



# Years 1-6

A stylized illustration of a white stick figure standing next to a giant orange pencil with a red eraser. The background is split into orange and yellow sections. The word 'ne' is partially visible in the top left corner.

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



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'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.



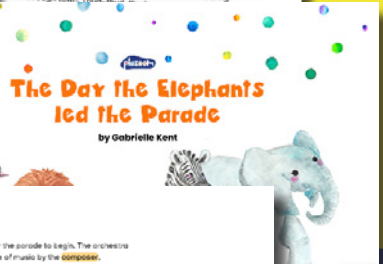
Download the FULL Progression Framework  
for Real Writing at: [plazoom.com/rw-progression](https://plazoom.com/rw-progression)

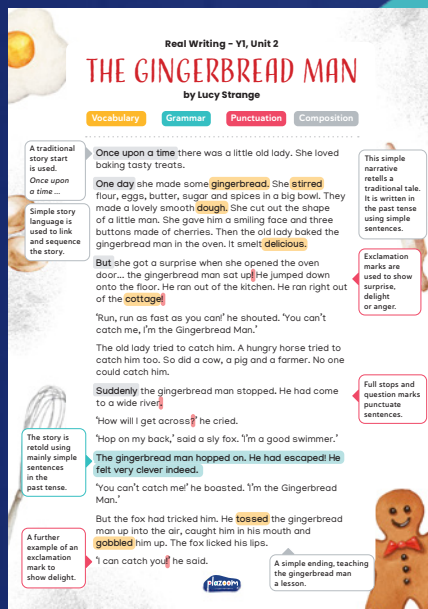


# At the heart of each unit is a **model text** written by a popular children's author

150  
Model Texts

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





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



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

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



Download a model text to test with your class at: [plazoom.com/real-writing](https://plazoom.com/real-writing)

# 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**

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

Activity	Teaching points	Tasks
1. Read the text 'The Pursuit of the Green Dragon' to the class.	1. Describe the plot of the text 'The Pursuit of the Green Dragon' to the class.	1. Write a paragraph about the plot of the text 'The Pursuit of the Green Dragon' to the class.
2. Read the text 'The Pursuit of the Green Dragon' to the class.	2. Describe the plot of the text 'The Pursuit of the Green Dragon' to the class.	2. Write a paragraph about the plot of the text 'The Pursuit of the Green Dragon' to the class.
3. Read the text 'The Pursuit of the Green Dragon' to the class.	3. Describe the plot of the text 'The Pursuit of the Green Dragon' to the class.	3. Write a paragraph about the plot of the text 'The Pursuit of the Green Dragon' to the class.
4. Read the text 'The Pursuit of the Green Dragon' to the class.	4. Describe the plot of the text 'The Pursuit of the Green Dragon' to the class.	4. Write a paragraph about the plot of the text 'The Pursuit of the Green Dragon' to the class.
5. Read the text 'The Pursuit of the Green Dragon' to the class.	5. Describe the plot of the text 'The Pursuit of the Green Dragon' to the class.	5. Write a paragraph about the plot of the text 'The Pursuit of the Green Dragon' to the class.
6. Read the text 'The Pursuit of the Green Dragon' to the class.	6. Describe the plot of the text 'The Pursuit of the Green Dragon' to the class.	6. Write a paragraph about the plot of the text 'The Pursuit of the Green Dragon' to the class.
7. Read the text 'The Pursuit of the Green Dragon' to the class.	7. Describe the plot of the text 'The Pursuit of the Green Dragon' to the class.	7. Write a paragraph about the plot of the text 'The Pursuit of the Green Dragon' to the class.
8. Read the text 'The Pursuit of the Green Dragon' to the class.	8. Describe the plot of the text 'The Pursuit of the Green Dragon' to the class.	8. Write a paragraph about the plot of the text 'The Pursuit of the Green Dragon' to the class.
9. Read the text 'The Pursuit of the Green Dragon' to the class.	9. Describe the plot of the text 'The Pursuit of the Green Dragon' to the class.	9. Write a paragraph about the plot of the text 'The Pursuit of the Green Dragon' to the class.
10. Read the text 'The Pursuit of the Green Dragon' to the class.	10. Describe the plot of the text 'The Pursuit of the Green Dragon' to the class.	10. Write a paragraph about the plot of the text 'The Pursuit of the Green Dragon' to the class.

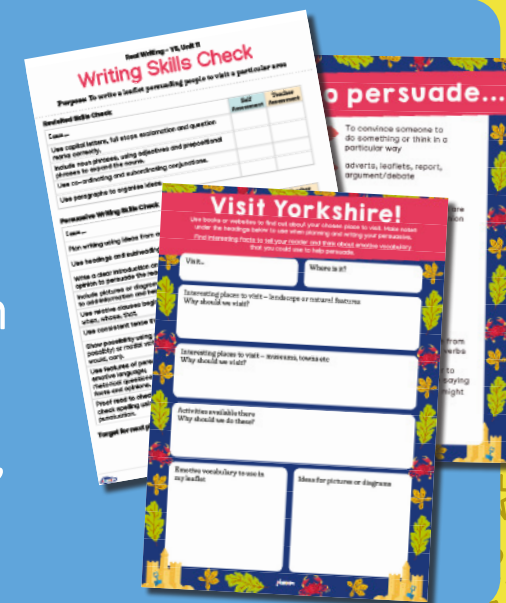
## Phase 2 – Teaching and rehearsing writing skills

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

Inspiration and writing prompts

8



Real Writing - Y6, Unit 22

## Writing Skills Check

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

What does it look like?

Item	Self Assessment	Teacher Assessment
present my work coherently using connectives, full stops, question or exclamation marks.		
use pronouns to avoid repetition and create cohesion.		
write consistently in the third person.		

### Journey Story Skills Check

Item	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 coverlets to create cohesion.		
use dialogue to describe character and advance action.		
describe settings to create imagery for my reader (imiles, using range of adverbs, 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



## Planning and scaffolding frameworks

Vocabulary cards for display and matching

Activities

The image displays a collection of educational resources for a writing unit. On the left, a yellow-bordered card defines 'excursion (noun)' as 'a short journey by a group of people, usually made for pleasure' and includes the sentence 'My parents told me that we were going on an excursion'. Below this is a 'Planning' sheet titled 'PLANNING A RECOUNT' with a sequence of five circles connected by arrows for planning a recount. In the center, a 'Writing Web' template for 'A TRIP TO BLACKPOOL' by Jim Mayhew is shown, featuring a central cloud shape and several empty circles for brainstorming. To the right, a teal-bordered card contains four vocabulary definitions: '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', and a fourth empty box. Arrows from the top labels point to these specific materials.

Download a unit to try with your class 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:

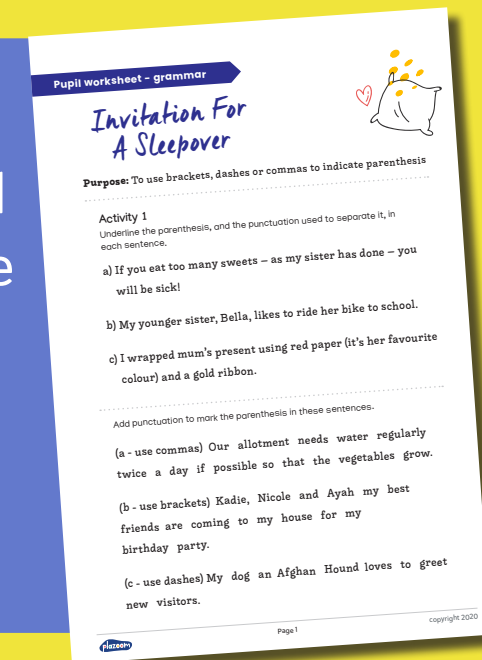
### Focus on building vocabulary

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.



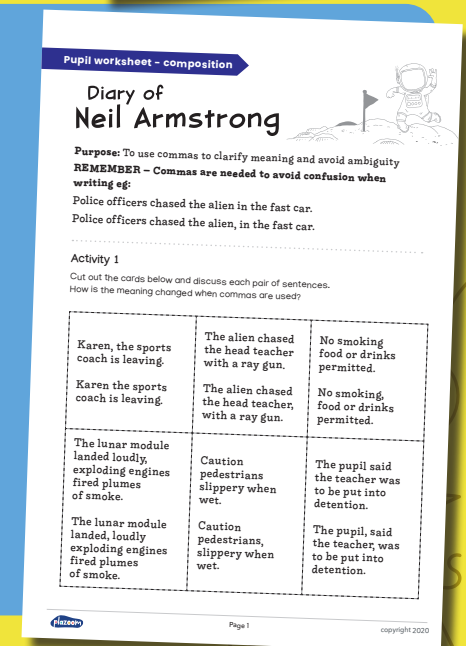
## Focus on grammar in context

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.



Explore how these focused lessons could enhance teaching try a sample unit at:  
[plazoom.com/real-writing](https://plazoom.com/real-writing)





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- ✓ **Accelerate progress** in comprehension with Real Comprehension - a unique whole-school programme that focuses on deepening understanding
- ✓ **Improve writing outcomes with Real Writing** - a comprehensive writing programme based on 150 original model texts by children's authors
- ✓ **Save hours of preparation time** with 1,500+ ready-made high-quality literacy resources
- ✓ **Boost confidence, knowledge and skills** with online CPD anywhere, anytime

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Call: 01206 505111 (Call between 9am-5pm Monday to Friday)