

Preston Primary School

Curriculum Design for Writing



Intent

At Preston Primary School, our writing curriculum is designed to enable children to become creative, accurate and interesting writers who show control and choice over their writing and who are able to adapt it to meet different contexts and for different purposes. At the heart of our curriculum is our belief that writing should always be taught through a high-quality text, be it fiction, non-fiction or poetry, and that these texts should be varied, culturally diverse and matched to the needs of individual classes of children. We teach writing skills in the context of these texts in order to teach children how the choices they make as writers impact on readers in varying ways. Writing is purposeful and always with a clear outcome to work towards. Children are involved in collaborative discussions in deciding what an effective piece of writing looks like and these 'effects' shape the teaching sequence. Writing skills are then taught rigorously and with secure subject knowledge. Vocabulary is high profile across the curriculum and is taught both explicitly and implicitly; pupils are excited to learn new words and there is a buzz around vocabulary across the school. As a result, children demonstrate a broad and balanced vocabulary, they speak articulately and are confident to share their ideas and opinions in a range of contexts.

How is our writing curriculum designed and implemented in the Early Years?

We believe that our youngest children need to be inspired to write and see themselves as writers. Every child has a personal journey in learning to write. We appreciate the uniqueness of every child and strive to make their writing journey purposeful and fun. Writing in the EYFS starts with oracy, physical development, and building children's self-esteem.

An important aspect of the writing journey is to look at where each child is in terms of their physical development. We include activities to develop core strength, balance, and muscle tone to support fine and gross motor skills. Activities that develop children's fine motor skills include manipulating small and loose parts, gripping and squeezing using tweezers, lacing and threading, and cutting and snipping objects. We develop gross motor skills by encouraging children to make whole body movements. We offer children a wealth of activities such as: brushing the patio, large scale mark making, building obstacle courses, and throwing balls and beanbags.

The first step towards a love for writing is to encourage children to have a love for mark making. Children's marks are valued to build confidence, and this develops mark making for meaning. We want children to feel empowered to write and share their creative marks and ideas. We provide opportunities for children to practise making a range of movements in big, open spaces using a range of media such as paint, gloop, glue, foam, and chalk.

We create an environment where talk and writing are valued, and we explicitly talk to the children about what writing is and why it is important. Adults model language and vocabulary using talk prompts such as puppets and use unusual objects of interest to create awe and wonder and stimulate language. We look at print in the environment and refer to words in stories to support children's word awareness. Opportunities for writing are embedded in all areas of the environment such as writing shopping lists, recipes, writing about what they have constructed, and writing letters to each other and to our favourite story characters.

Using a high-quality text, children are immersed in a story through drama, storytelling and creating story maps to learn and remember the text. We promote book talk through activities that help children know the text, such as using Seesaw to film each other acting out a story and retelling the story using puppets and props. Through this immersion children are inspired to write and share their ideas.

Children develop their phonological awareness through Read Write Inc. This provides children with opportunities to write the sounds they have been learning and to apply their knowledge. The children write every day, rehearsing out loud what they want to say, before spelling the words using the sounds and 'tricky' words they know. Within the sequence, children will practise 'hold a sentence' activities or 'edit a sentence' where the children apply their knowledge of spelling and grammar to edit and correct their work.

Our approach to teaching writing in Key Stage One and Two

We use Babcock's Texts that Teach writing sequences to ensure that the texts chosen are age-appropriate and our planning is rigorous and sequential. The writing sequences are based on a three-part structure which consists of:

- Learning about the text
- Practising writing
- Independent writing

This structure ensures that children are immersed in the text, supported through scaffolded activities and shared writing, before planning and writing their own version independently.

Planning for Progression

Each unit across the school has their own writing curriculum which plans for writing progression in a two-year cycle and is based on Babcock's text that teach sequences.

We believe that planning a sequence of writing is just as important as the teaching. Using children's elicitation tasks, teachers will identify next steps and make generalisations about their classes' needs. An elicitation task is where a child is asked to write independently using the text type of the following sequence. The next steps identified are used to inform the following teaching sequence.

When planning collaboratively, teachers complete a 'writerly knowledge chart' as they become familiar with a text's potential and delve deep into the text as both a reader and as a writer. When in the teaching stage, teachers will replicate the writerly knowledge grid with their class, so the children can engage more deeply with the text and evaluate the effectiveness of the writing. Teachers will discuss the purpose of the text, the effects it has on the reader, grammatical devices, and vocabulary.

Learning the Text

Our aim during this phase is to immerse the children into the text. This builds familiarity and confidence with the text and 'tunes in' to elements useful to children's own writing. Children will learn and remember the text through role play, hot seating, text mapping, and reading activities. We use a text map by drawing the key events, and language features as an *aide-memoire* for retelling the text. This strengthens memory and helps children internalise the text.

We ask children to discuss the book in terms of what they like about it, what they dislike, any patterns they have noticed in the text, and any puzzles that they have left unsolved. These are recorded as a class as it is the discussion around these four questions that is fundamental.

Often this phase of the sequence concludes with mapping the key elements of the text to reveal the text or plot structure.

Once children are familiar with the text, we take their understanding to a deeper level and think about the role of the writer. We explore with the children the writerly choices and techniques that are used in the text, and the intended effect on the reader. We teach grammar explicitly in the context of the text and on the needs identified in the elicitation tasks. All of this helps to build the children's confidence and provides them with the tools needed to be successful in the independent writing stage.

Practising Writing

This stage provides a shared experience where ideas of what to write about are collected, organised and rehearsed. During shared writing, the teacher will make links back to the text and aspects already taught. Teachers will model planning and writing: using the structure and content of the model text, as well as referring to the writerly knowledge chart to encourage children to use the ideas. Teachers will model the use of key literacy and grammatical features in context during the practising writing sessions, and then make decisions of what their pupils need experience of writing before attempting this independently.

Independent Writing

The final phase of the writing sequence enables children to be innovative and creative while still following the structures and devices of the original text. From this independent writing we assess the children's progress against our writing objectives and the elicitation task that was completed at the start of the block. We use Babcock's evidence gathering grids when we assess children's writing. Each document contains the criteria for assessing writing in each year group. Every half term teachers in their units, moderate samples of children's writing to ensure there is consistency in judgements and evidence-based decision making. We hold MAT cross school writing moderation meetings termly.

No-Nonsense Spelling

We believe spelling plays an important role in supporting children on their journey to becoming fluent and confident learners. Our curriculum timetable has been considered carefully to ensure we can support all children in their spelling journey. Our approach aims to provide children with the firm foundations required to confidently spell any word they approach in their learning. The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions, and personal spellings. It delivers a clear progression through blocks of teaching units across the year and comprehensively explains how to teach spelling effectively.

Handwriting

We work with aspirations that children's handwriting should be 'sufficiently fluent and effortless for them to manage the general demands of the curriculum' and that 'problems with forming letters do not get in the way of their writing down what they want to say'.

We know that handwriting is a taught skill that develops at different rates for different children. All of the teachers in the school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum. We use letter-join across the school to teach cursive handwriting.

Staff Development

All staff have received extensive professional development from Babcock. As a result, staff have developed a deeper understanding of the pedagogy of writing and the sequential nature of the Babcock text that teach sequences. This training has also allowed staff to develop a consistent and robust progression for the teaching of writing to provide our children with the best opportunities for learning.

Impact

- The curriculum is purposeful, creative and consistent and children have many opportunities to use the English skills they have been taught.
- Writing is purposeful and with a clear outcome. Children are involved in collaborative discussions in deciding what an effective piece of writing looks like and these 'effects' shape the teaching sequence.
- Children have a broad and balanced vocabulary; they speak articulately and are confident to share their ideas and opinions in a range of forums.
- There is a cycle of teach, practise, assess and refine.
- Expectations of all children are high and appropriate support is planned to help all children make at least good progress.
- Staff are confident in selecting texts to best meet the demands of the class and in planning to meet gaps with pace. Texts are also chosen to inspire and engage all children.

To reflect our focus on teaching skills within context and for a purpose, we have organised our curriculum into two strands: those objectives which help our children to write with clarity and accuracy and those which enable them to control their writing for a particular purpose. This supports our focus on collaborative classroom discussion, rooted in high-quality texts, around what makes an effective piece of writing.

Reception	<p>Writing ELG Children at the expected level of development will: -</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. <p><i>(Development Matters – Non statutory guidance 2021)</i></p> <p>Children in reception will be learning to:</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Support children to form the complete sentence orally before writing.</p> <p>Help children to memorise the sentence before writing by repeatedly saying it aloud.</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences.</p> <p>Model how you read and re-read your own writing to check it makes sense.</p>
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1	<p>Intent: By the end of year 1, pupils are able to write simple sentences without the need for mediation, as they are able to represent sounds phonetically and know an increasing number of words that are exceptions to phonic rules. They are able to develop their writing by linking ideas, using 'and', and are growing in confidence in writing for different purposes, including personal purposes (messages, notices, role play) and a wider range of directed purposes, with support. Children at this stage are able to rehearse their ideas orally prior to writing, expanding on ideas and beginning to add some detail and basic description. They draw on models from reading in structuring and developing their own texts and are able to rehearse and refine ideas prior to writing through talk, drama and role play.</p> <p>Pupils show awareness of alternative representations for phonemes, although these may not always be accurately represented in spelling. They are developing strategies for spelling (e.g. known words, phonetically based invented spellings), that enable texts to be read by others. They are aware of the need for spaces between words and use simple punctuation such as capital letters and full stops. They experiment with the use of question marks and exclamation marks. Their handwriting is a consistent size and letters are generally formed correctly.</p>
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Spelling

I can spell words containing each of the 40+ phonemes already taught

I can spell common exception words

I can spell the days of the week

I can name letters of the alphabet in order

I can use letter names to distinguish between alternative spellings of the same sound

I can add suffixes and prefixes using the spelling rule for adding -s or es as the plural marker for nouns and the third person singular marker for verbs

I can use the prefix -un

I can add suffixes and prefixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words.

I can understand how the prefix un- changes the meaning of verbs and adjectives.

I can apply simple spelling rules and guidance

I can say out loud what I am going to write about

I can compose a sentence orally before writing it

I can sequence sentences to form short narratives

I can re-read what I have written to check that it makes sense

I can discuss what I have written about with the teacher or my peers

I can read my writing aloud clearly enough to be heard by my peers and the teacher

I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

I can sit correctly at a table, holding a pencil comfortably and correctly

I can begin to form lower-case letters in the correct direction, starting and finishing in the right place

I can form capital letters

I can form the digits 0-9

I understand which letters belong to which 'handwriting families' and I can practise these

Vocabulary, grammar and punctuation

I can leave spaces between words

I can join words and clauses using and

I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

I can use a capital letter for names of people, places, the days of the week and the personal pronoun I

Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

2	<p>Intent: By the end of year 2, children are becoming increasingly confident at writing independently for familiar purposes, such as letters, lists and narratives, but still need support with extending and developing their writing. They are able to rehearse their ideas orally prior to writing, building on ideas and adding detail and description, using adjectives to expand noun phrases. They draw on models from reading in structuring and developing their own texts and are able to use an increasing range of coordinating and subordinating conjunctions to develop, link or expand ideas.</p> <p>Sentence punctuation is used more consistently now, including full stops and capital letters, as well as question marks, exclamation marks and commas in lists. Pupils are able to use handwriting of a more consistent size, with some joining strokes, and letters are formed correctly. They are able to read</p>
	<p>back their own texts when encouraged and are able to check for sense and meaning, and edit with support where necessary. They display a greater awareness of the visual structures and patterns of words, which helps them to move towards greater accuracy in spelling. Spellings of familiar words are generally correct and attempts at unfamiliar spellings reveal a widening range of strategies.</p>

Spelling

I can spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly

I can learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones

I can spell many common exception words

I can learn to spell more words with contracted forms

I can learn to use the possessive apostrophe (singular)

I can distinguish between homophones and near-homophones

I can add suffixes to spell longer words, including -ment, -ness, -ful, less, -ly

I can use the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs

I can apply simple spelling rules and guidance (see Appendix 1)

I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

I can form lower-case letters of the correct size relative to one another

I can write for different purposes

I can write narratives about personal experiences and those of others (real and fictional)

I can write about real events

I can write poetry

I can plan or say out loud what I am going to write about

I can plan by writing down ideas and/or key words, including new vocabulary

I can communicate what I want to say sentence by sentence

I can evaluate my writing with the teacher and other pupils

I can re-read my own writing to check that it makes sense and that verbs to indicate time are used correctly and consistently

I can proof-read to check for errors in spelling, grammar and punctuation

I can read aloud what I have written with appropriate intonation to make the meaning clear

I can start using the diagonal and horizontal strokes needed to join letters and I understand which letters, when next to one another, are best left unjoined

I can write capital letters, and digits of the correct size, orientation and relationship to one another and to lower case letters

I can use spacing between words that reflects the size of the letters

Vocabulary, grammar and punctuation

I can demarcate sentences with capital letters, full stops, question marks and exclamation marks

I can use commas for lists

I can use apostrophes for contracted forms and to mark singular possession in nouns

I can use sentences with different forms: statement, question, exclamation and command

I can use expanded noun phrases to describe and specify

I can use subordination (using when, if, that, or, because) and coordination (using or, and, but)

I can learn to use the present and past tense correctly and consistently (including the progressive form)

I can learn how to use some features of written standard English

Noun, noun phrase, statement, question, command, exclamation, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

3 / 4	<p>Intent: By the end of year 4, pupils are growing in confidence and are using writing for a wider range of purposes – expressive, informational and imaginative. Inspired by a range of reading, they are beginning to consider the appropriateness of language and style and are starting to shape their language with a reader or audience in mind.</p>
	<p>Pupils' narrative writing shows a clear structure, include a beginning, middle and end and includes some descriptions and details. In non-fiction writing, pupils show how meaning can be enhanced through details, explanations, and examples. They are able to use paragraphs to organise writing into sections for clarity. Pupils punctuate texts for meaning more consistently; they are able to use commas to demarcate clauses and are increasing in confidence in their use of speech-related punctuation. Their writing shows increasing attention to the visual patterns in spelling, which is mostly accurate, with plausible attempts at unknown or difficult words. Children are beginning to gain confidence when working with response and editing partners to show how their writing could be improved for the reader and for sense, through spelling and punctuation as well as word choice.</p>

Spelling

I can use further prefixes and suffixes and understand how to add them

I can spell further homophones

I can spell words that are often misspelt

I can place the possessive apostrophe accurately in words with regular plurals (i.e. girls', boys') and in words with irregular plurals (i.e. children's)

I can use the first two or three letters of a word to check its spelling in a dictionary

I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

I can increase the legibility, consistency and quality of 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 do not touch)

Vocabulary, grammar and punctuation

I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar

I can plan writing by discussing and recording ideas

I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)

I can organise paragraphs around a theme

I can create settings, character and plot in narratives

I can use simple organisational devices (for example, headings and subheadings) in non-narrative writing

I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements

I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

I can proof-read for spelling and punctuation errors

I can read aloud my own writing, to a group or to the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

I can use the present perfect form of verbs in contrast to the past tense

I can choose nouns or pronouns appropriately, within and across sentences, for clarity and cohesion and to avoid repetition

I can use conjunctions, adverbs and prepositions to express time, place and cause

I can use fronted adverbials (and follow them with a comma)

I can indicate possession by using the possessive apostrophe with plural nouns

I can begin to use inverted commas to punctuate direct speech

<p><u>Year 3</u></p> <p>I can form nouns using a range of prefixes (for example super-, anti-, auto-)</p> <p>I can use the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>I can play with word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)</p>	<p><u>Year 4</u></p> <p>I can understand the grammatical difference between plural and possessive -s</p> <p>I can use standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done)</p> <p>I can use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher</p>	
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	<p>I can begin to use paragraphs as a way to group related material</p> <p>I can use conjunctions, adverbs and prepositions to express time, place and cause</p> <p>I can use headings and subheadings to aid presentation</p> <p>I can use of the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play)</p> <p><i>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or speech marks)</i></p>	<p>expanded to: the strict maths teacher with curly hair)</p> <p>I can use fronted adverbials (for example, Later that day, I heard the bad news.) and mark them with a comma.</p> <p>I can use paragraphs to organise ideas around a theme.</p> <p>I can make an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>I can use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")</p> <p>I can use apostrophes to mark plural possession (for example, the girl's name, the girls' names)</p> <p><i>Determiner, pronoun, possessive pronoun, adverbial</i></p>	
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5 / 6	<p>Intent: By the end of year 6, pupils are able to communicate through writing increasingly clearly, accurately and imaginatively, selecting and adapting tone and style for different forms, purposes and audiences. Although they may need some support with the structuring of more complex narrative and non-narrative writing, they are able to write at length and are able use writing to refine their own ideas. Having a broad range of experience across different types of writing, pupils choose and use language and features that are most appropriate and effective for the purpose and audience of their writing. They are able to follow the process of drafting, redrafting and publishing, improving writing to meet the needs of the reader, as they edit and respond to their own writing.</p> <p>Pupils use a range of techniques to enhance reader response such as varied sentence structures, précising longer passages to enhance readability, using dialogue to shape characters and advance action and using a range of adverbials to improve cohesion. They use more ambitious punctuation such as</p>
	<p>semi-colons, colons and hyphens, commas and brackets for parenthesis to improve readability or for effect. Sufficient experience from reading and exploration of a range of texts across genres ensures that pupils have a working understanding and appreciation of how language impacts on the reader and how best to use this to inform their choices when writing; they are able to choose the correct level of formality to match the purpose with some control.</p>

<p>Spelling I can use further prefixes and suffixes and understand the guidance for adding them</p> <p>I can spell some words with 'silent' letters for example, knight, solemn, psalm)</p> <p>I can continue to distinguish between homophones and other words which are often confused</p> <p>I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>I can use dictionaries to check the spelling and meaning of words</p> <p>I can use a thesaurus</p> <p>Handwriting I can write legibly, fluently and with increasing speed, choosing whether or not to join specific letters.</p> <p>I can choose the writing implement that is best suited for a task</p> <p>Vocabulary, grammar and punctuation I can recognise vocabulary and structures that are appropriate for formal speech and writing (including subjunctive forms Y6)</p> <p>I can use the perfect form of verbs to mark relationship of time and cause</p> <p>I can use expanded noun phrases to convey complicated information concisely</p>	<p>I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>I can plan writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>When writing narratives, I can plan writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>I can precis longer passages</p> <p>I can use a wide range of devices, including adverbials, to build cohesion within and across sentences and paragraphs</p> <p>I can use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</p> <p>I can assess the effectiveness of my own and others' writing</p> <p>I can evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>I can ensure the consistent and correct use of tense throughout a piece of writing</p>
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	I can use modal verbs (for example, might, should, will, must) or adverbs (for example, perhaps, surely) to indicate degrees of possibility	I can evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register I can proof-read for spelling and punctuation errors
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<p><u>Year 5</u></p> <p>I can convert nouns or adjectives into verbs using suffixes</p> <p>I can use a range of verb prefixes</p> <p>I can use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>I can indicate degrees of possibility using adverbs or modal verbs</p> <p>I can use devices to build cohesion within a paragraph</p> <p>I can link ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>I can use brackets, dashes or commas to indicate parenthesis</p> <p>I can use commas to clarify meaning or avoid ambiguity</p> <p><i>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i></p>	<p><u>Year 6</u></p> <p>I can understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p>I can understand how words are related by meaning as synonyms or antonyms</p> <p>I can use the passive to affect the presentation of information in a sentence</p> <p>I can understand and use the difference between structures typical of informal speech and structures appropriate for formal speech and writing (including the use of question tags or the use of subjunctive forms)</p> <p>I can link ideas across paragraphs using a wider range of cohesive devices (repetition of a word or phrase, grammatical connections – adverbials – and ellipsis)</p> <p>I can use layout devices (for example, headings, sub-headings,</p>	<p>I can perform my own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>
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		<p>columns, bullets, or tables) to structure text</p> <p>I can use the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>I can use the colon to introduce a list and use semi-colons within lists</p> <p>I can punctuate bullet points to list information</p> <p>I can use hyphens to avoid ambiguity</p> <p><i>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</i></p>	
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Examples of writing within our Early Years setting



Examples of the writing sequence across Key Stage One and Two

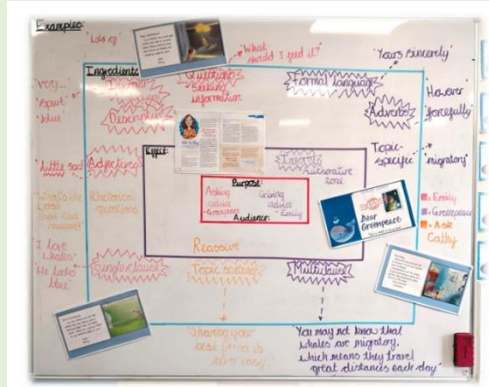
Writerly Knowledge Charts

Writerly Knowledge Chart

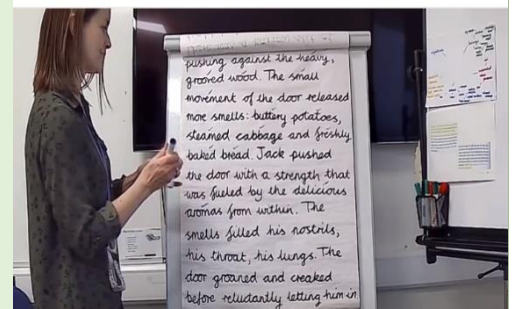
Group Work

How to wash a woolly Mammoth

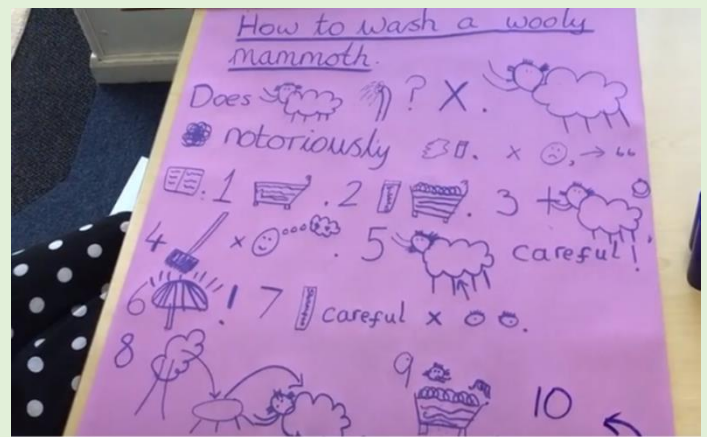
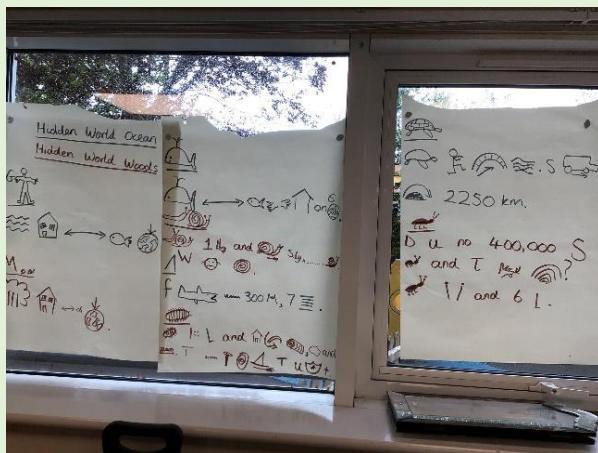
Text model	How is it achieved?	Examples
Confused and excited	Why is there a woolly Mammoth in the bath?	Front cover picture
Thirsty	Woolly Mammoth is feeling thirsty	Mammoth drinking from the bath water (picture)
Top tip	Telling the reader don't forget	Don't forget to wash behind the ears
Surprised	Lots of hair styles	pictures
Picture looks bigger	Turned the book	Mammoth up the tree
Caring	Sharing the bath together	picture
Calm and happy	Smiling and Cuddling and the word Snuggle	picture



Shared Writing



Text maps



Learning about the text

