

WMAT Writing Outcome Text Map

Term One

Inform Persuade Entertain Discuss

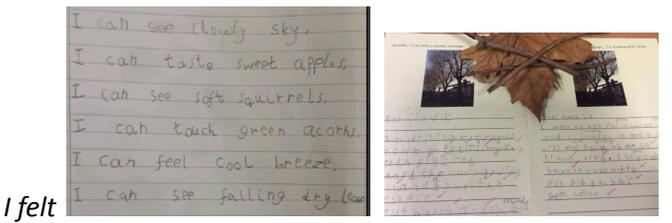


WMAT Writing Overview

Year One – Brilliant Brackley/Banbury/SG			
	Writing Focus	Grammar Features	Spelling Opportunities Taken from the common exception word list and DFE Spelling Appendix The national curriculum in England - English Appendix 1: Spelling (publishing.service.gov.uk)
Wk 1	Writing assessment- Using picture stimulus (town pictures if possible) Letter formation Simple sentences Capital letters Sounds in words	N/A	The a I is my Spellings rules to come from RWI or phonic scheme for this term
Wk 2&3	Write to entertain		
	The Bog Baby Sequencing the story, retelling the story, making character predictions and descriptions, descriptive sentences etc Write about what happens when the Bog Baby visits school. CLPE unit available – story telling and ICT (Please note this is a nurse/reception unit of work)	Refer to the 'Four writing purposes' writing to entertain for KS1. *Also ensure that any grammar gaps or features that need to be recapped for your class are included here*	were was Spellings rules to come from RWI or phonic scheme for this term
Wk 4	Write to inform		
	Instructions Using 'A cloudy lesson' video Unit on Literacy Shed+	Refer to the 'Four writing purposes' writing to inform for KS1.	love push pull

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		<p>*Also ensure that any grammar gaps or features that need to be recapped for your class are included here*</p>	<p>Spellings rules to come from RWI or phonic scheme for this term</p>
<p>Wk 5</p>	<p>Write to inform Recount of village/ town walk With a focus on the senses: I saw... I heard...  I felt</p>	<p>Refer to the 'Four writing purposes' writing to inform for KS1.</p> <p>*Also ensure that any grammar gaps or features that need to be recapped for your class are included here*</p>	<p>School Today</p> <p>Spellings rules to come from RWI or phonic scheme for this term</p>
<p>Wk 6</p>	<p>Write to entertain Using the wordless picture book 'window' The iconic wordless picture book, Window by Jeannie Baker, is perfect for (twinkl.co.uk) Descriptive sentences, adding labels. What can children see from their window?</p>	<p>Refer to the 'Four writing purposes' writing to entertain for KS1.</p> <p>*Also ensure that any grammar gaps or features that need to be recapped for your class are included here*</p>	<p>house our there</p> <p>Spellings rules to come from RWI or phonic scheme for this term</p>

Year Two – Significant Buildings around the World			
	Writing Focus	Grammar Features	Spelling Opportunities Taken from the common exception word list and DFE Spelling Appendix The national curriculum in England - English Appendix 1: Spelling (publishing.service.gov.uk)
Wk 1	Write to entertain		
	Descriptive writing of packaging – what could be inside? A recount of the video <i>A mysterious delivery</i> A Mysterious Delivery - YouTube (copyright Sim Crowther)	Refer to the ‘Four writing purposes’ writing to entertain for KS1. *Also ensure that any grammar gaps or features that need to be recapped for your class are included here*	behind past Spellings linking to phonics scheme or red words
Wk 2	Writing to inform		
	Instructions on how to look after a baby dragon (based on video clip) <i>A mysterious delivery</i> A Mysterious Delivery - YouTube (copyright Sim Crowther)	Refer to the ‘Four writing purposes’ writing to inform for KS1. *Also ensure that any grammar gaps or features that need to be recapped for your class are included here*	many move sure The /n/ sound spelt kn and (less often) gn at the beginning of words (knock, know, knee, gnat, gnaw) The /l/ or /əl/ sound spelt –le at the end of words (table, apple, bottle, little, middle)
Wk 3&4	Writing to persuade		

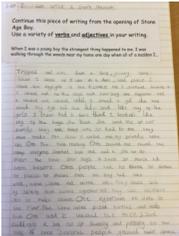
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	<p>Should the dragon be kept in school? (based on video clip) <i>Dragon post to be referred to here as a model text</i> A mysterious delivery A Mysterious Delivery - YouTube (copyright Sim Crowther)</p>	<p>Refer to the 'Four writing purposes' writing to persuade for KS1.</p> <p>*Also ensure that any grammar gaps or features that need to be recapped for your class are included here*</p>	<p>because could would should</p> <p>The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ ɒ /, // and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes. (patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny)</p>
<p>Wk 5&6</p>	<p>Write to entertain</p>		
	<p>Poetry Using the key text as inspiration or following the example from the reading curriculum My Invisible Dragon – Kenn Nesbitt's Poetry4kids.com</p> <p>OR A CLPE unit is also available to follow The Dragon with A Big Nose Poetryline TS.pdf (clpe.org.uk)</p>	<p>Refer to the 'Four writing purposes' writing to entertain for KS1.</p> <p>*Also ensure that any grammar gaps or features that need to be recapped for your class are included here*</p> <p>Opportunities to focus on noun phrases, rhyming patterns and use of the senses</p>	<p>wild climb kind find</p> <p>Adding –es to nouns and verbs ending in –y (the y is changed to i before –es is added) flies, tries, replies, copies</p>

Year Three – The Stone Age to Iron Age			
	Writing Focus	Grammar Features	Spelling Opportunities Taken from the common exception word list and DFE Spelling Appendix The national curriculum in England - English Appendix 1: Spelling (publishing.service.gov.uk)
Wk 1&2	Write to entertain		
	<p>Prior to starting writing unit, use picture stimulus to baseline children on some descriptive writing and identify gaps for 1-2 sessions using Cavemen (onceuponapicture.co.uk)</p> <p>-----</p> <p>Description and dialogue Using 'Ride of Passage' video as stimulus <i>Unit on Literacy Shed+</i></p>	<p>Refer to the 'Four writing purposes' writing to entertain for LKS2.</p> <p>*Also ensure that any grammar gaps or features that need to be recapped for your class are included here*</p>	<p>describe notice different</p> <p>The suffix -ly -) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.(happily, angrily)</p>
Wk 3&4	Write to entertain		
	<p>Story narrative based on the Stone Age Boy</p>  <p>The stone age girl falls into 2021. What adventures will she have? Write her point of view.</p>	<p>Refer to the 'Four writing purposes' writing to inform for LKS2.</p> <p>*Also ensure that any grammar gaps or features that need to be recapped for your class are included here*</p>	<p>island peculiar heart</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable (forgetting, forgotten, beginning, beginner, prefer, preferred)</p>
Wk 5&6	Write to inform		
	<p>Tourist information leaflet about Skara Brae or another settlement Using history and geography unit plans for guidance.</p>	<p>Refer to the 'Four writing purposes' writing to inform for LKS2.</p>	<p>although remember probably</p>

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		Also ensure that any grammar gaps or features that need to be recapped for your class are included here	<u>Prefix</u> Inter– means ‘between’ or ‘among’ (interact, intercitiy, international, interrelated (inter + related)
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Year Four – Battle of Edge Hill and the English Civil War

	Writing Focus	Grammar Features	Spelling Opportunities Taken from the common exception word list and DFE Spelling Appendix The national curriculum in England - English Appendix 1: Spelling (publishing.service.gov.uk)
Wk 1&2	Write to inform		
	<p>Prior to starting writing unit, use picture stimulus to baseline children on some descriptive writing and identify gaps for 1-2 sessions using Secret Magic (pobble365.com)</p> <p>-----</p> <p>Letter to Cressida Cowell (book author) Using A letter from Cressida Cowell: 'Reading is magic, and magic is for everyone' BookTrust as inspiration for letter responses to Cressida Cowell Her website might also be useful: Cressida Cowell Hachette UK</p>	<p>Refer to the ‘Four writing purposes’ writing to inform for LKS2.</p> <p>*Also ensure that any grammar gaps or features that need to be recapped for your class are included here*</p>	<p>interest knowledge regular</p> <p>adding the suffix –ly (sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p>
Wk 3&4	Write to entertain		
	<p>Short story Using Arthur and the golden rope by Joe Todd Stanton as stimulus Unit on Literacy Shed+</p>	<p>Refer to the ‘Four writing purposes’ writing to entertain for LKS2.</p> <p>*Also ensure that any grammar gaps or features</p>	<p>experience extreme guard</p> <p><u>Prefixes</u> anti– means ‘against’. (antiseptic, anticlockwise, antisocial)</p>

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		that need to be recapped for your class are included here*	
Wk 5	Write to entertain		
	<p>Poetry (autumn) Focusing on figurative language Possible outcomes below:</p> 	<p>Features of poetry that will support children with figurative language</p> <p>*Also ensure that any grammar gaps or features that need to be recapped for your class are included here*</p>	<p>occasion heard imagine disappear</p> <p><u>Prefixes</u> re- means 'again' or 'back' (redo, refresh, return, reappear, redecorate)</p>
Wk 6	Write to entertain		
	<p>Poetry (spells) Focusing on poetry to perform out loud using 'the witches spell from Macbeth' as inspiration</p>	<p>Features of poetry that will ensure children can perform their poem out loud successfully</p> <p>*Also ensure that any grammar gaps or features that need to be recapped for your class are included here*</p>	<p>occasion heard imagine disappear</p>

Year 5 – Ancient Greeks			
	Writing Focus	Grammar Features	Spelling Opportunities Taken from the common exception word list and DFE Spelling Appendix The national curriculum in England - English Appendix 1: Spelling (publishing.service.gov.uk)
Wk 1&2	Write to entertain		
	<p>Prior to starting writing unit, use picture stimulus to baseline children on some descriptive writing and identify gaps for 1-2 sessions using The Greatest Storm (pobble365.com)</p> <p>-----</p> <p>Short narrative Using 'Who let the Gods out?' by Maz Evans and historical knowledge as stimulus (based on chapter 7) Unit on Literacy Shed+</p>	<p>Refer to the 'Four writing purposes' writing to entertain for UKS2.</p> <p>*Also ensure that any grammar gaps or features that need to be recapped for your class are included here*</p>	<p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency (observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial))</p> <p>variety sufficient symbol</p>
Wk 3&4	Write to inform		
	<p>Non-chronological report Using an aspect of Ancient Greece as stimulus (this could be taken from the history and geography unit plans)</p>	<p>Refer to the 'Four writing purposes' writing to inform for UKS2.</p> <p>*Also ensure that any grammar gaps or features that need to be recapped for your class are included here*</p>	<p>ancient thorough equipped</p>
Wk 5&6	Write to entertain		
	<p>Greek myth Drama and opportunities to retell a Greek myth might be useful here. This could be a Greek myth from the reading curriculum or another of your choosing (for example Pandora's box)</p>	<p>Refer to the 'Four writing purposes' writing to entertain for UKS2.</p>	<p>physical sacrifice aggressive</p>

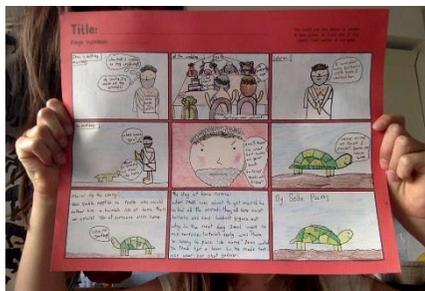
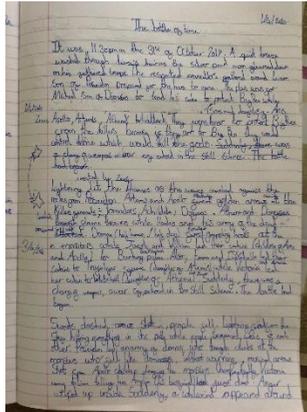
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Two – three week unit
Example of outcomes:



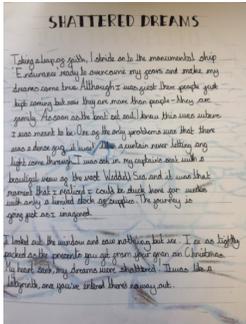
Also ensure that any grammar gaps or features that need to be recapped for your class are included here

Year Six - Antarctica			
	Writing Focus	Grammar Features	Spelling Opportunities Taken from the common exception word list and DFE Spelling Appendix The national curriculum in England - English Appendix 1: Spelling (publishing.service.gov.uk)
Wk 1&2	Write to entertain		
	Poetry Using 'The Dreadful Menace' as video stimulus <i>Unit on Literacy Shed+</i>	Refer to the 'Four writing purposes' writing to entertain for UKS2. *Also ensure that any grammar gaps or features that need to be recapped for your class are included here*	nuisance hindrance temperature Words spelt 'ei' after 'c' (deceive, receive) Words with silent letters (doubt, island, thistle)
Wk 3&4	Write to entertain/inform		
	Shackleton's Journey in a descriptive first person recount Using 'Shackleton's Journey' by William Grill and historical knowledge as stimulus Example of outcome:	Refer to the 'Four writing purposes' writing to entertain for UKS2. Refer to the 'four writing purposes' writing to inform for UKS2	desperate determined conscious conscience words ending in – ant,-ance/-ancy, -ent, -ence/-ency

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	 <p>SHATTERED DREAMS</p> <p>Taking a long, long walk, I think on to the monumental about To endure the world to move on my own and make my dreams come true. Although I see you there people just kept coming but now they are more than people - they are people. The ones on the boat and all. There were others I was meant to be. One of the only words was that there was a chance for it. I was a certain name letting my light come through. I was not in my opinion and with a beautiful view of the sea. I did not see and it was that normal that I realized I could be stuck here for weeks with only a limited stock of supplies. The quantity is going to be a surprise.</p> <p>I looked out the window and saw nothing but sea. I see one light on the horizon. It was not green. It was not a Christmas tree. It was not my dream. It was shattered. I was like a butterfly and you've killed them. I was out.</p> <p>Unit on CLPE</p>	<p>*Also ensure that any grammar gaps or features that need to be recapped for your class are included here*</p>	
<p>Wk 5&6</p>	<p>Write to discuss</p> <p>Shackleton's Journey motivational speech Using 'Shackleton's Journey' by William Grill and historical knowledge as stimulus</p> <p>Unit on CLPE session 14/15</p> <p>Or</p> <p>Write to Persuade To link to advertising the enterprise product made in DT. (HW to make model text)</p>	<p>Refer to the 'Four writing purposes' writing to entertain for UKS2.</p> <p>Refer to the 'four writing purposes' writing to persuade for UKS2</p> <p>*Also ensure that any grammar gaps or features that need to be recapped for your class are included here*</p>	<p>marvellous privilege amateur convenience</p> <p>Homophones and near homophones (advice/ advise, device/devise etc)</p>

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