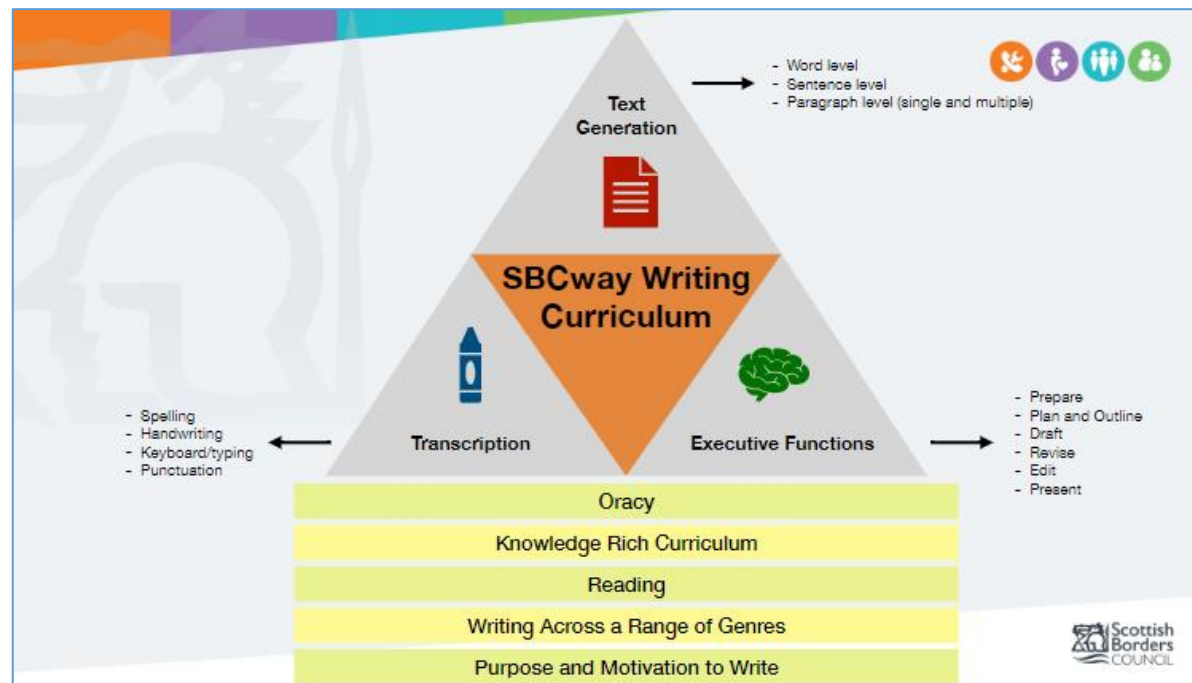




The SBCway Methodology

The #SBCway for Writing is underpinned by:

- The Simple View of Writing.
- The Writing Rope
- Systematic Synthetic Phonics Approaches
- SBCway Writing Model and Underlying Pillars *(See above)*

[WRITING - UNDERPINNING METHODOLOGIES.pdf](#)

[WRITING SKILLS GUIDANCE .pdf](#)

[THE WRITING REVOLUTION PROFORMAS](#)

Key messages from "SBC Literacy and English Strategy"

All learners will experience daily high-quality learning, teaching and assessment.

Our school and settings promote daily opportunities for reading, writing, listening and talking.

Teachers plan opportunities for learners to make connections across reading, writing, listening, and talking.

Adults in our schools and communities are Literacy Role Models, promoting reading, writing, talking and listening as an enjoyable and engaging experience.



SECOND LEVEL

1. Building a Writing Culture and Environment

Writing Culture and Environment WRITING GUIDANCE P4-6 <i>Key messages and highly effective practice</i>	SBC Literacy and English Strategy 2019-2025 <i>"Promoting writing for pleasure can and does raise attainment and improves wider achievement".</i> Culture We create a positive, collaborative, and motivating writing culture within our classrooms. We allow learners to understand the purpose and audience to write to allow writing to be a meaningful experience. We engage families and partners in our writing culture. We ensure there are opportunities for cross curricular learning in writing. We allow learners to make meaningful connections across all aspects of literacy e.g., writing, reading and oracy. We provide opportunities to write across the 4 contexts of learning (Curriculum Area & Subjects, Interdisciplinary Learning, Ethos and Life of the school, Opportunities for Personal achievement) We provide opportunities for our learners to write every day. We are role models for our learners by promoting writing as an enjoyable and engaging experience. We explicitly teach and model writing skills and knowledge of language at word, sentence, paragraph and text level. We engage with authors and novels to showcase good examples of how writers write. We celebrate National literacy events across our school e.g., Scottish Book Trust 50 words competition, author live events. Environment We showcase Literacy 'Learning Walls/Journeys' and celebrate these in both classrooms and communal areas within our school. We support local library, school library and class library (book nook etc.) engagement and enjoyment. We publish and share learners writing within the classroom and across the school. We provide opportunities for our learners to write within imaginary and play contexts e.g., Creating; an advert for a car of the future design, a 'Wanted poster' for a character in History. We provide opportunities for learners to apply their writing in real life contexts within our school e.g., writing table, tuck shop, annotating artwork			
WRITING GUIDANCE P7-9 <i>Learners are motivated to write every day for a variety of purposes and audiences.</i>	Phase 1 Learners enjoy writing for pleasure for a sustained period (20 mins) Learners write sentences and short paragraphs when inspired by a variety of different purposes and genres. Learners talk about preferences in other author's writing, Learners write in different formats and styles.	Phase 2 Learners enjoy writing for pleasure for a sustained period (20 – 30 mins) Learners write sentences and paragraphs when inspired by a variety of different purposes and genres. Learners talk about preferences in other author's form and style. Learners confidently write in a range of different formats, styles and structures.	Phase 3 Learners enjoy writing for pleasure for a sustained period (30 – 40 mins) Learners write sentences and paragraphs when inspired by a variety of different purposes and genres. Learners confidently talk about preferences in other author's form and style. Learners can select relevant format, style, and structure for a piece of writing.	Benchmarks Creates texts regularly for a range of purposes and audiences selecting appropriate genre, form, structure, and style.



SECOND LEVEL				
2.Developing Skills for Writing				
	Phase 1	Phase 2	Phase 3	Benchmarks
Sentence Structure  *Links within Sentence Expansion SENTENCE STRUCTURE P10-16 FRAGMENTS P17-29 SCRAMBLED SENTENCES P21-22	Building Sentences Learners identify and name a subject and a predicate in a sentence. Learners complete and create <i>compound sentences</i>. (Using co-ordinating conjunctions) * Learners complete and create basic <i>complex sentences</i>. (Using subordinating conjunctions and relative pronouns) * Fragments Learners identify and convert fragments into sentences for simple and compound sentences. Scrambled Sentence Learners rearrange words into simple and compound sentences adding correct punctuation.	Building Sentences Learners identify a dependent and independent clause within a sentence. Learners create <i>compound sentences</i>. (Using co-ordinating conjunctions) * Learners complete and create <i>complex sentences</i>. (Using subordinating conjunctions and relative pronouns) * Fragments Learners convert fragments into sentences for compound and simple complex sentences. Scrambled Sentences Learners rearrange words into simple, compound and simple complex sentences adding correct punctuation.	Building Sentences Learners identify a dependent and independent clause within a sentence. Learners use: - Simple sentences - Compound sentences - Different types of complex sentences. (Using co-ordinating conjunctions, subordinating conjunctions, and relative pronouns) * Fragments Learners convert fragments into sentences for compound and complex sentences. Learners identify the dependent clause within a complex sentence and covert back to fragments. Scrambled Sentences Learners rearrange words into compound and complex sentences adding correct punctuation.	<i>Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.</i> <i>Writes most sentences in a grammatically accurate way.</i> <i>Uses sentences of different lengths and types and varies sentence openings.</i> <i>Links sentences using a range of conjunctions.</i> <i>Writes in a fluent and legible way.</i>
Sentence Types  SENTENCE TYPES P23-26	Learners identify, write and interchange, different sentence types e.g. command, exclamation, statement, and question. Learners create different types of sentences from a key word / topic word. E.g. spring Creating questions Learners create, write, and answer different types of questions (linked to focus Comprehension Strategy e.g. clarifying).	Learners identify, write and interchange different sentence types e.g. command, exclamation, statement, and question. Learners create different types of sentences from a key word / topic word. E.g. election, vote. Creating questions Learners create different types of questions and provide written answers (linked to focus Comprehension Strategy e.g. clarifying).	Learners identify, write and interchange different sentences of increasing complexity e.g. command, exclamation, statement, and question. Learners create different types of sentences from a key/ topic word. E.g. reject Creating questions Learners create different types of questions and provide written answers quoting a single piece of evidence.	<i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i>
Punctuation (Linking to Sentence Structure and Sentence Types) 	Capital letters (Sentence and Proper Nouns) Ending punctuation: - o Full stops - o Question marks - o Exclamation marks	Commas - o Items on a list - o Comma when a dependent clause comes before an independent clause. e.g. <i>Although she was tired, she kept working.</i> - o Comma when a co-ordinating conjunction joins two independent clauses. e.g. <i>The rabbit looked at them adoringly, so they just had to make the purchase.</i>	Other punctuation Apostrophes Possessive Contractions can't, don't Inverted Commas Speech Marks (Narrative texts) "text" Toward end of Second Level Quotation marks – 'text' Parenthesis () Dash - Ellipses ... Colons and Semi-Colons ;	



SECOND LEVEL				
Developing Skills For Writing				
	Phase 1	Phase 2	Phase 3	Benchmarks
Sentence Openers (Sentence Level)  Determiners * • Pronouns • Quantifiers • Define and Indefinite Articles • Distributive • Demonstrative SENTENCE OPENERS P29-42	Learners open their sentences in a variety of ways. (Including Determiners) * Adverbial phrase (ing and ly clauses) Learners use ing and ed clauses to open a sentence. <i>E.g. Losing her breath, she bolted down the hill.</i> Learners use commas after a simple fronted adverbial.	Learners open their sentences in a variety of ways. (Including determiners) Adverbial phrase Learners open and expand sentences using adverbial phrase (When, Where How) <i>e.g. Without a sound, the monkey crept down the hall. (How)</i> Learners use commas after fronted adverbials.	Learners use a variety of sentence openers. (Including determiners) Adverbial phrase Learners open and expand sentences using adverbial phrase (When, Where, How, Why) <i>e.g. In the blink of an eye, the dragon snatched the sword from the stone. (When)</i> Learners apply a comma after fronted adverbials.	<i>Uses sentences of different lengths and types and varies sentence openings.</i> <i>Links sentences using a range of conjunctions.</i> <i>Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.</i> <i>Writes most sentences in a grammatically accurate way.</i> <i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i>
Sentence Transitions  TRANSITIONS P43-50	Transition words/ phrases Learners identify transition words in a sentence. Learners use and write transitions words and phrases in sentences. (time and sequence, conclusion, and illustration) Learners use a transition word/ phrase to create a new sentence that follows a given sentence. <i>e.g. The Romans struggled in the winters at this time. For example, (illustration)</i>	Transition words/ phrases Learners use and identify transition words in sentences (time and sequence, conclusion, illustration, change of direction, emphasis) Learners use a transition word/ phrase to create a new sentence that follows a given sentence. <i>e.g. In the Scottish Borders, the summer weather is quite mild. However, there is also a high change of wind, rain and even snow. (change of direction)</i>	Transition words/ phrases Learners use and identify transition words in sentences and paragraphs (time and sequence, conclusion, illustration, change of direction, emphasis) Learners use a transition word / phrase to create a new sentence that follows a given sentence. <i>e.g. The red-faced owner walked abruptly into the room. Obviously angry, ... (emphasis)</i>	
Punctuation (Linking to Sentence Openers and Sentence Transitions) 	Capital letters (Sentence and Proper Nouns) Ending punctuation: - o Full stops - o Question marks - o Exclamation marks	Commas - o Comma after fronted adverbial phrase <i>e.g. In the distance, he could see the train coming. (place)</i> - o No comma if adverbial phrase is at the end of the sentence. <i>e.g. She opened the gates for the end of the school day without hesitation. (manner)</i> - o Comma after transition words or phrases (Conjunctive Adverbs.) <i>e.g. On the other hand, without school uniform there is no real identify for the pupils. (change of direction)</i> - o Comma when a dependent clause comes before an independent clause. <i>e.g. After she had finished her homework, she ran outside and jumped on the trampoline. (Subordinating conjunction: After)</i>		Other punctuation Apostrophes Possessive Contractions can't, don't Inverted Commas Speech Marks (Narrative texts) "text" Toward end of Second Level Quotation marks e.g. 'text' Parenthesis () Dash - Ellipses ... Colons and Semi-Colons :



SECOND LEVEL				
2.Developing Skills for Writing				
Text Generation	Phase 1	Phase 2	Phase 3	Benchmarks
Sentence Expansion  * because (why), but (a change in direction), so (what happens as a result, a cause or effect). ** I woke up late, but... (comma) I woke up late, so... (comma) I woke up late because... (no comma 'because' is a Subordinating conjunction.) USING QUESTION WORDS P51-57 USING BECAUSE, BUT, SO P58-64 COORDINATING CONJUNCTIONS P65-72 SUBORDINATING CONJUNCTIONS P73-85	Expansion (adding detail) Learners expand sentences using details of: Who, What, Where, When, Why How (simple adverbial phrases 'ing' and 'ed' clauses.) Co-ordinating Conjunctions Learners understand the different purposes of because, but so when connecting two independent clauses. * Learners complete but, because so sentences from a sentence stem and independently link with new vocabulary. Learners write and punctuate but, because so sentences correctly. ** Learners use co-ordinating conjunctions (for, and, but, so, or, yet) to complete compound sentences joining two independent clauses together. <i>e.g. My brother wants to run a marathon together, but I prefer to watch them.</i> Subordinating Conjunctions and Clauses Learners use subordinating conjunctions (<i>Before, After, If, When, Even though, Although, Unless, Since, Whenever, For example</i>) to complete and extend simple complex sentences joining a dependent clause to an independent clause. <i>e.g. <u>When</u> it rains, the sunflowers bow their heads</i> Learners correctly use a comma in sentences to separate clauses when using co-ordinating and subordinating conjunctions. <i>e.g. Before it started to rain, the sun had been shining for most of the day.</i>	Expansion (adding detail) Learners expand sentences using details of: Who, What, Where, When, Why How (adverbial phrase depicting when, where and how) Co-ordinating Conjunctions Learners create and write compound sentences using coordinating conjunctions (for, and, but, so, or, yet), and use a comma before the coordinating conjunction to separate independent clauses. Subordinating Conjunctions and Clauses Learners use a range of subordinating conjunctions to complete and extend complex sentences. (<i>Before, After, If, When, Even though, Although, While, Unless, Since, Whenever, Because, Even if, So that, For example</i>) Learners write and punctuate complex sentences by joining independent and dependent clauses. <i>e.g. I am not washing the dishes <u>unless</u> Peter helps. (no comma). <u>Unless</u> our classroom is tidy, we will be unable to feel ready to learn. (comma)</i> Learners begin to identify how the use of subordinating conjunctions can depict Time, Cause, Concession, Comparison and Purpose. <i>e.g. <u>Because of</u> the increase in mobile phones, learners are spending much more time on a screen each day. (Concession)</i>	Expansion (adding detail) Learners expand sentences using details of: Who, What, Where, When, Why How (adverbial phrase depicting when, where, how and why) Co-ordinating Conjunctions Learners can create compound sentences using coordinating conjunctions (for, and, nor, but, or, yet so) and use a comma before the coordinating conjunction to separate independent clauses. Subordinating Conjunctions and Clauses Learners use subordinating conjunctions (Time, Cause, Concession, Comparison, Place, Manner, Purpose) to separate clauses within a complex sentence. <i>e.g. <u>Even if</u> the glue has not yet dried, you are able to attach the flap to the far side of the model. (Concession)</i> Learners use a comma to separate dependent clauses from the independent clause and to set off introductory phrases. Learners identify that a dependent clause can come before or after the independent clause Learners write different types of complex sentences by joining one independent clause and at least one dependent clause. <i>e.g. <u>In July 1936</u>, temperatures reached 24 degrees Celsius, <u>in the centre of Scotland</u>.</i>	<i>Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.</i> <i>Writes most sentences in a grammatically accurate way.</i> <i>Uses sentences of different lengths and types and varies sentence openings.</i> <i>Links sentences using a range of conjunctions.</i> <i>Writes in a fluent and legible way.</i> <i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose</i>



SECOND LEVEL				
2.Developing Skills for Writing				
Text Generation	Phase 1	Phase 2	Phase 3	Benchmarks
Sentence Expansion (cont.) 	Relative Clauses Learners use relative pronouns and correct punctuation to create a relative clause. (who, which) Learners insert a relative clause to an independent clause to complete a simple complex sentence. <i>e.g. The owner, who had worked there for 20 years, always arrived with a smile.</i>	Relative Clauses Learners use relative pronouns and correct punctuation to create a relative clause. (who, which, whom, whose) Learners insert a relative clause to an independent clause to complete a complex sentence. <i>e.g. The one-man band, whom I think is extremely talented, played my favourite song this morning.</i>	Relative Clauses Learners use relative pronouns and correct punctuation to create a relative clause. (who, which, whom, that, whose, when, where). Learners insert a relative clause to an independent clause to complete a variety of complex sentences. <i>e.g. The football stadium, where Real Madrid play, is close to the city centre.</i>	As above
Punctuation (Linking to Sentence Expansion) 	Capital letters (Sentence and Proper Nouns) Ending punctuation: - o Full stops - o Question marks - o Exclamation marks	Commas - o Comma when a dependent clause comes before an independent clause. <i>e.g. Whenever the rain started, all the sellers would rush to take their goods indoors to avoid them getting wet.</i> - o Comma when a co-ordinating conjunction joins two independent clauses. <i>e.g. Tom refuses to eat peas, nor will he touch beans.</i> - o Comma after fronted adverbials. <i>e.g. As soon as she could, Tracy ran home from school to play in the garden. (time)</i> - o Comma to separate a relative clause from an independent clause. <i>e.g. Queen Elizabeth, who was the Queen of the Commonwealth, died at the age of 96.</i>	Other Punctuation Apostrophes Possessive Contractions can't, don't Inverted Commas Speech Marks (Narrative texts) "text" Toward end of Second Level Quotation marks e.g. 'text' Parenthesis () Dash - Ellipses ... Colons and Semi-Colons : ;	



SECOND LEVEL				
2.Developing Skills for Writing				
Text Generation	Phase 1	Phase 2	Phase 3	Benchmarks
Sentence Elaboration  <i>An appositive is an additional phrase which provides additional information about a noun.</i> SENTENCE ELABORATION P86-96 APPPOSITIVES P97-102	Language Learners identify and use an adjective, noun, verb, adverb and simple 'ing' or 'ed' adverbial phrase to elaborate a sentence. Learners recognise and use alliteration and a simple simile in a sentence. Relative Clause Learners use a relative pronoun to create a relative clause which will provide additional information about a noun. (who, which) Appositives Learners identify appositives in a sentence. Learners can add an appositive to a sentence from a sentence stem to elaborate the noun.	Language Learners identify and use an adjective, noun, verb, adverb, and adverbial phrase to elaborate a sentence. (<i>when, where, how</i>). Learners recognise and use alliteration, a simile, and a metaphor in a sentence or paragraph. Relative Clause Learners use a relative pronoun to create a relative clause which will elaborate a noun or noun phrase. (who, which, whom, whose) Appositives Learners identify and include an appositive in a sentence to elaborate a noun or noun phrase.	Language Learners identify and use an adjective, noun, verb, adverb, and adverbial phrase (<i>when, where, how and why</i>) to elaborate a sentence. Learners recognise and use alliteration, a simile, a metaphor, and simple onomatopoeia in a paragraph. Relative Clause Learners use a relative pronoun to create a relative clause which will elaborate a noun or noun phrase. (who, which, whom, that, whose, when, where) Appositives Learners can create sentences that include appositives to elaborate a noun or noun phrase.	<i>Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.</i> <i>Writes most sentences in a grammatically accurate way.</i> <i>Uses sentences of different lengths and types and varies sentence openings.</i> <i>Links sentences using a range of conjunctions.</i> <i>Writes in a fluent and legible way.</i>
Sentence Combining  SENTENCE COMBINING P106-114	Combining Learners combine 3 or 4 sentences using pronouns and conjunctions. Learners combine two sentences using a relative clause (who, which) e.g. "Queen Elizabeth was the queen. She died at 96. → Queen Elizabeth, who was the Queen of the Commonwealth, died at the age of 96."	Learners combine 3 or 4 sentences using pronouns, co-ordinating and subordinating conjunctions Learners combine two sentences using relative pronouns (who, which, whom, whose). Learners combine two sentences using an appositive. Learners combine two sentences using a transition word or phrase (conjunctive adverb) e.g. <i>The weather was variable especially on the day when it rained and was sunny at the same time. (Emphasis)</i>	Learners combine sentences using various techniques to improve meaning and structure. (<i>Applying previous techniques taught</i>) - Conjunctions - Subordinating conjunctions - Pronouns - Relative clauses (<i>who, which, whom, that, whose, when, where</i>) - Appositives - Transition word/ phrases	<i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose</i>



SECOND LEVEL				
2.Developing Skills for Writing				
Text Generation	Phase 1	Phase 2	Phase 3	Benchmarks
<i>Separating Run-on Sentences</i>  <i>SEPARATING RUN-ON SENTENCES P115-116</i>	Learners with support revise a run- on sentences to help separate out ideas. By: - Separating into two sentences. - Using a comma with a co-ordinating conjunction	Learners can revise and separate out ideas within a run on sentences to improve meaning and structure. By: - Separating into two or three sentences. - Using a comma with a co-ordinating conjunction - Using a subordinating conjunction to separate independent and dependent clauses.	Learners can revise run on sentences to improve meaning and structure. By: - Separating into two or three sentences. - Using a comma with a co-ordinating conjunction - Using a subordinating conjunction to separate independent and dependent clauses. - Adding transition words and phrases.	<i>As above</i> <i>A run-on sentence contains two or more independent clauses that aren't properly separated and/or punctuated.</i> <i>A run-on sentence contains multiple complete thoughts that aren't separated properly.</i>
Punctuation <i>(Linking to Sentence Elaboration and Sentence Combining and Separating Run-on Sentences)</i> 	Capital letters (Sentence and Proper Nouns) Ending punctuation: - o Full stops - o Question marks - o Exclamation marks	Commas - o Commas to separate a relative clause from an independent clause. <i>e.g. Giraffes, whose necks are notoriously long, can reach the topmost branches giving them an advantage to the other mammals.</i> - o Commas to separate an appositive from an independent clause. <i>e.g. The teacher, a long-standing member of staff, decide to retire in the summer.</i> - o Comma after fronted adverbials. <i>e.g. Unless the team were ready to play fairly, the referee refused to start the match again. (concession)</i> - o Comma after Transition phrase (conjunctive adverb) <i>E.g. On the other hand, having free prescriptions in Scotland is very costly for the Scottish Government. (change of direction)</i> - o Comma when a dependent clause comes before an independent clause. <i>e.g. Until the clouds became dark and angry, the island was calm and peaceful. (Comparison)</i>	Other Punctuation Apostrophes Possessive Contractions can't, don't Inverted Commas Speech Marks (Narrative texts) "text" Toward end of Second Level Quotation marks e.g. 'text' Parenthesis, Dash, Ellipses, Colons and Semi-Colons	



SECOND LEVEL				
2.Developing Skills for Writing				
	Phase 1	Phase 2	Phase 3	Benchmarks
Developing Vocabulary (Word Level) 	Increasing Complexity of Vocabulary 			Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience. Attempts to engage and/or influence the reader through vocabulary and/or use of language as appropriate to genre. Uses sentences of different lengths and types and varies sentence openings.
	Learners identify, use, and understand the meaning of Tier 2 and Tier 3 vocabulary across all contexts of the curriculum. e.g.. Numeracy, STEM, Reading. Learners apply this vocabulary in their writing to convey a particular idea or meaning. Focus: Nouns, Powerful Adjectives, Strong Verbs, Adverbs. Literary Devices (End of Second Level) Learners can: - Build a definition of the word. - Explore morphology, prefix, suffix and root - Give examples and non- examples of the word. - Describe characteristics - Add visuals or illustrations to aid explanations - Identify synonyms and antonyms - Use the word in more than one context. - Apply the word in a sentence or paragraph.	Word: Amphibian Build a definition of the word. Add visuals or illustrations to aid explanations An amphibian is a cold-blooded animal with a backbone.  Give examples and non- examples of the word. Examples: Frog, Toad, Salamander, Newt Non examples - Mammals, Birds, Insects, Fish Explore morphology and Etymology Greek root word- amphibious meaning living a double life Word: 'amphi' meaning on both sides or all sides Other words - Amphitheatre - Amphiphile - Amphipod Adjective: amphibious Identify synonyms and antonyms Antonyms - mammals, humans, bird Describe characteristics - Breathe through skin, gills or lungs - Lay eggs in water - Cold blooded - Have 4 limbs - Skin is moist and covered with mucus Apply the word in a sentence or paragraph. • Frogs are amphibian animals that can swim in water and walk on land and breathe in both scenarios. • Because the swimmer was a natural in the water, his friends told him he was amphibious.		
Tier 2 and Tier 3 Vocabulary	Vocabulary Tier 2 Vocabulary words are high-frequency words that are frequently seen across multiple subjects. They are more difficult to learn than Tier 1 words and need explicit instruction. When to teach? Through other aspects of literacy e.g., spelling, reading etc. Use to enrich the learning and develop a more sophisticated vocabulary. Tier 3 Vocabulary words are low frequency words that are technical specialist vocabulary around a particular context. When to teach? Teach in context of IDL, Genre Writing etc. Use to develop knowledge of more subject specific and contextual language.			Examples Ambitious, Elaborate, Prominent Reproduction, Photosynthesis, Equation



SECOND LEVEL				
2.Developing Skills for Writing				
	Phase 1	Phase 2	Phase 3	Benchmarks
	Introduce Identify Consolidate Improve and Develop.			Uses paragraphs to separate thoughts and ideas.
Single Paragraph Outlining (SPO) SPO P117-126	Learners: - Create a single paragraph outline. (SPO) - Plan/ Organise similar ideas together to include within the paragraph outline. - Identify and include a topic sentence in a paragraph. - Identify supporting details - Identify and include a concluding sentence in a paragraph.		Learners improve and develop topic and concluding sentences using the strategies of sentence types, appositives, and subordinating conjunctions.	<i>Uses paragraphs to separate thoughts and ideas.</i> All sentence level and punctuation benchmarks to be included as above. (Tools for Writing.). <i>Uses notes and/or other sources to develop thinking and create new texts.</i> <i>Organises information in a logical way.</i> <i>Selects relevant ideas and information.</i> <i>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience</i> <i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i>
Single Paragraph Writing	Learners: - Transform notes into sentences to create a coherent paragraph from a plan. - Use genre specific elements and features.		Use transition words and phrases to create flow and meaning. Include a variety of different types and structures of sentences within the single paragraph. Identify and use key words and phrases in each paragraph	
Further practice UNELABORATED PARAGRAPH P 127-131	Learners: - Revise and edit an unelaborated paragraph. - Convert a given paragraph into a Single paragraph outline (SPO) - Underline key words and phrases in a paragraph			
Multiple Paragraph Outlining (MPO) MPO P132-134	Learners: - Mind- map/ organise main ideas for theme or content of paragraphs. - Build an opening and concluding paragraph - Outline main topic paragraphs on the plan. (Building up to 5 paragraphs in total) - Create a Multiple Paragraph Outline. (MPO)		Identify and include topic sentences at the start of each new paragraph.	
Multiple Paragraph Writing	Learners: - Create a Multiple Paragraph Outline - Use notes and plans to support the writing of each individual paragraph. - Structure ideas and content into coherent paragraphs - Use genre specific elements and features.		Use transition words and phrases within and between paragraphs to create flow and meaning, Identify and use General Statements and Specific Statements within a paragraph. Include a variety of different types and structures of sentences within each paragraph.	
Further practice	- Continue to revise and edit unelaborated paragraphs - Convert given paragraphs into a Multiple Paragraph Outline (MPO) - Identify topic and concluding sentences in paragraphs across a range of different texts - Underline key words and phrases in paragraphs			
Punctuation (Linking to paragraph level) 	Capital letters (Sentence and Proper Nouns) Ending punctuation: - Full stops - Question marks - Exclamation marks	Other Punctuation: Apostrophes - Possessive and Contractions Inverted Commas - Speech Marks (Narrative texts) “text” Toward end of Second Level - Quotation marks e.g. ‘text’ - Parenthesis, Dash, Ellipses - Colons and Semi-Colon	Commas - Commas to separate a relative clause from an independent clause. - Commas to separate an appositive from an independent clause. - Comma after fronted adverbials. - Comma after Transition phrase (conjunctive adverb) - Comma when a co-ordinating conjunction joins two independent clauses. - Comma when a dependent clause comes before an independent clause.	



SECOND LEVEL			
2.Developing Skills for Writing			
	Phase 1	Phase 2	Phase 3
Grammar (Genre specific grammar see genre progressions.) 	Learners correctly use the following features in their writing. <u>Syntax / word order</u> Simple sentences Compound sentences Basic Complex sentences Independent and dependent clauses Relative clauses Adverbial phrases – ing, ed and ly words and clauses Building sentences using who, what, where, when, how, why	Learners correctly use the following features in their writing. <u>Syntax / Word order</u> Simple sentences Compound sentences Complex sentences Independent and dependent clauses Relative clauses Adverbial phrases (when, where, how) Building sentences using who, what, where, when, how, why	Learners correctly use the following features in their writing. <u>Syntax / Word order</u> Simple sentences Compound sentences Different types of Complex sentences Independent and dependent clauses Relative clauses Adverbial phrases (when, where, how and why) Building sentences using who, what, where, when, how, why
Benchmarks - Writes most sentences in a grammatically accurate way. - Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.	<u>Connectors</u> Subordinating conjunctions Co-ordinating Conjunctions Relative Clauses Transitions phrases / words	<u>Connectors</u> Subordinating conjunctions Co-ordinating Conjunctions Relative Clauses Transitions phrases / words	<u>Connectors</u> Subordinating conjunctions Co-ordinating Conjunctions Relative Clauses Transitions phrases / words
	<u>Parts of Speech</u> Adjectives Adverbs/ Adverbial phrases Nouns – Common and Proper Verbs, Verb tenses, Verb inflections Pronouns Relative Pronouns Appositives	<u>Parts of Speech</u> Adjectives Adverbs/ Adverbial phrases Nouns – Common and Proper Verbs, Verb tenses, Verb inflections Pronouns Relative Pronouns Appositives	<u>Parts of Speech</u> Adjectives Adverbs/ Adverbial phrases Nouns – Common and Proper Verbs, Verb tenses, Verb inflections Pronouns Relative Pronouns Appositives
	Simple Simile and Alliteration Prepositions: Review first level plus (at, underneath, since, towards, beneath, beyond) Review Indefinite article - a and an	Simile, Alliteration Introduce: Metaphor	Simile, Metaphor, Alliteration Introduce Onomatopoeia
	<i>First Person/ Third Person</i>	<i>First Person/ Third Person</i>	<i>First Person/ Third Person</i>
	Grammar and Punctuation have most impact when taught within the context of genres or within direct teaching lesson for sentence and paragraph level work.		



SECOND LEVEL		3.Creating Independent and Engaged Writers (Across a variety of different genres)			
Executive Skills		The Writing Process		National Benchmarks	
 Key Messages	- Before writing, establish Topic, Purpose and Audience for writing. - Modelling and Explicit teaching is essential at all stages of the writing process. (Teacher modelling, Shared Modelling, Using good examples) - Learners practise skills using anonymous unelaborated sentences and paragraphs before they apply to their own writing.		- Uses notes and/or other sources to develop thinking and create new texts. - Acknowledges sources making clear where the information came from. - Organises information in a logical way. - Selects relevant ideas and information. - Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience - Creates a range of short and extended texts regularly for different purposes. - Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.		
	Teacher Modelling				
Prepare	Plan and Outline	Draft	Revise	Edit	Present
Before writing the teacher builds the preparation stage: Create an exciting stimulus for learners to engage with Generate ideas through dialogue (whole class, small groups, partners) Provide learners with experiences which they can write about Allow learners to link and make connections with prior knowledge. Facilitate research opportunities to allow learners to gather information and accuracy in the topic	At the planning and outlining stage, learners: Create notes to organise information. Use planning outlines to plan the main ideas, supporting details and order. - Single paragraph outline - Multiple paragraph outline	At the drafting stage, learners: Transfer detailed notes into complete sentences onto a screen or page. Use scaffolding tools to support the selection of openers, grammar, and punctuation. Select relevant and vivid vocabulary. Make sentences varied and interesting. Create succinct Paragraphs including a topic sentence and a concluding sentence. Arrange ideas in a structured and appropriate order. Include relevant content and information. Use conjunctions and transitions to connect ideas and create flow.	At the revising stage, learners: Evaluate their writing in a critical way. “Putting themselves in the reader’s shoes”. Consider the meaning, understanding and coherence of their writing. Does the writing make sense? Does the writing flow? Feedback from peer, teacher, and self. Revise run on sentences to improve meaning and structure. Improve the content, organisation, word choice, and sentence structure of their piece of writing. Improve the structure of single and multiple paragraphs of their piece of writing.	At the editing stage, learners: Identify and correct errors in grammar, punctuation, capitalisation, syntax, or spelling.	At the presenting stage, learners: Celebrate their work and achievements. Publish their work in different written forms E.g., leaflet, class book. Publish their work in a variety of digital forums e.g. Showbie, class blog, school website. Perform their work to others. E.g. younger learners Share their writing with an audience. E.g., Showbie to share with families. Apply the skills and knowledge they have developed to new learning.

