

Cusgarne School Writing Overview

using

The Three Zones of Writing Approach



The Three Zones of Writing consists of: 'The FANTASTICs' (Ideas), 'The GRAMMARISTICs' (Tools), and 'The BOOMTASTICs' (Techniques) which support pupil's learning, precision, and writing.

The 'FANTASTICs' system, which is also used in the teaching of reading, allows pupils to identify the nine elements that all text types are comprised of. When pupils are familiar with these nine elements, they are able to ensure that they are incorporated into their writing. These help pupils to sharpen their understanding of their own and others' writing by encouraging them to be observant and reflective.

The 'GRAMMARISTICs' are an invaluable tool as they outline and cover the grammar rules of our language system in an accessible way to target weaknesses in pupils grammatical and linguistic structures and encompasses the broad spectrum of coverage for the whole of the primary curriculum.

The 'BOOMTASTICs' have been designed to explore the techniques used by writers, to help capture the ten powerful ways to add drama and poetic devices to writing. These devices help pupils structure their work, teaching them to showcase their writing voice, demonstrate originality and to take risks in a bid to capture the truth of a situation. The 'BOOMTASTICs' are a hierarchical ten-point system for introducing the literacy devices that will help pupil's writing 'explode' off the page. Pupils can add a technique to their writing as they become more adept at discovering them through reading and then apply these devices in their own writing.

Teaching Sequence:

A teaching block is split into three or four sections, consisting of Experience lessons, Find the Shape lessons, Sentence Stacking lessons and an Independent Writing task.

Experience lessons this is where the pupils immerse themselves into the learning and where rich language is collected and recorded. These lessons can take many forms - visits out, visitors in or drama conventions deployed to strengthen context and build imagination. The number of experiences included in a unit is at a teachers' discretion. Experience lessons can be added or removed from a teaching sequence depending on the needs of pupils and knowledge of their previous experiences.

Sentence Stacking lessons these lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each Sentence Stacking lesson is organised into three learning chunks, initiate, model, and enable:

Initiate is a time to inspire pupils and needs to be short but effective. The nature of an initiate aspect can take any form, a text extract to analyse, drama convention to explore characters further, a soundscape to recreate an environment, a film clip to provide a shared plot point or a powerful image to stimulate ideas. This part of the lesson can be packaged in any way but must serve the purpose of extracting from it a word and phrase bank that provides a wealth of choice before a model is introduced.

Model is the bridge between ideas gathering and articulating the thought processes of a writer at work and must be presented as a generic construction where the rich word and phrase bank, previously collected, can be applied to generate various different outcomes but still fulfil the guiding principles locked in the model. It is at this stage that the teachers are crucially aware how the model is being driven through the use of 'FANTASTICs', 'GRAMMARISTICs' and 'BOOMTASTICs'. This empowers the breath and strength of the model, so it entwines all the aspects that contribute to skilled, precise writing whereby there are high levels of control around content, tools and effects.

Enable is the opportunity for pupils to showcase what they can do within particular writing parameters. It is a chance for pupils to construct sentences that have been previously demonstrated. Pupils must follow the sentence construction rules laid down by the teacher and they will have many ways they can make choices due to level of input during the initiate phase. Pupils who complete this quickly should be encouraged to '*deepen the moment*' whereby they make choices to write more about the writing focus and choose which lens to showcase rather than writing on.

Sentences created by pupils should be celebrated and examples used to form a large class 'Sentence Stack.' This Sentence Stack will be built upon over the duration of the unit and will be used to display the whole piece of text.











Find the Shape lessons are for non-fiction and poetry texts and only takes one or two lessons at the beginning of the unit. Pupils will read a 'modelled example' of the non-fiction or poetry type and will then explore the key features required in order to understand it as a visual, jigsaw style shape. This is very directed teaching.



Independent Writing, pupils plan, independently write and edit their work over three – five sessions. It is important to map the plot points/jigsaw pieces and analyse the highs and lows of the narrative/non-fiction text built across a unit, as this will generate the task for independent writing at the end. Using the 'Independent Writing Teaching Sequence' teachers move through the steps to guide pupils from the highly modelled Sentence Stack to writing independently. When writing narrative or non-fiction, the pupil's independent task is to craft their own text which mirrors the highs and lows mapped. It is within the teacher's discretion to choose a big idea focus or topic for pupils to build their own ideas e.g., story about a character who shows their bravery or a previous history topic for a non-chronological report. This gives pupils real freedom to develop their plot points/content around a theme independently.



Spelling, Punctuation and Grammar teaching and learning will take place in writing lessons as well as discrete SPAG lessons, this could be in the form of games, mini whiteboard activities and mini reading activities and reliable resources such as Scholastic books, 'Grammarsaurus' or 'Twinkl.' Pupils will then be given lots of opportunities to explore spelling, punctuation, and grammar in a variety of ways with a focus on practical learning.



The 'GRAMMARISTICs' is used as a tool for all grammar teaching and learning and this document exemplifies each of the 'GRAMMARISTICs' and where they are introduced across the school in line with the national curriculum requirements. This learning should then be reinforced and applied during sentence stacking lessons, independent writing and across the curriculum. The language in this plan should be used in the teaching of grammar and pupils should become confident using the relevant terms. The language should then be reflected in key vocabulary displays in classrooms.



This plan is cumulative where previous learning must be revisited, further reinforced, and developed in every group that follows and for a pupil to be working at a level they should demonstrate the key features of previous levels in their writing.

FANTASTICs (Ideas)	Introduced from EYFS – the level of rich language will be built upon throughout each year group to ensure that all pupils are exposed to rich and broad language							
 Feelings	 Asking	 Noticing	 Touching	 Action	 Smelling	 Tasting	 Imagining	 Checking
GRAMMARISTICs (tools)	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Adverbs and Adverbial Phrases 		Begin to use adverbs ending in -ly.	Use adverbs ending in -ly.	Use adverbs to express time and cause (then, next, soon, therefore).	Use fronted adverbials (and use commas after them).	Indicate degrees of possibility using adverbs (such as perhaps, surely). Use adverbials to link ideas across paragraphs (time – later, place – nearby, number – secondly).	Link ideas using adverbials.	










<p>Basics</p> 	<p>Write recognisable letters most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Leave spaces between words.</p> <p>Compose a sentence orally before writing it.</p>	<p>Understand what the role of a noun, adjective, adverb, and verb is within a sentence.</p> <p>Use expanded noun phrases to describe and specify.</p>	<p>Use a or an according to whether the following word begins with a consonant or vowel.</p> <p>Accurately use pronouns within a sentence.</p> <p>Choose nouns and pronouns appropriately for clarity and cohesion.</p> <p>Use prepositions to express time and cause (before, after, during, in, because of).</p>	<p>Use Standard English forms for verb inflections instead of spoken forms (we were instead of we was).</p> <p>Use noun phrases expanded by adding modifying adjectives, nouns, and prepositional phrases (the strict Maths teachers with curly hair).</p> <p>Understand and use determiners in writing.</p>	<p>Use modal verbs to indicate possibility or certainty.</p> <p>Understand and use relative pronouns when composing relative clauses.</p>	<p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Understand how to make writing cohesive by repeating words or phrases.</p>
<p>Sentence Structure</p> 	<p>Compose simple sentences -orally and in writing.</p> <p>Use capital letters, finger spaces and a full stop.</p>	<p>Join words and clauses using 'and.'</p>	<p>Learn to use subordination (when, if, that, because) and coordination to link sentences (or, and, but).</p>	<p>Use conjunctions to express time, place, and cause (when, before, after, while, so, because).</p> <p>Understand what is meant</p>	<p>Appropriate use of pronoun or noun within or across sentences to aid cohesion.</p>	<p>Use relative clauses that begin with who, which, where, when, whose, that or an omitted relative pronoun.</p>	<p>Use colons, semi-colons, and dashes to link independent clauses.</p>

			Understand what is meant by a compound sentence and use them within writing.	by a clause and a subordinate clause. Consider how they rely on each other and use correctly in writing.			
Dialogue and Contracted forms 	Begin to use speech bubbles to show when someone is talking.	To begin to write speech in a narrative. Read words with the contracted form.	Spell words with the contracted form. Identify inverted commas in reading. Begin to use inverted commas to indicate direct speech.	Accurately spell words with the contracted form. Compose sentences that include dialogue and use inverted commas to punctuate speech.	Correctly punctuate direct speech (including comma after reporting clause and punctuation to end speech before inverted comma).	Revisit, reinforce and develop upon previous year groups.	Understand the difference between vocabulary typical of informal speech and the appropriate register for formal speech and demonstrate this in writing. Use question tags (such as, isn't he?) to show the difference between informal and formal speech.
Purpose 	Understand that writing has a purpose e.g., writing an invitation or card.	Write for different purposes including: narratives, poetry, and real events.	Write for different purposes including: narratives, poetry, and real events.	Use headings and sub-headings to aid presentation.	Revisit, reinforce and develop upon previous year groups.	Revisit, reinforce and develop upon previous year groups.	Use subjunctive to show the difference between informal and formal speech (If I were/were they to come). Use layout devices (such headings,

		Begin to understand the different types of sentences: statement, question, command and exclamation.	Use sentences with different forms: statement, question, command, and exclamation.				sub-headings, columns, bullet points or tables) to structure a text.
<p>Paragraphs</p> 	Begin to write a piece of text in chronological order.	<p>Sequence ideas within writing in a logical order.</p> <p>Sequence sentences to form short narratives.</p>	<p>Revisit, reinforce and develop upon previous year groups.</p> <p>Introduce paragraphs in non-fiction writing as a way to group related material.</p>	<p>Begin to understand how paragraphs work.</p> <p>Use paragraphs in non-fiction writing as a way to group related material.</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Understand the different reasons to change paragraphs: Ti = time P = place To = Topic P = Person S = Speech</p>	<p>Use time conjunctions to link paragraphs together.</p> <p>Link ideas across paragraphs together using adverbials of time, place, number, and tense.</p>	<p>Use time conjunctions and logical conjunctions to link paragraphs together.</p> <p>Use a variety of different length paragraphs for effect.</p> <p>Use a wider range of cohesive devices to link ideas across paragraphs -repetition of words, adverbials, ellipsis.</p>
<p>Passive and Active Voice</p> 						<p>Use passive and active voice to affect the presentation of information in a sentence.</p> <p>Examples:</p>	<p>Revisit, reinforce and develop upon previous year group.</p>

						Active voice – Tim ate the cake. Passive voice – The cake was eaten by Tim.	
<p>Past and Present Tense</p> 	<p>Understand that past and present in relation to life experiences and historical events.</p> <p>Begin to use past tense when speaking.</p> <p>Begin to use past tense – went, saw, got, did, ate and played in weekend writing.</p>	<p>Begin to use past and present tense in writing by using -ed and other simple forms such as:</p> <p>-come/came -drive/drove -fly/flew -have/had -ride/rode -know/knew</p>	<p>Use the present and the past tenses correctly throughout writing.</p> <p>Use the progressive form to mark actions in progress (she is drumming).</p>	<p>Use the present perfect forms of verbs in contrast to the past tense.</p>	<p>Revisit, reinforce and develop upon previous year groups.</p>	<p>Use tense choices to link ideas across paragraphs (he had seen her before).</p> <p>Use the perfect form of verbs to mark relationships between time and cause (he had seen her before).</p>	<p>Revisit, reinforce and develop upon previous year groups.</p>
<p>Punctuation</p> 	<p>Use capital letters for:</p> <ul style="list-style-type: none"> - beginning of a sentence - names - I <p>Use finger spaces</p>	<p>Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I.'</p>	<p>Use the possessive apostrophe (singular).</p> <p>Use apostrophes to mark where letters</p>	<p>Introduce inverted commas to punctuate direct speech.</p> <p>Place the possessive apostrophe in</p>	<p>Use commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct</p>	<p>Use brackets, dashes, or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or</p>	<p>Use semi-colons, colons, and dashes to mark the boundary between independent clauses.</p> <p>Use a colon to introduce a list.</p>

	<p>between each word.</p> <p>Use a full stop to indicate the end of a sentence.</p>	<p>Introduce capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use commas to write a list.</p>	<p>are missing in spelling (omission).</p> <p>Use full stops, capital letters, exclamation marks and question marks to demarcate sentences.</p> <p>Use commas to separate items in lists.</p> <p>Write expanded noun phrases with correctly used commas.</p>	<p>regular and irregular plurals.</p>	<p>speech (for example, a comma after the reporting clause, punctuation to end speech).</p> <p>Use apostrophes to mark plural possession.</p>	<p>avoid ambiguity.</p>	<p>Use semi-colons within lists.</p> <p>Punctuate bullet points appropriately to list information. Understand how hyphens can be used to avoid ambiguity and demonstrate this in writing.</p> <p>Use ellipsis to link ideas across paragraphs and create cohesion.</p>
<p><u>Grammatical vocabulary</u></p> <p>Pupils should use the relevant terms and understand their meaning.</p>	<p>letter word sentence capital letter full Stop</p>	<p>punctuation comma question mark exclamation mark statement question command past tense present tense noun phrase noun pronoun proper noun</p>	<p>past progressive present progressive expanded noun phrase contraction possessive apostrophe adverb preposition coordinating conjunction</p>	<p>article past perfect present perfect future tense adverbial consonant vowel inverted commas direct speech comparative superlative common noun</p>	<p>possessive noun possessive pronoun possessive adjective regular verbs irregular verbs finite verbs determiner object synonym antonym bullet point</p>	<p>modal verb relative pronoun relative clause bracket dash hyphen colon semi-colon ellipsis homophone homonym</p>	<p>infinitive active passive subjunctive</p>

		verb subject adjective conjunction singular plural suffix prefix	subordinating conjunction	collective noun abstract noun phrase clause main clause subordinate clause simple sentence compound sentence complex sentence	Indirect/reported speech fronted	embedded clause formal informal cohesion standard English non-standard English	
BOOMTASTICS (Techniques)	Each technique is introduced in these year groups and are built upon throughout the rest of the years in order for pupils to						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Rhyme 	Repetition  Onomatopoeia 	Alliteration  Simile 	Metaphor 	Personification 	Pun 	Pathetic Fallacy 
Examples	-cat, sat, mat building to - The cat sat on a mat.	Hungry sparrows pecked, pecked, pecked at the bird seed. Buzz, crack, splat, plop	Buzzing bees bobbed about the garden. The grass was as green as an emerald.	The black umbrellas became flocks of birds in the storm winds.	The wild waves roared with anger as they crashed against the harbour walls.	...birds can build eggcellent nests.	The heavy rain clouds hung above the lost children.

The Four Purposes of Writing Approach and Coverage



Purpose of Writing:	To Entertain	To Inform	To Persuade	To Discuss
Forms of writing which will achieve each purpose:	Narrative Poetry Description	Recount Letter Instruction Reports Explanation Biography Newspaper report	Advert Letter Campaign Leaflet Speech	Balanced argument Newspaper Report Review

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction	Journey Fairy Tales	Journey Fairy Tales Lost and Found	Journey Fairy Tales Lost and Found	Portal Mystery Myths and Legends Warning Adventure	Portal Mystery Myths and Legends Warning Adventure	Portal Suspense Sci-Fi Historical Quest	Portal Suspense Sci-Fi Historical Quest
Non-Fiction	Recount Instructions Lists Labels	Recount Instructions Reports Letter	Recount Instructions Reports Letter Persuasion	Persuasion Newspaper Biography Instructions Explanation Reports	Persuasion Newspaper Biography Instructions Explanation Reports	Biography Explanation Persuasion Discussion Newspaper Diary Reports	Biography Explanation Persuasion Discussion Newspaper Diary Reports
Poetry	Nursey Rhymes Patterns and rhymes	Nursery Rhymes Patterns and rhymes Senses	Patterns and rhymes Senses Poems on a theme	Free verse Language play Kennings	Free verse Language play Poetry using similes Haiku	Poems using onomatopoeia, personification and metaphors Performance poetry Narrative poetry Limerick	Narrative poetry Imagery Ballad Sonnet