



THREAD: Creative Writing

AOLE: LLC

Progression Step 1

Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>Story knowledge – hearing, rehearsing, retelling, dramatising:</p> <p>Knowledge of a range of stories.</p> <p>Listen to Welsh stories (Second lang)</p> <p>Joining in with familiar songs, rhymes, stories and poems.</p> <p>Retell and act out familiar stories.</p> <p>Understanding character, setting and plots</p> <p>Planning:</p> <p>Use talk to support the writing process</p> <p>Communicate their ideas and thoughts with others, planning the process</p> <p>Listen attentively to a story</p> <p>Innovate on a familiar story</p> <p>To design a character and setting</p> <p>To sequence a story</p> <p>Sentence Structure:</p> <p>To use letters and sounds to communicate meaning</p> <p>Put words in order to make a simple phrase or sentence</p> <p>Speech bubbles</p> <p>To be aware of how a story develops</p> <p>Vocabulary:</p> <p>Use story telling vocabulary</p> <p>WOW words</p> <p>To describe settings and characters</p>	<p>Story map</p> <p>Story mountain</p> <p>Word wall</p> <p>Character</p> <p>Setting</p> <p>Plot/story</p> <p>Once upon a time... Fairy tale language</p> <p>One day</p> <p>First, next and finally</p> <p>The end</p> <p>WOW words</p> <p>Letter</p> <p>Word</p> <p>sentence</p>	<p>Essentials:</p> <p>Shared writing</p> <p>Listening to stories and poems</p> <p>Role play</p> <p>Mark making</p> <p>Reading area</p> <p>Small world play</p> <p>Talk for writing</p> <p>Entitlement:</p> <p>Access to a writing area</p> <p>Enrichment:</p> <p>Story telling actions</p> <p>Puppets</p> <p>Writing tables</p> <p>Drama-freeze frames</p> <p>Daily story time</p> <p>Engage visits</p> <p>Visiting author</p> <p>Film / audio</p> <p>Pie Corbett activities</p> <p>Hot seating</p>

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Progression Step 2

Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>Story knowledge – hearing, rehearsing, retelling, dramatising:</p> <p>To experience and show understanding of a range of stories and literature, including Welsh contexts.</p> <p>To listen to and remember poetry, drama and prose.</p> <p>To retell stories orally and to write in role.</p> <p>To know features of genres.</p> <p>Planning:</p> <p>Note down ideas to use in writing.</p> <p>Use a basic story structure.</p> <p>Use visual information if relevant.</p> <p>Use storytelling and story mapping to innovate and invent on a familiar story.</p> <p>To plan writing through talk and write for different purposes.</p> <p>To organise my writing into a logical sequence.</p> <p>Sequence:</p> <p>Sequence stories and familiar tales.</p> <p>Write using an introduction and conclusion.</p> <p>Write a story with an opening that sets a scene and contains a series of events and a conclusion.</p> <p>Write an appropriate/interesting title.</p> <p>Alternate endings</p> <p>Sentence Structure:</p> <p>Use standard forms.</p> <p>Start sentences in a variety of ways.</p> <p>Use full stops, question marks, exclamation marks and commas for lists.</p>	<p>Story map</p> <p>Word wall</p> <p>Story mountain – opening, build up, complication (problem), resolution, ending</p> <p>Picture stimuli</p> <p>Story mountain – opening, build up, complication (problem), resolution, ending</p> <p>Time connectives – First, then, after that, next, finally,</p> <p>Title</p> <p>Full stops, question marks, exclamation marks, commas, speech marks</p> <p>Adjectives, adverbs, similes, alliteration</p> <p>Wow words/ powerful words</p> <p>Adjectives, adverbs, similes, alliteration</p> <p>Five senses</p> <p>Adjectives</p> <p>Bold words</p> <p>Improve/edit</p>	<p>Essential:</p> <p>Role play and hot seating</p> <p>Class novel</p> <p>Talk for writing</p> <p>Story maps</p> <p>Access to hearing and reading poetry, plays, fiction (short stories)</p> <p>Reading and writing character descriptions, settings.</p> <p>Innovating on a known story</p> <p>Simple speech</p> <p>Similes</p> <p>Language choices</p> <p>Entitlement:</p> <p>Listening to a range of stories</p> <p>Repetition of stories</p> <p>Visits to the library</p> <p>Shared writing</p> <p>Role play opportunities</p> <p>Talk for writing</p> <p>Multimedia/ digital stimuli</p> <p>Hot write</p> <p>Enrichment:</p>

<p>Use the comma between adjectives, where appropriate and in lists of features. Include dialogue and use the pattern of speech followed by speaker correctly.</p> <p>Vocabulary: Choosing words for variety and interest. Use vocabulary related to the topic. Use adjectives and adverbs to expand simple sentences and phrases. Use more advanced connectives to signal time. Name characters and describe them using interesting and adjectives.</p> <p>Content: Include relevant details, information or observations. Describe settings and characters</p> <p>Presentation: Present work in different ways, including using on screen-functions to present their work to interest readers and enhance meaning.</p> <p>Editing: Review and improve sections of their work.</p>	<p>Evil/ Good Next...Meanwhile, (and other language prompts) Dialogue Plot Character Development Story Audience Purpose Setting Meaning Emotions Connectives</p>	<p>Authors from the community- real life experiences Pie Corbett/rehearsal techniques Story tellers Audio clips – listening Trips to engage</p>
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Progression Step 3		
Knowledge and Skills	Vocabulary	Experiences and Characteristics

<p>Story knowledge – hearing, rehearsing, retelling, dramatising:</p> <p>To comment on literature I hear.</p> <p>To have a knowledge of writing styles and genres to create my own work.</p> <p>To use my imagination and experiment with language.</p> <p>To consider plot, character, theme.</p> <p>To make connections in response to different literature.</p> <p>To listen to and respond to a range of poetry, drama and prose.</p> <p>To show empathy with characters from different pieces of literature</p> <p>To use different language to talk about different types of literature.</p> <p>Planning</p> <p>Planning – using a range of structures, strategies and tools.</p> <p>Making paragraphs and links between them.</p> <p>Organise writing into a logical sequence.</p> <p>Sequence:</p> <p>Story openings</p> <p>5-part story structure</p> <p>Flashbacks/forwards, cliff hangers,</p> <p>Sentence Structure:</p> <p>Simple, complex and compound sentences,</p> <p>Punctuation – Commas, colon, semi-colon, brackets for parenthesis, hyphen, speech marks, apostrophes for possession, exclamation, questions mark.</p> <p>Varied sentence starters e.g., fronted adverbials.</p> <p>Expanded noun phrases</p> <p>Vocabulary:</p> <p>Appropriate choice of vocabulary</p> <p>Descriptive language – Adjectives, verb choices,</p> <p>Connectives – Wide range of all connectives learnt e.g., Cause and effect, Conclusion and ending, Change of direction.</p> <p>Genre specific vocabulary</p>	<p>Punctuation: commas, colon, semi-colon, brackets, hyphen, speech marks, apostrophes</p> <p>Fronted adverbials</p> <p>Adjectives, adverbs and verbs</p> <p>Connectives- time, sequencing</p> <p>Beginning, middle, problem, resolution and ending</p> <p>Apostrophe – contraction and possession</p> <p>Genre</p> <p>Form</p> <p>Purpose</p> <p>Audience</p> <p>Setting</p> <p>Personification</p> <p>Metaphor</p> <p>Syntax</p> <p>Dialogue</p> <p>Sympathy</p> <p>Empathy</p> <p>Synonyms</p> <p>Resolution</p> <p>Conflict</p> <p>Imagination</p> <p>Paragraphs</p> <p>Sentence structure – e.g., complex/ compound/ embedded clauses/</p>	<p>Essential:</p> <p>Role play and hot seating</p> <p>Authors from the community- real life experiences</p> <p>Visits to the library</p> <p>Trips to engage</p> <p>Hot write- your express</p> <p>Class novel</p> <p>Talk for writing</p> <p>Story maps</p> <p>Poetry</p> <p>Plays</p> <p>Movie and television scripts</p> <p>Fiction (novels, novellas, and short stories)</p> <p>Songs</p> <p>Speeches</p> <p>Character development</p> <p>Plot development</p> <p>Vivid setting</p> <p>Underlying theme</p> <p>Dialogue</p> <p>Metaphors and similes</p> <p>Figures of speech</p> <p>Imaginative language</p> <p>Emotional appeal</p> <p>Description</p> <p>Entitlement:</p> <p>Listening to a range of stories from different periods of time and place</p>
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<p>Tenses – Past, present and future e.g., flashbacks</p> <p>Figurative language – metaphors, similes, personification, onomatopoeia, hyperbole, idioms.</p> <p>Content:</p> <p>Imagination</p> <p>Story structures, understanding the flow of a story.</p> <p>Settings, character and plot</p> <p>Knowledge of the genre – plot, character, theme</p> <p>Descriptive story setting and characters</p> <p>Presentation:</p> <p>Presenting writing using varied formats</p> <p>Writing legibly and fluently</p> <p>Editing:</p> <p>Editing sections of work to improve e.g vocabulary, spelling, structure and grammar.</p>	<p>Suspense</p> <p>Mood</p> <p>Atmosphere</p> <p>Literary devices (adverbial phrases, sentence structure to create suspense or change the rhythm of the writing/reading)</p> <p>Adverbs</p> <p>Connectives</p> <p>Emotive language</p> <p>Development</p> <p>Inference</p> <p>Deduction</p> <p>Metaphor, simile,</p> <p>Emotive language</p>	<p>Opportunities to innovate based on a model</p> <p>Opportunities to write and improve from applied imagination.</p> <p>Role play opportunities – hot seating, conscious alley, dramatization of story/ character</p> <p>Character studies and perspective</p> <p>Talk for writing</p> <p>Enrichment:</p> <p>Pie Corbett/rehearsal techniques</p> <p>Story tellers/ author visits/ illustrators/ Q&A</p> <p>Multimedia/ digital stimuli</p> <p>Audio clips – listening</p>
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THREAD:

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Progression Step 4

Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>Story knowledge – hearing, rehearsing, retelling, dramatising:</p> <p>To have a thorough knowledge of writing styles and genres to inspire me to create my own work.</p> <p>To use my imagination and experiment with language and devices to create effects.</p> <p>To implement effectively plot, character, theme.</p> <p>To listen to and respond to a wide range of more complex poetry, drama and prose.</p> <p>To show empathy with characters from different pieces of literature and understand attitudes and motives.</p> <p>Planning:</p> <p>Adapt writing style, choosing and using the best structures for different contexts.</p> <p>Beginning, middle, problem, resolution and ending. More clarity between resolution and ending.</p> <p>Select and use appropriate strategies to plan and develop creative writing</p> <p>Organise and construct writing effectively, connecting and developing my ideas for a range of different contexts.</p> <p>Sequence:</p> <p>Consider variation of story structure eg. Non-chronological – starting with the ending.</p> <p>Use of narrative hooks</p> <p>Plot and character are sensibly developed</p> <p>Credible conclusion</p> <p>Sentence Construction:</p> <p>Use the full range of punctuation accurately (including colons, semicolons and parenthesis) to clarify, organise and expand meaning.</p> <p>Use a variety of different sentence structures (simple, compound and complex sentences) with grammatical accuracy in writing. Verb tenses.</p>	<p>As for progress step 3, in addition:</p> <p>Pathetic Fallacy</p> <p>Interior monologue</p> <p>Dramatic irony</p> <p>Foreshadowing</p> <p>Protagonist</p> <p>Antagonist</p> <p>Soliloquy</p> <p>Allusion</p> <p>Characterisation</p>	<p>Essential:</p> <p>Role play and hot seating</p> <p>Class novel</p> <p>Talk for writing</p> <p>Story maps</p> <p>Poetry</p> <p>Plays</p> <p>Movie and television scripts</p> <p>Fiction (novels, novellas, and short stories)</p> <p>Songs</p> <p>Speeches</p> <p>Ensure include a diverse and inclusive range literature from various contexts and cultures</p> <p>Entitlement</p> <p>Young writer competitions</p> <p>Eisteddfod creative writing tasks</p> <p>Enrichment</p> <p>Ties with local independent book shops</p> <p>Introduce GCSE literature and approaches</p>

Use paragraphs and sections to give coherence to longer pieces of writing.

Vocabulary

Write about thoughts, feelings and opinions, using a range of techniques, *e.g. emotive language, hyperbole, choice of pronouns (you, we)*, to show impact.

Make informed choices about vocabulary, *idiomatic language* and *syntax* in order to express ideas with fluency, clarity and accuracy.

Use a range of connectives specifically when organising ideas in whole texts for different purposes e.g. for uncertainty and emphasis.

Content

Decisions made on use of third/first person

Effective use of dialogue to convey character and relationships

Content is engaging sustaining readers' interest throughout.

Presentation

Presenting writing using varied formats ensuring responses are correctly paragraphed to ensure coherence.

Writing legibly and fluently

Editing:

Plan – draft – proof-read- independent review – re-draft with improvements

Analyse stories, improve and edit.