



### Longhill Primary School Foundation Stage Writing Sequence

#### Each Learning Lens has 6 chunks

1	2	3	4	5	6
Initiate	Meaningful moments	Grandma Fantastic	Chotting	Model	Sentence
<p>This part of the session is where the teacher acts as a narrator to introduce a plot point and with rich story telling skills, cohesively joining plot points together in talk.</p> <p>They will use key images and key sentences within this session.</p>	<p>This is a physical bag that includes real objects, artefacts and photographs to bring the children's thinking into focus. The objects inside the bag are relevant to the content of the sentence the children will be writing. The clue clicker is used to introduce more technical inspiration, e.g. sound clips, film or animations.</p>	<p>Grandma Fantastic is a puppet with a basket who brings words into the classroom that have been sorted into the nine ideas for writing.</p> <p>The words are grouped into feelings, asking, noticing, touching, action, smelling, taste, imagining and checking sounds.</p> <p>She always brings challenging words that pupils will not be able to suggest themselves. Her function is furnish pupils with more ambitious words, that are related to the ideas you are generating.</p>	<p>Chotting is when pupils chat about words and jot their ideas down at the same time.</p> <p>During the chotting session pupils also borrow some words from Grandma Fantastic and make a note of their favourites.</p>	<p>The teacher always models a complete sentence. The teacher changes their mind, improves and rejects some of the vocabulary, to settle on a final sentence.</p> <p>This sentence guides the pupils' own thinking, as they set out to write their own.</p>	<p>Pupils are challenged to build a sentence that captures the plot point / way point focus for that session.</p>

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### Longhill Primary School Writing Fiction Sequence

1	2	3	4	5
Experience Day or Days	Plan the writing	Independent Writing	Pupils Edit the work	Final Piece
These can be experienced at the start of the writing journey and also may occur during the planning sessions to enhance the learning.	<p>Learning Chunks are made up of:</p> <p>Initiate Model Enable</p> <p>E.g. <b><u>Initiate</u></b> Listen to a sound clip of food cooking on a campfire and collect onomatopoeic words – crackle, sizzle, pop, hiss, fizz <b><u>Model</u></b> Provide the children with a sentence.</p>	Children will use their learning chunks to build up their own independent piece.	<p>Once the independent writing process is over pupils are given time to edit their work.</p> <p><b><u>Revise</u></b> These are little adjustments or changes. Eg. Spelling, missed words or punctuation.</p> <p><b><u>Rewrite</u></b> A rewrite would be appropriate if a sentence doesn't make sense, could be reconstructed or generally improved.</p> <p><b><u>Reimagine</u></b> This is where pupils add more sentences to develop an idea further.</p>	The edited piece of work is then assessed against the success criteria.

	<p>We gathered around the campfire. Crackle! Hiss! Pop!</p> <p><b><u>Enable</u></b></p> <p>Children write about sitting around the campfire and use onomatopoeic words to describe the sounds of the fire.</p>			
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### **Longhill Primary School Writing Non Fiction Sequence**

1	2	3	3	4	5
Find the Shape	Experience Day or Days	Plan the writing	Independent Writing	Pupils Edit the work	Final Piece
One or two lessons right at the beginning of the unit are deployed to read a model non - fiction example. Pupils are then taught to understand it as a visual, jigsaw style shape. This is very directed teaching.	These can be experienced at the start of the writing journey and also may occur during the planning sessions to enhance the learning.	<p>Learning Chunks are made up of:</p> <p>Initiate Model Enable</p> <p>E.g. <b><u>Initiate</u></b> Show the equipment needed and how to list them as bullet points. and collect</p>	Children will use their learning chunks to build up their own independent piece.	<p>Once the independent writing process is over pupils are given time to edit their work.</p> <p><b><u>Revise</u></b> These are little adjustments or changes. Eg. Spelling, missed words or punctuation.</p> <p><b><u>Rewrite</u></b></p>	The edited piece of work is then assessed against the success criteria.

		<p>precise adjectives to describe them, e.g. fallen, empty, washed, clean.</p> <p><b><u>Model</u></b></p> <p>Provide the children with a written list of equipment needed.</p> <p>You will need:</p> <ul style="list-style-type: none"> <li>• A mixing bowl</li> <li>• A an old washed yogurt pot</li> </ul> <p><b><u>Enable</u></b></p> <p>Children write their own list using bullet points.</p>		<p>A rewrite would be appropriate if a sentence doesn't make sense, could be reconstructed or generally improved.</p> <p><b><u>Reimagine</u></b></p> <p>This is where pupils add more sentences to develop an idea further.</p>	
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