct speech
 - Use Y5 standard punctuation
 - Use consistent and correct tense

Year 3/4 Writing Journey

SPaG and Subject Specific Terminology

Identifying different word classes including: adverbs, adjectives, determiners and prepositions.

Expanded noun phrases

Subordinating and co-ordinating conjunctions.

Clause
Subordinate clause

Paragraphing

Consonants & vowels

Inverted commas and direct speech

Homophones

Word family

Prefixes and suffixes

Past simple, past progressive, past perfect and present perfect tenses.

Full stops
Commas
Question marks
Exclamation marks

Apostrophes

Prepositions

Parenthesis

Statements, commands, questions and exclamations.

Autumn

Spring

Summer

Reading skills

Identify themes and conventions

- Discuss words and phrases that capture the reader's interest and imagination
- Explain meaning of words in context
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Identify main ideas from paragraphs (Y3)
- Identify main ideas drawn from more than one paragraph and summarise (Y4)
- Identify how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction

Non-chronological report

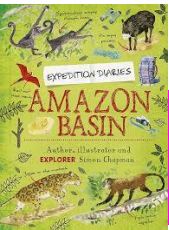
- Use language to explain a process or how something works
- Use some technical vocabulary
- Use simple present tense
- Use causal conjunctions (but, because, after, before, so, although)
- Use connecting adverbs (however, consequently, in addition, therefore, as a result)**
- Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart



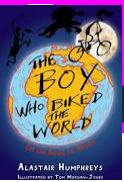
Bear Grylls

Explanation

Amazon basin



The boy who picked the world



Blue John



Where the Forest Meets the Sea and 100 Facts Rainforests



Use facts from research

- Write with clear and precise description
- Write in the present tense
- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
- Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal
- Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams

- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences**
- Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal**
- Use precision in technical vocabulary**
- Use connecting adverbs and fronted adverbials e.g. also, additionally, usually, commonly**
- Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams



Ariki and the Island of Wonders



Journey to the centre of the Earth



Fiction - Historical narrative from character's point of view

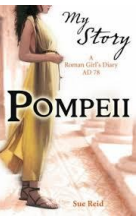
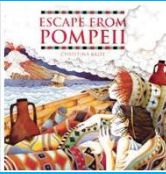
- Add historical detail to describe characters, setting and events
- Write a sequence of events to follow the structure of the model story
- Write an opening paragraph and further paragraphs for each stage
- Create dialogue between characters that shows their relationship with each other
 - Use 3rd or 1st person consistently
 - Use tenses appropriately

Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)

Use Standard English for verb inflections

- Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs)
- Use and punctuate direct speech (using dialogue to show the relationship between characters)

Escape from Pompeii



When the Giant Stirred



appear
describe
disappear
famous
favourite
guide
heard
heart
imagine

impatient
lantern
fidget
twitch
swish
lurch
awkward
applause
astonishment
majestic



material
occasion
popular
regular
sentence
special
although
through
various

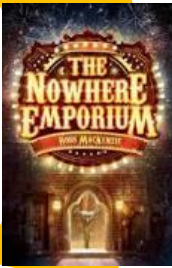
Christmas Poems



The lost lost property office

- Use noun phrases and prepositions to add detail
- Group related ideas into paragraphs
- Use conjunctions and adverbs to express, time, place and cause
- Use a or an according to whether the next word begins with a vowel or consonant
- In narratives, create settings, characters and plot
- Build a varied and rich vocabulary
- Indicate possession by using the possessive apostrophe with singular nouns

- Develop character and setting
- Use conjunctions to express time, place and cause
- Build an increasing range of sentence structures
- Use Standard English forms for verb inflections
- Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
- Build a varied and rich vocabulary
- Indicate possession by using the possessive apostrophe with plural nouns
- Recognise the difference between plural and possessive 's'

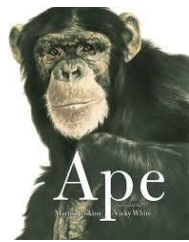


Writeaway: Independent writing
Pupils reflect and evaluate their learning.

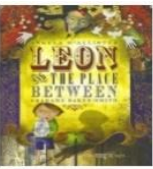
- Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2)
- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- Use present and past tenses consistently and correctly
- Use progressive forms of verbs
- Use expanded noun phrases Write expanded noun phrases for description and specification (Y2)
- Use prepositions to express time, place and cause
- Group related ideas into paragraphs
- Use inverted commas to punctuate direct speech



Gorilla Journal



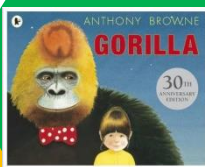
Leon and the place inbetween



Recount unit

The Nowhere Emporium

- Use prepositions, conjunctions and adverbs to express time, place and cause
- Group related ideas into paragraphs
- Use past and present tenses correctly and consistently including the present perfect tense
- Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use fronted adverbials
- Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures)
- Use commas after fronted adverbials



Narrative unit
Gorilla

- Listen and respond
- Maintain attention and participate actively in collaborative conversations
- Ask relevant questions
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints

Reading comprehension:

- Read for a range of purposes
- Identify themes and conventions
- Discuss words and phrases that capture the reader's interest and imagination
- Check text makes sense
- Explain meaning of words in context
- Ask questions to improve understanding of a text
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict what might happen from what is stated and implied
- Retrieve and record information from non-fiction
- Participate in discussion about books

Years 1,2 Writing Journey

SPaG and Subject Specific Terminology

Full stops
Commas
Question marks
Exclamation marks

expanded noun phrases
Use subordination

Vocabulary

adjectives Nouns verbs subordination plural tense apostrophe homophone contracted suffixes prefixes

Autumn

Spring

Summer

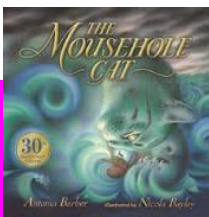
who told sure eye(s) because people old prove could should(n't) great again

Answer and ask questions
Predict what might happen on the basis of what has been read so far
Participate in discussion about books, poems and other works
Explain and discuss understanding of books, poems and other material

Join words and clauses using and
• Use simple description
• Use a capital letter for places and days of the week
• Punctuate sentences using a capital letter, full stop, question mark or exclamation mark

Use present and past tenses correctly and consistently including the progressive form
• Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
• Use expanded noun phrases to describe and specify
• Add suffixes to spell longer words e.g -ment,- ful

The mousehole cat

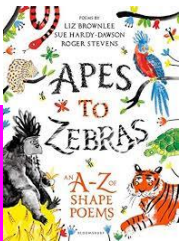


Fiction – Story with a moral focus Writing outcome:
To write own version of the story with a focus on morals and acceptance of others

Grandad's Secret Giant

Fiction- moral focus narrative

Non-Fiction
Apes to Zebras

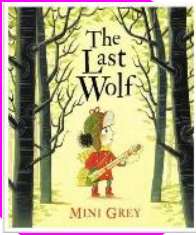


Read non-fiction books that are structured in different ways
To write a letter in role persuading characters to save the trees

Join words and clauses using and
• Change the meaning of verbs and adjectives by adding prefix un
• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
• Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est

Use subordination (if, that)
• Add -er and -est to adjectives
• Use homophones and near homophones
• Use punctuation correctly – apostrophes for contracted forms

The Last Wolf



Major Glad, Major Dizzy

Non-fiction- recount (diary)

Recount - Diary writing

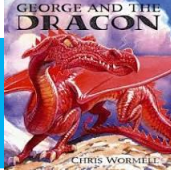
Join words and clauses using and
Add suffixes to verbs where no change is needed to the root
Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

To write a recount of historical events from the text from Major Glad's point of view

Use the progressive form of verbs in the present and past tense
• Use present and past tenses correctly and consistently
• Use subordination (apply because, when; introduce that)
• Use punctuation correctly introduce apostrophe for the possessive (singular)
Continue to build up a repertoire of poems learnt by heart

Poems from Around the World

The Dragonsitter



Discuss word meanings, linking new meanings to those already known
Understand both the books that can be read accurately and fluently and those listened to
Draw on what they already know
Check that the text makes sense

Correct inaccurate reading
Discuss the significance of the title and events
Make inferences on the basis of what is being said and done
Predict what might happened on the basis of what as been read so far
Participate in discussion about what has been read to them
Explain clearly understanding of what is read to them

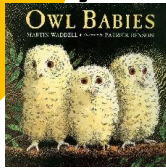
Outcome: Fiction – Story with adventure focus Writing outcome:
To write a story based upon the model text using own ideas for a change of character and machine

The Dragon machine

Fiction- adventure narrative



The Owl and the Pussycat



The Owl who was afraid of the dark

Non-fiction- recount

Outcome: Non-chronological report
To write a fact sheet about owls using information gathered from the text

Owl babies

Use plural noun suffixes -s and -es
• Punctuate sentences using a capital letter and a full stop
• Join words using and
• Write in the present tense
• Link ideas through subject or pronoun e.g. Bats are black. They fly at night

Use co-ordination (but, or)
• Add -ly to turn adjectives into adverbs
• Write for different purposes
• Use commas to separate items in a list

Specific vocabulary linked to the topic
• Clear and precise description
• Present tense
• Title
• Sub-Headings
• Introduction
• Grouped information
• Facts from research

Become familiar with key stories, fairy tales and traditional tales
Retell stories and consider their particular characteristics
Recognise and join in with predictable phrases



Troll Swap – Fiction character focus narrative

To write a story based upon the model text using the pupils' ideas for characters

Plan or say out loud what is going to be written about
• Use punctuation correctly – full stops, capital letters
• Use expanded noun phrases to describe and specify
• Use subordination (because) and coordination (and)

Listen to and discuss a wide range of stories
Link what is read or heard to own experiences

Troll Swap

Combine words to make sentences
• Begin to join words using and
• Punctuate sentences using a capital letter and a full stop
• Use a capital letter for names of people and the personal pronoun 'I'



EYFS- Nursery, Reception Bespoke Pathway

Revisit gaps identified from the assessment)

Writing captions, labels, sentences.
Mermaid name labels.
Sea creature labelling.
Sea creature poetry.



Home



Hattie Peck



The Journey Home

Phonics Assessment

Writing story picture sentences.
Guided writing group sessions.
Sentence order and un-jumble.
Scaffolded sentence writing.
Shared reading of text. Predicting
CVCC and CCVC words

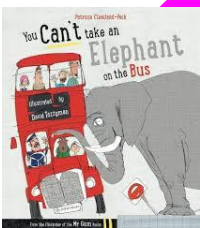
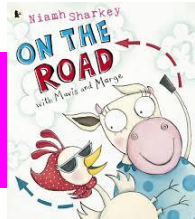
Story sequencing.
Orally re-telling the story.

Non-fiction life cycle labelling.
Writing CVC words and sentences.
Story writing in guided sessions for some chn.

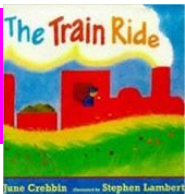
Share various castle themed stories.

Non-fiction focus about castles.
Heading, labels, captions, contents all shared.
Create own class non-fiction book.
ENHANCEMENT - dressing up kings' and queens' day
- letter writing., banquet list writing.

On the road



The train ride



The Hungry Caterpillar

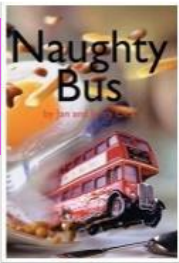
Father's Day Cards

Puppet story telling.
Story sequencing and Pie Corbett style story map with labels.
Writing story picture sentences.
Guided writing group sessions.
Writing a bean diary.

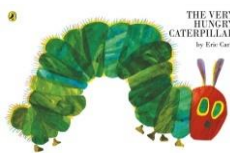
Shared reading. Joining in with repeated phrases.
Making up own stories (orally) with their own twist on it.
Fruit labelling.
Caption/sentence writing about fruit tasting.
* Look at photos to magnify the diversity of the continent
Africa to ensure stereotypes are not made.

You can't take an elephant on the bus!

Phase 4
CVCC and CCVC words



Naughty Bus



Writing in cards

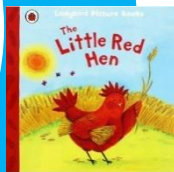
Easter cards



ENHANCEMENT - real bikes brought in and roller skates to stimulate writing ideas.
Labelling pictures.
Orally thinking of alternative endings and story extensions.

ENHANCEMENT - various pet visitors (tortoise, dog, rabbit, lizard, snake).
Create class non-fiction information book about tortoises. Asking questions.
Letter writing.

ENHANCEMENT - cooking bread
Instruction writing.
Story writing for some chn in guided/supported sessions.
Modelled/shared activities.
CVC/sentence writing.
Speech bubbles "I will help".
ENHANCEMENT incubate eggs writing diaries

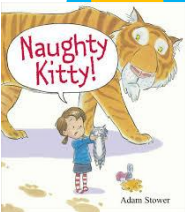


Little Red Hen

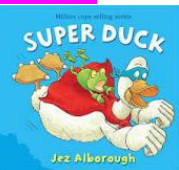
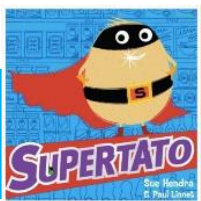
Revisit PHASE 3

Vocabulary focus
meaning of words

Naughty Kitty



Supertato

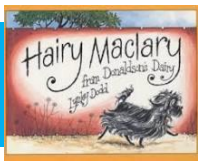


Focus in instructional language. First, then, next. You must, You need. etc.
Reading labels and captions

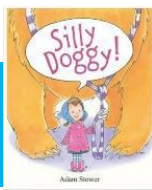
Writing lists.
Pie Corbett story map.
Oral re-telling.
Drama/role play with real box etc.

Shared reading of big books.
Speech bubbles discussed.
Various other texts by same author shared.

Re-tell story orally.
CVC word writing -labelling pictures.
Thank you card writing.

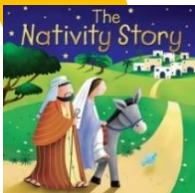


Silly Doggy!



The Nativity Story

Spellings begin - letter formation.
Moving on to word writing and tricky words.



z z z z y y qu

Read book together modelling reading strategies.
Character discussion.

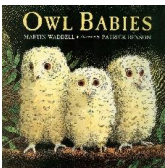


Poster layout discussed.
Shared caption writing.
Initials sounds and supported CVC word writing focus.

Shared and modelled reading.
Strategies shared.

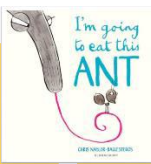
Various versions of same story shared. Readings strategies modelled.
Recipe reading for cooking.

Shared reading of big book.
Tracking text.
Predicting and inferring skills from pictures.
Speech marks and speech bubbles.
Caption writing.
ENHANCEMENT - owl visit from Stonham Barns.



Owl Babies
Whatever Next

I'm going to eat this Ant



Firework Theme

Diwali



Revisit and assess

ENHANCEMENT - trip to Wolsey theatre (focus story could change each year).
Reflecting on story/play that we have seen. Discuss characters, setting and plot.

Name writing.
Pencil grip.
Letter formation.
Using puppet/figures/small world tray to re-tell story orally.
ENHANCEMENT walk to woods to re-tell and share the story.

How to handle a book, turning pages, listening skills, share an interest in our favourite stories.

Label writing.
Name writing.
Pencil grip
Letter formation.
Non-fiction discussion - elephants



The Gingerbread Man



On-Entry



Phase 2 s a t p

gock
eurck

Shared reading of text (on-going every week).
Story sequencing and re-telling.
Discussing characters (linked to PSHE)
Hot seating.

Writing Phonics Reading

Writing our names
Pencil grip
Letter formation

ALL AUTUMN TERM = Kinetic letters and dough gym for identifies groups.