

# Writing Implementation



Whole class writing lessons are planned around a high-quality model text. The topic for writing is carefully considered so that it is engaging, age and interest appropriate, can be linked if needed to foundation work, the genre can be applied in context.

An inspiring 'hook' or stimulus is used to engage and enthuse the children and immerse them in the topic.

Dear Mrs Brown

I am just writing to inform you of a strange happening in your school grounds last week. It all started one cold, dark night last week.

Before he settles down for the night, I take my little dog out in to the garden to do his business. It was while waiting for him, that I became aware of some strange noises. They were terrible noises. I really do not know how to describe them, but I managed to record them on my phone. I have enclosed a memory stick, so that you can have a listen for yourself and see what you make of it.

If this was not bad enough, I had the shock of my life when I peeped through the fence the next morning. Sitting on one of those old straw bales, was a rabbit. A funny looking one, who seemed to have one ear a bit darker than the other. It was as though it had a false end attached to it or something. All very odd.

Anyway, sat right next to him, was this enormous great fox. And, did you not, it was talking! It was talking to the rabbit. It was at this point, I recognised its voice from the night before. It was less angry this time. There was none of that howling and screeching. It was just chatting. Chatting away... to the rabbit.

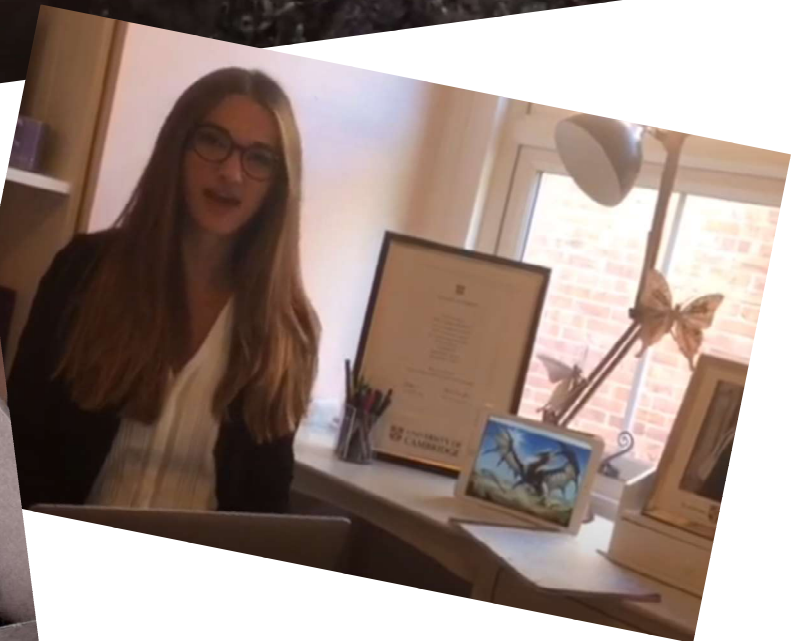
I know that you must think I'm quite mad, but luckily I managed to grab my phone again and capture it on camera. As you can see, they are deep in conversation.

I was going to ring the newspaper, but I couldn't bear the thought of all those reporters trampling all over my garden and terrifying my little dog. He's already traumatised enough as it is.

Do you think that your children might have any idea why a fox and a rabbit would be chatting? It baffles me.

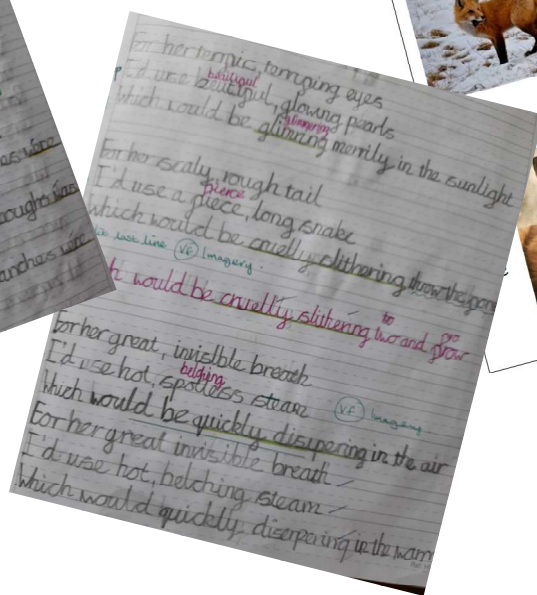
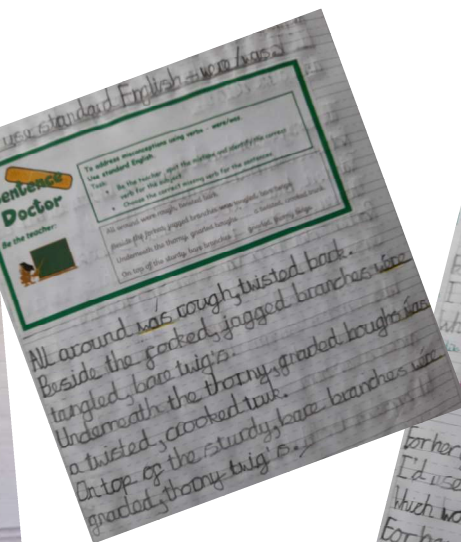
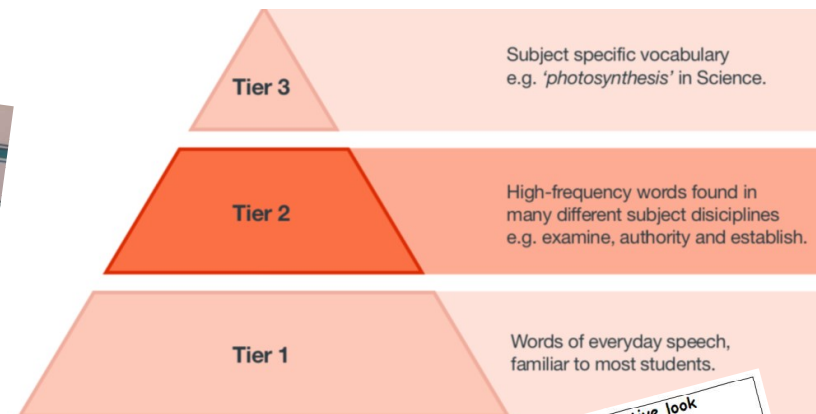
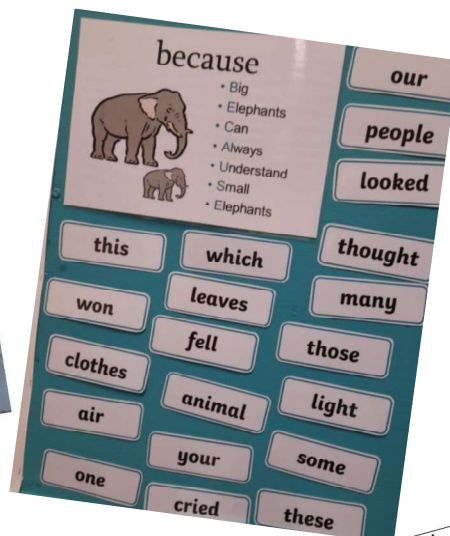
I look forward to hearing from you.

Mrs P. Corbett

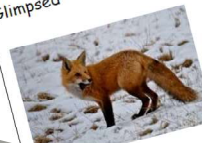




There is a strong focus on vocabulary with pre-teaching, a daily vocab focus, higher level word choice, links to Yr3/4 word lists and spellings, a consideration of vocabulary tiers and visual resources such as word mats etc. SPaG is taught within units as well as discreetly. Writing is completed from a plan and teacher modelling of good practise is used to demonstrate how to innovate from the original text. Children edit and improve their writing within each unit through 'sentence doctor' starters or designated editing days and daily live marking.



Quick look  
Glanced  
Glimpsed



Moody look  
Glared  
Stared  
Frowned  
Glowered



Scared look  
Peered  
Peeked  
Peeped



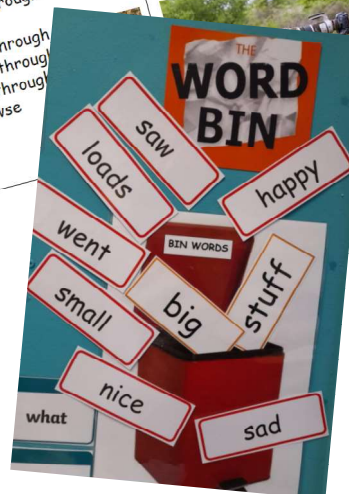
Investigative look  
Watched  
Spied  
Observed  
Surveyed  
Scanned  
Inspected



Look something over in depth  
Scrutinised  
Inspected  
Examined  
Studied  
Peruse



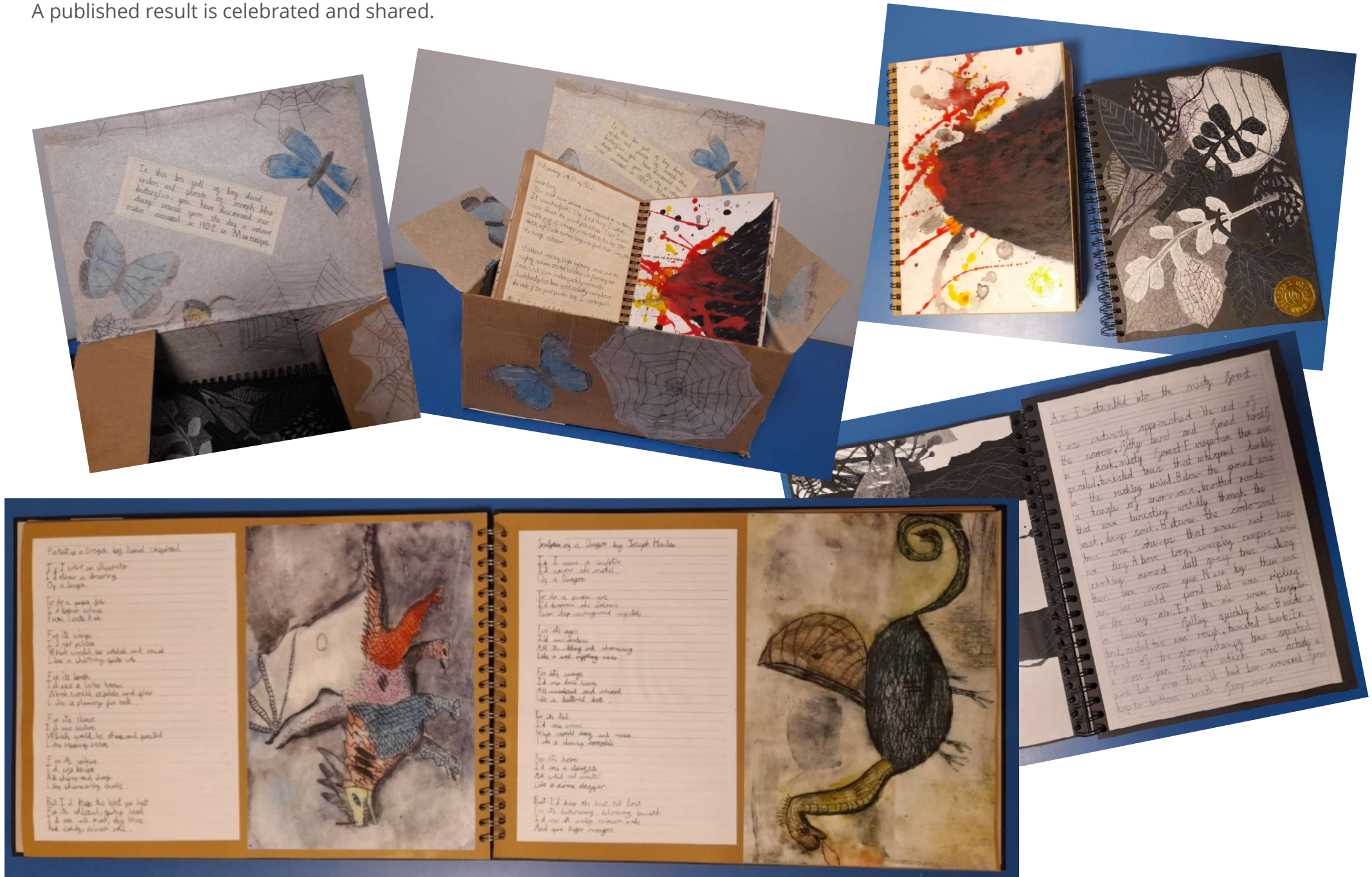
Look something over quickly  
Look through  
Scan  
Leaf through  
Flip through  
Browse





The outcome of each unit is carefully considered to ensure that the children have a clear end goal and are writing for a purpose.

A published result is celebrated and shared.





Autumn has come  
 Her hair is threads of yellow crisp  
 leaves  
 Her eyes are golden hazelnuts  
 Her nose are made of tree branches  
 Her lips are blue as blackberries  
 Her dress is a garden of roses  
 Her skin is shiny as the sun  
 Purveys light of the day  
 Leaves are already caught swirling in the sky  
 trees have like the glossy scar  
 Flowers as bright as the glistening moon  
 Folly leaves are prancing, huddles caught  
 riding in bushes  
 The leaves crunch under my feet  
 FireWorms explode in the night sky  
 Bird soits on my toes  
 Birds gleam in the night blue sky

**THE GAYE LENT OF GOSSIP**

In the Great Lenten of Gossip, I discovered...

- 1. I could easily swallow what I tell even if I'm a poor planner, saying just what I feel and laughing at the way I badly wound others from the past.
- 2. I could easily believe what I hear.
- 3. I could easily believe what I see.
- 4. I could easily believe what I hear.
- 5. I could easily believe what I see.
- 6. I could easily believe what I hear.
- 7. I could easily believe what I see.

the sky,  
non.  
caught

# The End of Possibility

In the End of Possibility, I imagined,  
A soft sea lap, and swimming steady,  
A happy hummingbird hovering  
And a deep, delicious, underwater

In the End of Possibility, I imagined,  
The soft dip, and of twinkling water,  
The heart of children, reaching under a net  
As a pebble makes ripples on a sea, and then  
ripples float on the breeze

In the End of Possibility, I imagined,  
The soft of sand, and swelling  
The softness of a sand as I  
And the chill of the ocean and

In the End of Possibility, I imagined,  
The softness of a sea, and swimming  
The softness of a sea, and swimming  
The softness of a sea, and swimming  
And the chill of the ocean and

In the End of Possibility, I imagined,  
The softness of a sea, and swimming  
The softness of a sea, and swimming  
The softness of a sea, and swimming  
And the chill of the ocean and

by Madeline H

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The Jabberwork

Storming through the enchanted  
 forest, I can see dark, gloomy trees  
 Towering above me watching every  
 step I take.  
 I can hear leaves leading me into the  
 unknown,  
 While they whisper about a little boy in the  
 distance.  
 I can smell my prey through the oak trees,  
 And dead leaves galling to the ground.  
 I can feel my prey getting closer as I  
 take the next step.  
 I can taste the poison getting ready to be  
 while my teeth got sharper.

Elisa

The Galaxy of Generosity

The galaxy of Generosity, I discovered  
An astonishing anthropologist working along  
A sceptic spider sparkling scroogily  
A predominant polar bear presiding grandly

The galaxy of Generosity, I discovered  
The rumble of an engine destined to be off in the horizon  
The carcass of a vile predator cooked on a universal fire  
And the gulfed remains of a soul shaved off by its opaque mirror

The galaxy of Generosity, I discovered  
The glow of green raindrops of water running in the breeze  
The wordless touch of gossamer slime like a better woman's  
A chorus bar

And the umbrella of wind, green trees as it should be, green

The galaxy of Generosity, I discovered  
The relaxation when silence is golden  
The greatness of a discernible galaxy swirling rapidly  
The beauty of a giraffe when it acrobatically hops and pokes the sky

The galaxy of generosity, I admired  
The velocity of a jet as it speeds through the blazing beams of the sun  
The taste of a spinning carrot of bluebellie rolled on the grasslands  
And the rapture of dandelions smiling each other's good like it was how of the sky

Handwriting lessons are taught discreetly in the lower school and as intervention in the upper school.

At Northmead, we use the Oxford Read Write Inc. spelling programme to teach spelling. It covers the spelling requirements of the 2014 National Curriculum and uses a proven approach underpinned by phonics, which includes preparation for the statutory spelling assessments in England. Each child works within their spelling group at their appropriate level, as identified by their teacher. Spelling rules and concepts are introduced by aliens from an exciting online spelling planet, and children take part in a range of fun spelling activities. As well as learning spelling rules, there are also statutory lists of words for year 3&4 and year 5&6 to learn.

Little Wandle phonics interventions are in place.

Children take home spellings to learn on a weekly basis. In addition, children take a half termly test. this follows the style of the statutory spelling assessment, which they will take in year six.