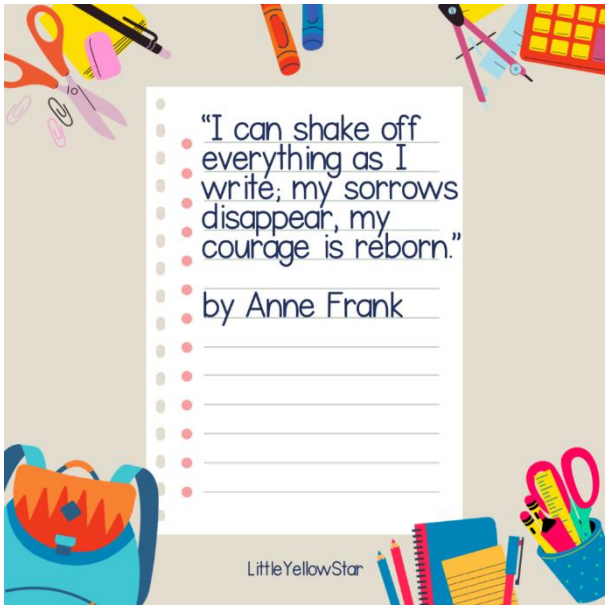
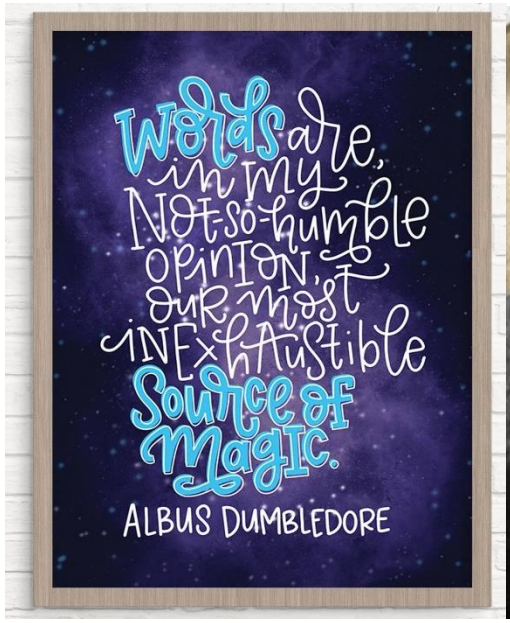
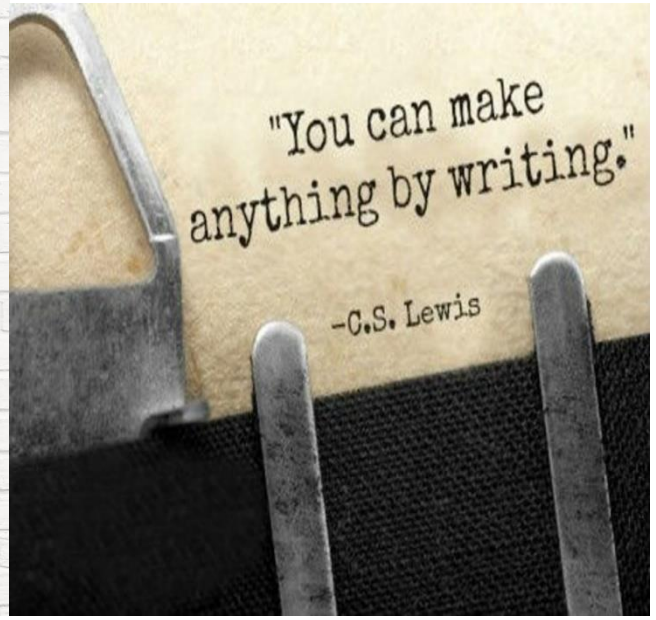
Cheddon Fitzpaine Church School Writing Spine

Where we all belong, believe in ourselves and others, and build for our future.







At Cheddon we begin our writing journey using Drawing Club.

Children are exposed to a variety of contemporary and traditional tales as well as favourite animations from years gone by. Drawing Club is adaptive, personalised and meaningful for children which encourages them to develop a love of writing!

Drawing Club writing journey for Class 1...

WHY DRAWING CLUB?

CHILDREN LOVE DRAWING

CHILDREN LOVE CLUBS

DRAWING CLUB BRINGS IMAGINATION TO LIFE

VOCABULARY IS INTRODUCED IN A CONTEXTUAL WAY

DRAWING DEVELOPS THE HAND AND THE MIND

HUGE IMPACT ON CHILDREN'S CONFIDENCE AND JOY

PROGRESS!

THE CUSP OF CONFIDENCE

A SIMPLE APPROACH

EVERY INTERACTION WITH EACH CHILD IN DRAWING CLUB IS KEYED IN TO THEIR UNIQUE NEXT STEP

DRAWING IS THE HOOK, THE FINE MOTOR AND THE JOY THAT CAN NATURALLY LEAD CHILDREN INTO THE JOY OF WRITING, READING AND MATHEMATICS AND THE NEXT STEPS THEY CAN TAKE TO MOVE FORWARD

IT'S ABOUT OUR CONFIDENCE TOO - TO KNOW OUR CHILDREN BOTH IN DRAWING CLUB AND IN PLAY.

THE UNIQUE CHILD CONNECTING WITH STORY AND ITS JOY

DRAWING CLUB ENABLES US TO TEACH SKILLS THAT MOVE CHILDREN 'BEYOND THEMSELVES'

A GREAT WAY TO SHARE THEIR CHILD'S SKILLS WITH PARENTS AND OFTEN CHILDREN ENJOY TAKING DRAWING CLUB HOMEWARDS - IT CAN ALSO BE SIMPLE FOR PARENTS TO COLLABORATE WITH THEIR CHILD IN THEIR LEARNING EG DRAWING AND CHATTING TOGETHER

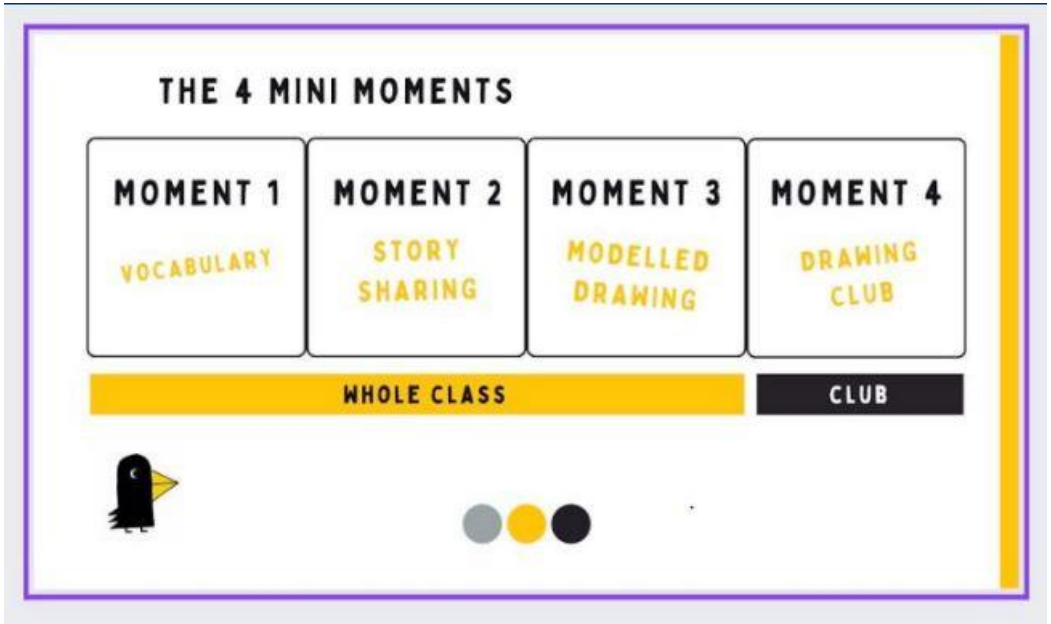
OPENS UP THE ADVENTURE - DRAWING CLUB IS NOT EXPLICITLY ABOUT WHAT CHILDREN 'DO', IT IS ABOUT THE SKILLS THAT EMERGE OR ARE SPRINKLED OVER THE TOP

DRAWING CLUB ACTS AS A BOOK SNUGGLE, A PERIOD OF TIME TOGETHER TO EXPLORE AND ADVENTURE AROUND STORIES

THE 36 DRAWING CLUB SUGGESTIONS ARE JUST THAT, SUGGESTIONS. I HAVE TAKEN THEM FROM MY OWN CHILDHOOD AND THE STORIES THAT I LOVE TO SHARE. THEY ARE DEFINITELY NOT THE DRAWING CLUB 'SYLLABUS' - IF WE KNOW OF OTHER STORIES THEN BRING THEM TO THE CHILDREN IN DRAWING CLUB. IN FACT, WHY NOT ASK PARENTS OR CHILDREN WHICH BOOKS THEY'D LIKE TO EXPLORE - AN EVEN MORE FANTASTIC WAY TO CONNECT THEM TO THEIR DAY, PLUS A GREAT BOOST TO CONFIDENCE TOO!!!

DRAWING CLUB - the Weekly Flow

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
MINI MOMENT 1	The Vocabulary	The Vocabulary	The Vocabulary	The Vocabulary	The Vocabulary
MINI MOMENT 2	Share story	Share story			
MINI MOMENT 3	Modelled drawing Character	Modelled drawing Setting	Modelled drawing Adventure Time 1	Modelled drawing Adventure Time 2	Modelled drawing Adventure Time 3
MINI MOMENT 4	Children's turn	Children's turn	Children's turn	Children's turn	Children's turn

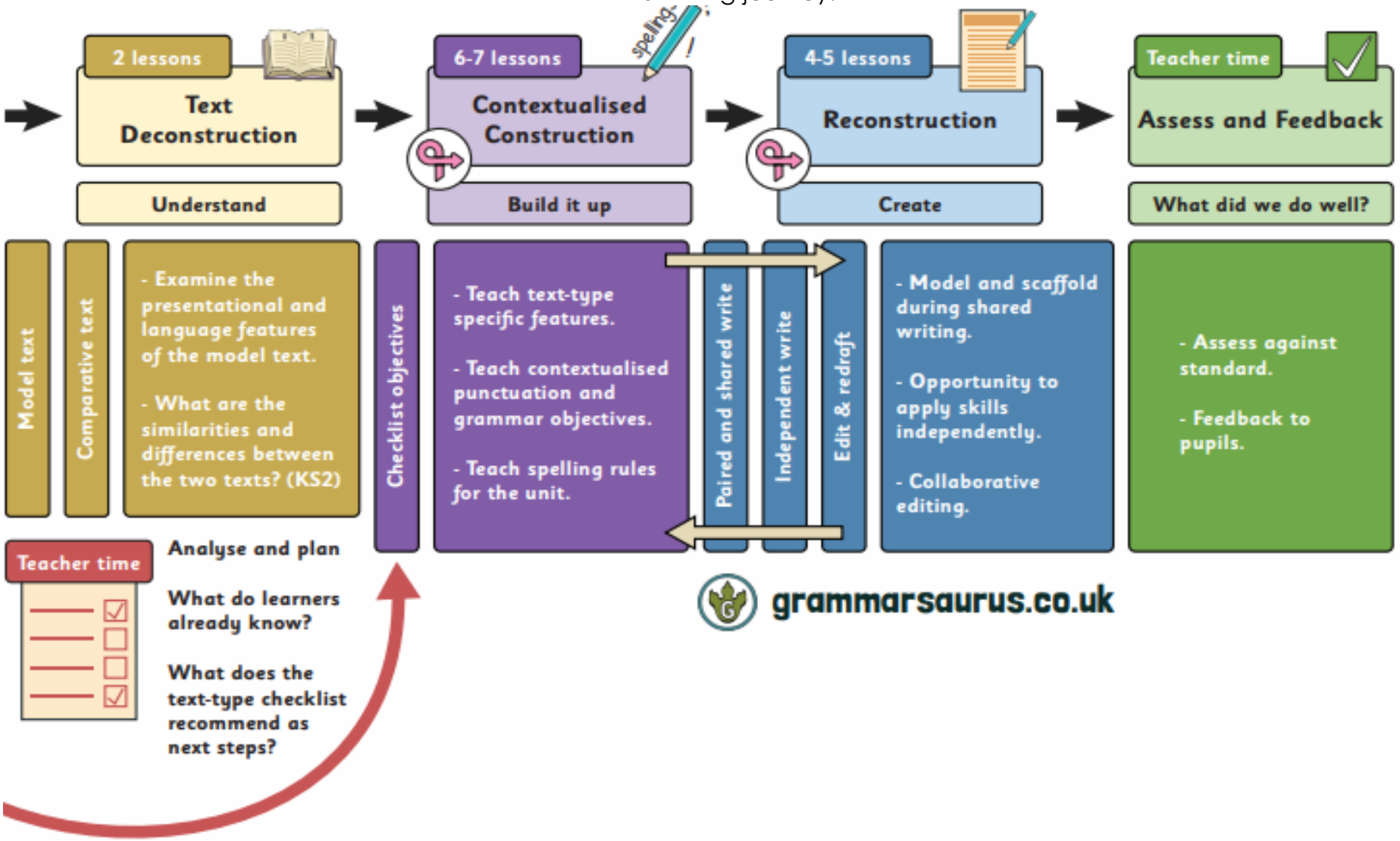


Children enjoy the story which is accompanied by ambitious vocabulary! Vocabulary is learned using actions alongside the words and children practice these daily. The teacher models a 'code' based on their picture which enhances the imagination of the children by suggesting that something might happen if they too use a 'code'.

	Traditional tales	Contemporary stories	Animations
Class 1 Example Driving Texts (these can change with the interests of the cohort	The Three Little Pigs The Enormous Turnip The Gingerbread Man The Billy Goats Gruff Jack and the Beanstalk	The Fish Who Could Wish by Little Rabbit Foo Foo What's in the Witches Kitchen The Colour Monster Not Now Bernard Billy and the Beast Tad The Snail and The Whale The Very Hungry Caterpillar	Bananaman Wacky Races The Magic Roundabout Will'O The Wisp Mr Benn The Trapdoor

Our writing journey for class 2, 3, 4 and 5...

Our writing journey is not a scheme but rather underpinned by a process and high-quality texts. Grammarsaurus unit guides are designed to support teachers in creating a bespoke learning journey for their children. Assessment for learning guides the next steps in this writing journey.



The Place Value of Punctuation and Grammar

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nouns and verbs	Nouns and verbs	Nouns and verbs	Nouns and verbs	Nouns and verbs	Nouns and verbs
Subject/ verb identification	Subject/ verb identification	Subject/ verb identification	Subject/ verb identification	Subject/ verb identification	Subject/ verb identification
Tenses and irregular verb practice	Tenses and irregular verb practice	Tenses and irregular verb practice	Tenses and irregular verb practice	Tenses and irregular verb practice	Tenses and irregular verb practice
Expanded noun phrases	Expanded noun phrases	Expanded noun phrases	Expanded noun phrases	Expanded noun phrases	Expanded noun phrases
Co-ordinating conjunction	Co-ordinating conjunction	Co-ordinating conjunction	Co-ordinating conjunction	Co-ordinating conjunction	Co-ordinating conjunction
Prepositions	Prepositions	Prepositions	Prepositions	Prepositions	Prepositions
Adverbs and adverbials (TRaMP)	Adverbs and adverbials (TRaMP)	Adverbs and adverbials (TRaMP)	Adverbs and adverbials (TRaMP)	Adverbs and adverbials (TRaMP)	Adverbs and adverbials (TRaMP)
Subordinating conjunctions (because)	Subordinating conjunctions (A WHITE BUS)	Subordinating conjunctions (A WHITE BUS)	Subordinating conjunctions (A WHITE BUS)	Subordinating conjunctions (A WHITE BUS)	Subordinating conjunctions (A WHITE BUS)
			Commas for fronted adverbials and clauses	Commas for fronted adverbials and clauses	Commas for fronted adverbials and clauses
				Relative clauses	Relative clauses
		=WARM UP=		Parenthesis () „ --	Parenthesis () „ --

Each academic year starts with The Place Value of Punctuation and Grammar. Over the first 1-2 weeks of the school year, age groups revisit specific areas in punctuation and grammar to help children remember prior learning and to ensure secure understanding which will support the learning in writing to come.

Class 2 – Year 1 & 2

	Autumn	Spring	Summer
Cycle A	What is the monarchy?	Why do we remember the great fire of London?	How has our school changed over time? (locality)
Writing	Fiction – Narrative – Character Description Non-fiction – instructions Poetry - senses	Fiction – Narrative – Setting Description Non-fiction – letter (recount) Poetry – repeating	Fiction - Narrative – Recount letter Non-fiction – explanation text Poetry – pattern & rhyme
Cycle B	How were my grandparents' toys different? (locality)	How did Florence Nightingale and Mary Seacole help people?	How have houses and homes changed over time? (locality)
Writing	Narrative – Recount (postcard) Non-fiction - Non-Chron Report Poetry - Shape and Rhyming Poetry	Narrative - Setting Description Non-fiction – Biography Poetry - Performance Poetry	Narrative - Character Description Non-fiction – Persuasive Poetry - Riddle
Cycle C	Who was Guy Fawkes? (locality)	How did the first flight change the world?	Why was the Titantic famous?
Writing	Narrative - Character description Non-fiction – Recount (newspaper) Poetry - Senses poetry	Fiction - Narrative – Recount (diary) Instruction writing Poetry - Rhyming words	Narrative - Setting Description Non-fiction – Persuasive Letter Poetry - Shapes poem

Class 3 – Year 2 & 3

	Autumn	Spring	Summer
Cycle A	How did the Stone Age people leave their mark on the world? (locality)	Why did the Romans invade Britain? (locality)	Why did the Battle of Hastings happen?
Writing	Place Value of Punctuation and Grammar Fiction – Narrative – Fable Non-fiction – non-chronological report Poetry – rhyming	Fiction – Narrative – diary (recount) Non-fiction – Newspaper report (recount) Poetry – shape	Fiction – Narrative – Setting Description Non-fiction – explanation Poetry – haiku
Cycle B	Who were the Vikings?	What happened in the Victorian era?	What is an evacuee? (locality)
Writing	Place Value of Punctuation and Grammar	Fiction – Narrative – Letter (recount) Non-fiction – Biography	Fiction – Narrative – Setting description

	Fiction – Narrative – Character description. Non-fiction – Instructions Poetry – rhyming couplets	Poetry - rap	Non-fiction – persuasive Poetry – Nonsense

Class 4 & 5 – Year 4 ,5 & 6

	Autumn	Spring	Summer
Cycle A	How much did the Ancient Egyptians achieve?	Why should we thank the Ancient Greeks?	What happened during the industrial revolution? (locality)
Writing	Place Value of Punctuation and Grammar Narrative – Setting Description Non-fiction – Persuasive Letter Non-Fiction – Biography Poetry – Shape Poem	Narrative – Characterising Speech Non-fiction – Non chronological report Poetry – Simple rhyme	Narrative – plot weave Non-fiction – Explanation text Poetry – Free verse
Cycle B	Why should we remember the Mayans?	What did the Romans do for us? (Local link)	What was life like in World War 2?(Local link)
Writing	Place Value of Punctuation and Grammar Narrative – Setting Description Non-fiction – Explanation text Poetry – Rhyming couplets	Narrative – Characterising speech Non-fiction – Instructions Poetry – Short Pattern	Narrative – plot weave Non-fiction – Recount – Diary Poetry – Renga
Cycle C	Bronze to Iron Age: what's changed? (local link)	Why did the Vikings invade Anglo-Saxon Britain?	Why did Henry VIII have six wives? (local link)
Writing	Place Value of Punctuation and Grammar Narrative – Setting Description Non-fiction – Recount - Letter	Narrative – Characterising Speech Non-fiction – Newspaper report Poetry – Limerick	Narrative Non-fiction – Persuasive advert Poetry - List