

Support for writing overview

Support for writing is a resource providing support for teachers in focusing and personalising planning for progression in writing within a year and across the primary age range.

Text Type guidance:

- Building on and extending previous guidance in Grammar for Writing and the progression papers, this resource offers guidance on the features of narrative, non-fiction and poetry text types.
- The materials support planning for progression and each text type category links directly to the relevant units for each year group in the Primary Framework.
- Information is provided on purpose, generic structures, language features and knowledge for the writer for each text type.

Mystery		
Purpose:		
To intrigue and entertain.		
A table showing core elements and aspects of mystery writing to support teaching and learning		
Generic structure	Language features	Knowledge for the writer
Structure is often chronological, even in a longer narrative, but complex structural techniques are sometimes used for effect. Different structures can be used for layering of information or drip-feeding facts to build up a full picture for the reader, e.g. using flashbacks to fill in information needed that wasn't provided earlier in the story or organising sections so they tell the story both before and after a key event. Knowing what is going to happen and then reading about it.	The narrator uses questions to exaggerate the mystery, e.g. Who could it be? Why had the car suddenly stopped? Language is used to intensify the mystery, particularly adjectives and adverbials. Some typical vocabulary is associated with this narrative type (puzzling, strange, peculiar, baffling, weird, odd, secretive, unexplained, bewildering). Use of pronouns to create mystery by	Use questions to highlight key moments as the mystery deepens (A sudden noise! What could be making that low mumbling sound?). Decide what the mystery is before you begin writing and introduce it fairly soon so the reader wants to find out the solution. Keep readers interested by hinting and suggesting but don't give too much away

Progression summaries:

- These focus on the three key strands for writing: 9, 10 and 11, which make the biggest difference to improving writing.
- A progression summary is a short summary statement outlining the aspects of progress to expect for most children in each strand within each year.

Year 4
10 Text structure and organisation
Progression summary
During Year 4, children begin to explore ways of organising texts to improve their effectiveness for a reader. When planning what to write, they apply their knowledge of text structures to help them chunk ideas and information in logical or interesting ways. Children make progress in establishing textual cohesion with exploratory use of connectives within and between paragraphs.

Steps in Learning:

- These break down the learning journey for **key objectives** in each year group in strands 9, 10 and 11.
- They are incremental small steps in learning to support learning within a year / level.
- There are three classroom examples for each strand, in each year group, demonstrating progression in a writing objective within a year using shared, guided and independent activities, linked to a relevant Unit of work in the Primary Framework.

Step in learning 2

In **independent writing**, children **plan the content and order of paragraphs** in an **instructional text**, using information they have grouped into sections during guided writing.

[view](#) **Classroom example: Writing Non-fiction (instructions)**

Children draft a set of instructions for an activity or procedure in another curriculum area. The instructions are for an activity that is not completely straightforward.

They plan the order and content of the paragraphs, based on information they have already gathered and grouped into related sections. They try out one another's instructions to check that they are clear and accurate, with a focus on the organisational devices that help to make the instructions clear for the person following them.

Children give one another feedback on how easy it was to follow the instructions correctly. When they have agreed where, in particular, the detail was difficult to follow or understand, they discuss how the content or order of paragraphs could be improved, for example, by separating a long or complex paragraph into two or more shorter paragraphs.

Example

Children have walked the alternative route to the school office from their classroom while building work is underway. They have made notes for each stage of instructions about how to get to the office during the temporary arrangements. They use their notes to draft the content of each paragraph.

Para 6 last bit – hall to office

When you get to the hall you have to decide which way to go because the library is used for lessons sometimes. On Mondays and Tuesdays, open the library door and go in. The office door is straight ahead of you but on Wednesdays, Thursdays and Fridays go past the library door and turn left into the corridor. The office is the second door on the left.

Edited version after paired discussion

Para 6: If it is a Monday or Tuesday, open the library door and go in. The office door is straight ahead of you.

Para 7: If it is a Wednesday, Thursday or Friday, go past the library door and turn left into the corridor. The office is the second door on the left.

Year 3 Non-fiction - Unit 2 - Instructions

Pupil Writing Targets:

- These targets focus on high value strands of objectives that make the greatest difference to improving writing attainment.
- They support teachers who have identified gaps in learning to teach specific writing skill in guided writing sessions and one-to-one tuition.
- They cover the key strands for the reading – strands 7 and 8; and writing - strands 9, 10 and 11 and are directly linked to Primary Framework units.
- The materials include *Talk for writing* teaching suggestions for year 2, 3, 4 and 5.

Step 1. Choose the year Year 1 - Level 1c

Step 2. Choose the strands

Please note :
Strand 7, Understanding and interpreting texts and Strand 8, Engaging and responding to texts are combined. Select

[7/8 Understanding and interpreting texts, Engaging and responding to texts](#)

[9 Creating and shaping texts](#)

[10 Text structure and organisation](#)

[11 Sentence structure and punctuation](#)

Step 3. Go >>