



# REAL WRITING

Years  
1-6

Improve writing outcomes with a comprehensive writing programme that puts high-quality model texts at the heart of literacy lessons

Explore how Real Writing will support effective teaching, engage pupils and improve writing outcomes, with our unit walk through



Download all 150 teaching units at [plazoom.com/real-writing](https://plazoom.com/real-writing)

# Contents

- Meet the literacy expert behind Real Writing **Page 3**
- Discover 150 high-quality model texts **Page 4**
- Explore time-saving teaching sequences **Page 6**
- Uncover pupil resources guaranteed to engage **Page 8**
- Focus on skills with additional discrete lessons **Page 10**

'As a whole school we love the Real Writing programme that Plazoom offers. The model texts are written to a very high standard, the units are easy to teach and have so far produced some really fantastic writing from our pupils.'

Neil Bardsley, head teacher





# Meet Rachel Clarke, the expert behind REAL WRITING



## Series Editor

Director of the Primary English literacy consultancy, Rachel has over 20 years' experience in primary education, in which time she has been a SENCO, English subject lead and deputy headteacher. Before establishing Primary English, Rachel worked as an English consultant for Coventry Local Authority. She has a master's degree in Education and was awarded a distinction for her research.

Rachel devised a comprehensive, curriculum-linked framework for Real Writing, which covers the full writing programme of study for Years 1 - 6.

The framework ensures progression is built into your teaching and is embedded within every unit. Each of the 150 original model texts (written by popular children's authors) included in the programme follows Rachel's framework to include specific vocabulary, grammatical forms and structures, and rhetorical devices - as well as directions around genre and format, to ensure EVERY objective within the PoS is covered.

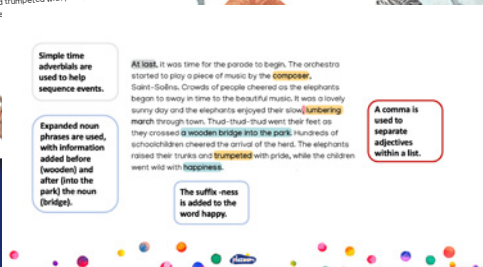
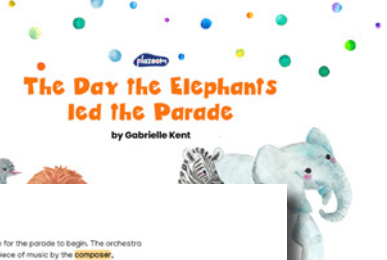
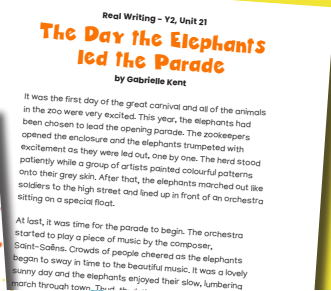


Download the FULL Progression Framework for Real Writing at: [plazoom.com/rw-progression](https://plazoom.com/rw-progression)

# At the heart of each unit is a **model text** written by a popular children's author

150  
Model Texts

5 versions of the model texts are included for planning, front of class teaching and workbook use



Real Writing - Y1, Unit 2

## THE GINGERBREAD MAN

by Lucy Strange

Vocabulary Grammar Punctuation Composition

A traditional story start is used. Once upon a time...

Simple story language is used to link and sequence the story.

Once upon a time there was a little old lady. She loved baking tasty treats.

One day she made some gingerbread. She stirred flour, eggs, butter, sugar and spices in a big bowl. They made a lovely smooth dough. She cut out the shape of a little man. She gave him a smiling face and three buttons made of cherries. Then the old lady baked the gingerbread man in the oven. It smelt delicious.

But she got a surprise when she opened the oven door... the gingerbread man sat up! He jumped down onto the floor. He ran out of the kitchen. He ran right out of the cottage!

'Run, run as fast as you can!' he shouted. 'You can't catch me, I'm the Gingerbread Man.'

The old lady tried to catch him. A hungry horse tried to catch him too. So did a cow, a pig and a farmer. No one could catch him.

Suddenly the gingerbread man stopped. He had come to a wide river.

'How will I get across?' he cried.

'Hop on my back,' said a sly fox. 'I'm a good swimmer.'

The gingerbread man hopped on. He had escaped! He felt very clever indeed.

'You can't catch me!' he boasted. 'I'm the Gingerbread Man.'

But the fox had tricked him. He tossed the gingerbread man up into the air, caught him in his mouth and gobbled him up. The fox licked his lips.

'I can catch you!' he said.

This simple narrative retells a traditional tale. It is written in the past tense using simple sentences.

Exclamation marks are used to show surprise, delight or anger.

Full stops and question marks punctuate sentences.

A further example of an exclamation mark to show delight.

A simple ending, teaching the gingerbread man a lesson.

Each annotated version of the text highlights key vocabulary, grammar, punctuation and composition teaching opportunities

plazoom

## THE GINGERBREAD MAN

by Lucy Strange

To begin to punctuate sentences with exclamation marks

PowerPoint versions (annotated and non-annotated) of the text can be used for whole-class reading and analysis of the text



Real Writing - Y1, Unit 2

## THE GINGERBREAD MAN

by Lucy Strange

Once upon a time there was a little old lady. She loved baking tasty treats.

One day she made some gingerbread. She stirred flour, eggs, butter, sugar and spices in a big bowl. They made a lovely smooth dough. She cut out the shape of a little man. She gave him a smiling face and three buttons made of cherries. Then the old lady baked the gingerbread man in the oven. It smelt delicious.

But she got a surprise when she opened the oven door... the gingerbread man sat up! He jumped down onto the floor. He ran out of the kitchen. He ran right out of the cottage!

'Run, run as fast as you can!' he shouted. 'You can't catch me, I'm the Gingerbread Man.'

The old lady tried to catch him. A hungry horse tried to catch him too. So did a cow, a pig and a farmer. No one could catch him.

Suddenly the gingerbread man stopped. He had come to a wide river.

'How will I get across?' he cried.

'Hop on my back,' said a sly fox. 'I'm a good swimmer.'

The gingerbread man hopped on. He had escaped! He felt very clever indeed.

'You can't catch me!' he boasted. 'I'm the Gingerbread Man.'

But the fox had tricked him. He tossed the gingerbread man up into the air, caught him in his mouth and gobbled him up. The fox licked his lips.

'I can catch you!' he said.

Illustrated and plain versions of the text are provided - perfect for individual or group close reading and workbook use



# Step-by-step teaching sequences to support effective delivery of outstanding lessons

Teaching Sequences

Lessons are broken down into 3 phases:

## Phase 1 – Familiarisation with the text

Phase 1 starts with a hook activity to spark interest and intrigue, then allows you to introduce the text - reading it together for fluency, and exploring its structure along with specific tier 2 and tier 3 vocabulary that may need more explanation.

**destination (noun)**  
Meaning: a place to which a person travels  
Are you looking for a fun holiday destination?

destination	pursuit
cuisine	trek

**Real Writing - Y6, Unit 11**  
Phase 1 - Familiarisation

Activity	Teaching points	Tasks
1) Read the text 'Visit 'somewhere'	1 Read the title of the text, 'Visit 'somewhere'' what do you think this will be about? 2 What is the purpose of the writer? (To persuade tourists to visit.) 3 Who is it aimed at? (The writer is aimed at families and individuals who may be interested in visiting 'somewhere'.) 4 Why is it presented in this way? (So that it could be displayed on tourist centre shelves and will stand out.)	1 Write down three things you might see outdoors, at the seaside, in the city.
2) Discuss new vocabulary	1 Find examples of tier 2 vocabulary: destination, pursuit, cuisine, trek, rugged, towering, girths, scenic, culture, visit, heritage, vibrant, vibrant. 2 Find examples of tier 3 (subject specific) vocabulary: moor, beach, panoramic, national park, waterfall, castles, left, mountain, valley, cave (linked to the geography curriculum). 3 Use left statutory spelling words: feature, 'heavily'	1 Match the vocabulary with real definitions using the vocabulary cross cards.

## Phase 2 – Teaching and rehearsing writing skills

Having developed children's familiarity with its content and context, Phase 2 focuses closely on the grammar, punctuation and composition modelled in the text, including two discrete lessons for particular objectives for the year group, along with the chance to revisit earlier teaching points and introduce additional ones, depending on your planning.



## Phase 3 – Application of writing skills

Phase 3 leads to the final, extended writing task - rereading the model text and identifying defining features before sharing success criteria. Children are then supported to research and plan their own work before writing, and then sharing (perhaps through performance), proofing and editing the writing.



# Hundreds of ready-made **pupil resources** for each lesson save you time and engage pupils in their learning

Pupil Resources

All the resources you need to teach every aspect of each lesson are included



Writer's self-assessment sheets

Real Writing - Y6, Unit 22

## Writing Skills Check

**Purpose:** To write a narrative, describing a journey on a steam train in a historical setting (Victorian times)

.....

**Revisited Skills Check**

I can ...	Self Assessment	Teacher Assessment
punctuate my work correctly using capital letters, full stops, question or exclamation marks.		
use pronouns to avoid repetition and create cohesion.		
write consistently in the third person.		

**Journey Story Skills Check**

I can ...	Self Assessment	Teacher Assessment
plan writing using ideas from other texts that I have read.		
use my knowledge of vocabulary to make effective choices.		
use adverbials to create cohesion.		
use dialogue to describe character and advance action.		
describe settings to create imagery for my reader (similes, use a range of senses, noun phrases)		
proofread my work, checking for errors with: <ul style="list-style-type: none"><li>• spelling</li><li>• punctuation</li><li>• grammar</li><li>• subject and verb agreement</li></ul>		

Target for next piece of writing:

## HOW TO STRUCTURE... JOURNEY STORY

- Structure**
- Introduction** characters prepare for a journey
- Build up** they begin their journey
- Problem** the characters encounter a series of problems, getting slightly larger each time; or experience a series of events
- solution** characters finish their journey and reach their intended destination
- Ending** characters show their feelings about their journey, or reflect on the events

Posters

Inspiration and writing prompts





# Planning and scaffolding frameworks

# Activities

Vocabulary cards for display and matching

**excursion (noun)**  
Meaning: a short journey by a group of people, usually made for pleasure  
My parents told me that we were going on an excursion

**Research**  
**A VICTORIAN DAY TRIP**  
Use this sheet to record information about someone in Victorian times who might go on a day trip. Most Victorians would travel by steam train for a special day out.

Who might they go on their day trip?  
What would they see?

**Word Web**

**Real Writing - Y6, Unit 9**  
**A TRIP TO BLACKPOOL**  
by Jon Mayhew

Smoke and steam filled the air as we approached the railway station. Mam and Dad told us they were taking us to...

**Planning**  
**PLANNING A RECOUNT**  
Use this plan to record the main events of a recent day trip.

a machine used to transport goods or people on land, which usually has an engine and wheels

an opportunity to do something enjoyable; an advantage that someone has because of their position

a place where customers are served meals that are prepared

Choose a unit for your year group at: [plazoom.com/real-writing](https://plazoom.com/real-writing)

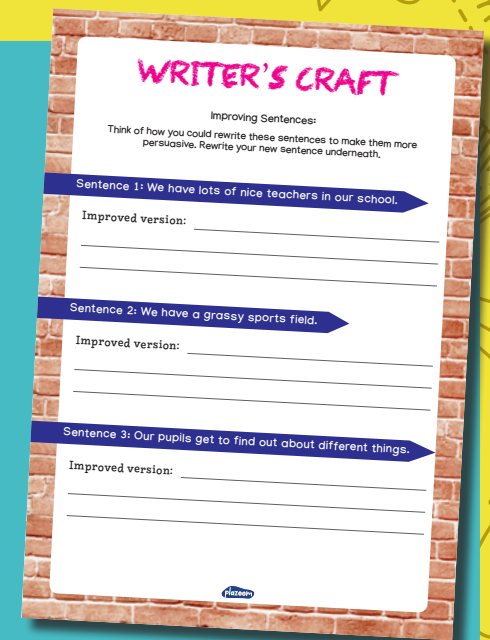
# Two additional discrete **literacy lessons** are included in every unit to focus on developing literacy skills

## Focused Literacy Lessons

There are three types of focused lesson included within Real Writing:

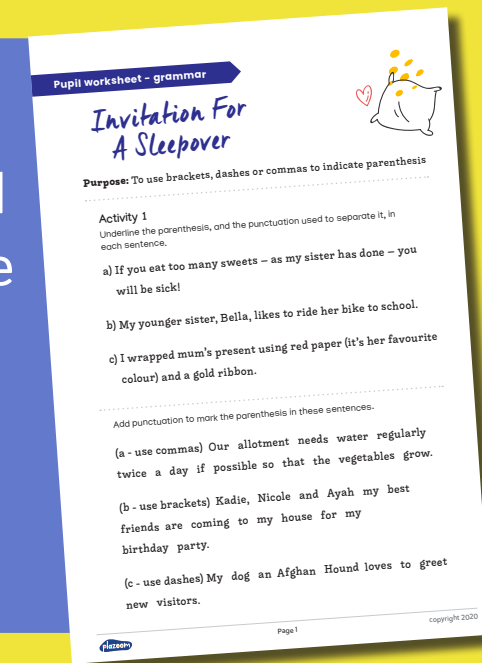
### Focus on building vocabulary

Focused vocabulary lessons link to curriculum objectives for orthography and morphology, building children's understanding of specific word families and spelling patterns and giving them opportunities to use new language in a creative and purposeful context.



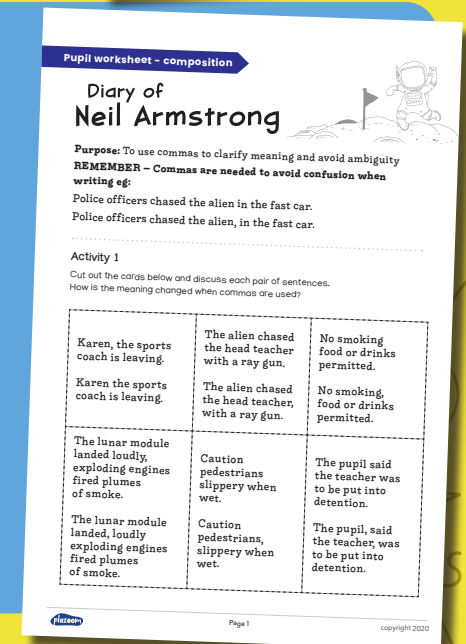
## Focus on grammar in context

Focused grammar lessons covering the entire PoS from year 1 to year 6, with a curriculum map allowing schools to evidence that they use spaced repetition to ensure children retrieve previous knowledge and build upon it throughout each year.



## Focus on composition

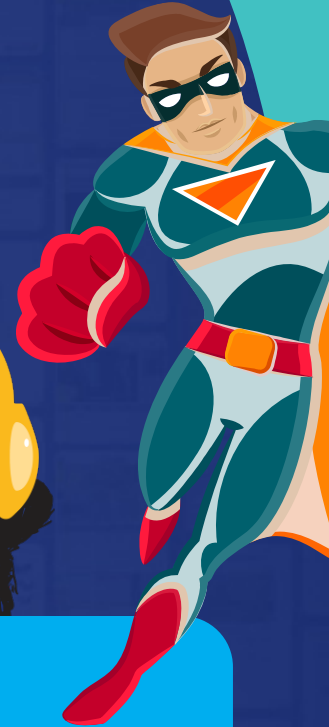
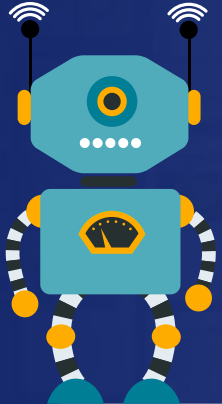
Focused composition lessons encourage close exploration of the forms, styles and structures used by the authors behind the texts, so pupils can emulate these appropriately and with confidence in their own writing.



Try the focused lessons with your class  
- download your units at: [plazoom.com/real-writing](https://plazoom.com/real-writing)



Here at Plazoom we believe our product development should be entirely driven by the real needs of educators. We want to ensure that our resources support both teachers and pupils to achieve their very best. That is why we ask all our members to get involved in the development of Plazoom.



### You can get involved in various ways:

- ✓ Email us with any feedback on resources that you are using: [feedback@plazoom.com](mailto:feedback@plazoom.com)
- ✓ Let us know what you would like to see next on the site: [feedback@plazoom.com](mailto:feedback@plazoom.com)
- ✓ Join one of our focus groups - keep an eye out for our focus group invitations in your inbox or across our social channels
- ✓ Become a Partner School - find out more at [plazoom.com/partner-school](http://plazoom.com/partner-school)

### Need Support?

If you have any issues with your Plazoom account don't hesitate to get in touch with our support team.

You can contact us at:

Email: [schools@plazoom.com](mailto:schools@plazoom.com)

Call: 0800 904 7000