



Writing Curriculum

Pupils' writing skills are developed through extending their vocabulary and grammar skills progressively from year to year. High quality modelling of writing is integral in developing pupil's ability to think independently when creating their own pieces of writing. We understand how important it is for children to leave primary school as effective writers, who can write for a range of purposes. We also understand how important it is for our pupils to have a love of writing. We have therefore ensured that the writing journey our pupils experience is a successful one and prepares them for the next stage of their education.

Implementation



All children in the Foundation Stage also have a variety of opportunities to write within their continuous provision activities.

Within each unit of work, carefully sequenced lessons ensure that prior learning of grammar, punctuation and spelling is revisited and developed.

Appropriate scaffolding and support is put in place for all children who require it and teacher's planning identifies those who would benefit most from this.

Central to the writing process is exposing the children to high-quality written texts on which to base their own written work. These texts are chosen to ensure that a wide variety of genres and styles are covered.

(ABC)
English



Year	Autumn	Spring	Summer
Year 1	<p>Lists, captions and labels - Transcription focus</p> <p>The Place Value of Punctuation and Grammar</p>	<p>Dragon sentence pattern Building unit</p> <p>Recount- Postcards/Letters Dragon Post</p> <p>Setting Description- Candy House</p>	<p>Narrative- King, brave, Mother Seacole</p> <p>Narrative- Jack and the Beanstalk</p> <p>Instructions- How to grow a plant</p> <p>Persuasive advert- Join our Pirate crew</p> <p>Poetry- Seaside Poetry</p>
Year 2	<p>Expectations -Pencil grip and letter formation</p> <p>The Place Value of Punctuation and Grammar</p> <p>Non-chronological report - Marvellous Minibeasts</p> <p>Recount - Letter - Little Red</p> <p>Wanted poster - Wanted! Have you seen this wolf</p>	<p>Recount - Diary - Charles Darwin's journey</p> <p>Instructions -How to be a mighty explorer</p> <p>Narrative -Mighty Marrow</p> <p>Persuasive -Join our Super Vegetable Crew!</p>	<p>Narrative - Setting description Trimpolli's Tower</p> <p>Plot weave</p> <p>Explanation - How do butterflies change?</p> <p>Recount - Diary -Escape the fire!</p> <p>Poetry</p>
Year 3	<p>Expectations</p> <p>The Place Value of Punctuation and Grammar</p> <p>Non-chronological report - Prehistoric Creatures or Prehistoric Park (fictional)</p>	<p>Setting description -The Tomb of Wonders</p> <p>Science experiment -Do all magnets pull a paper clip from the same distance?</p> <p>Characterising Speech -Egyptian Cinderella</p>	<p>Instructions -How to mummify your best friend</p> <p>Poetry</p> <p>Biography - Mystique - The evil fairy</p> <p>Plot weave</p>



	<p>or The Human Skeleton</p> <p>Recount - Letter -Stone Age Letter</p> <p>Narrative - Stone Age Portal or Narrative - The Land of Roar</p>		<p>Persuasive Advert- Save our beautiful bees</p>
Year 4	<p>Expectations</p> <p>The Place Value of Punctuation and Grammar</p> <p>Non-chronological report - Extinct animals or Extinct animals - fictional</p> <p>Recount - Diary -Charlie and the Chocolate Factory</p> <p>Setting description -Wonka world</p> <p>Plot weave</p>	<p>Non Chronological report-vAncient Greek mythological monsters</p> <p>Explanation -How does the digestive system work?</p> <p>Poetry</p>	<p>Narrative - Characterising speech - Escape from Pompeii</p> <p>Persuasive letter -Boudicca rallies support</p> <p>Narrative - Robin Hood 8 ½</p> <p>Science experiment -Does sound get quieter as the distance increases?</p>
Year 5	<p>Expectations</p> <p>The Place Value of Punctuation and Grammar</p> <p>Non-chronological report - Planets of the solar system or Luminara (fictional planet)</p> <p>Recount - Letter -The Wizards of Once or Samuel and the Anywhere Arcade (The Nowhere Emporium)</p>	<p>Recount- Diary- Raysha's Escape</p> <p>Narrative - Characterising speech – Raysha vs Aashman</p> <p>Instructions -How to raid an Anglo-Saxon Settlement</p> <p>Narrative -Artura and the silver lasso</p>	<p>Poetry</p> <p>Science experiment -Does the size of sugar affect how quickly it dissolves in water?</p> <p>Narrative -Setting description -Lost Jungle City</p> <p>Plot weave</p> <p>Persuasive advert - Visit Mexico</p>



	<p>Setting description - Magical description (The Wizards of Once) or Setting description - The Anywhere Arcade (The Nowhere Emporium)</p>		
Year 6	<p>Expectations</p> <p>The Place Value of Punctuation and Grammar</p> <p>Non-chronological report - Famous Outlaws or Bandits, outlaws and pirates (fictional) or Animal Phyla (fictional)</p> <p>Recount - Letter - Dracula: Harker's letter or Terry Orange meets Opal Fruit</p> <p>Setting description - Whitby Abbey or Oddly-on-Sea</p> <p>Plot weave</p>	<p>Narrative - Characterising speech - Surviving the Air Raid</p> <p>Narrative - Danger at the lighthouse (a WW2 evacuee story)</p> <p>Non-chronological report - The Galapagos flying lizard</p>	<p>Recount- diary- Day 16 on Polar Island</p> <p>Instructions - How to make a spell for witches</p> <p>Recount - Diary - Charles Darwin - A new discovery</p> <p>Persuasive advert- Puffins</p>