

## 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.

(ABC)  
English

### 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.

## Year 1

### Autumn

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| Recommended Writing Units  | Lists, captions and labels - Transcription focus  | The Place Value of Punctuation and Grammar  | Toy Man Sentence Pattern Building Unit  |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|

### Spring

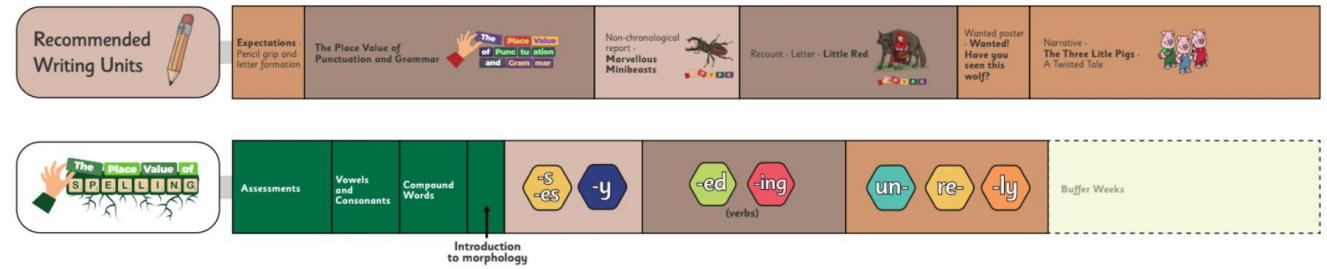
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| Recommended Writing Units  | Dragon Sentence Pattern Building Unit  | Recount - Postcards/letters Dragon post  | Setting description - Candy house  | Plot weave | Narrative - Kind, brave Mother Seacole  |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------|

### Summer

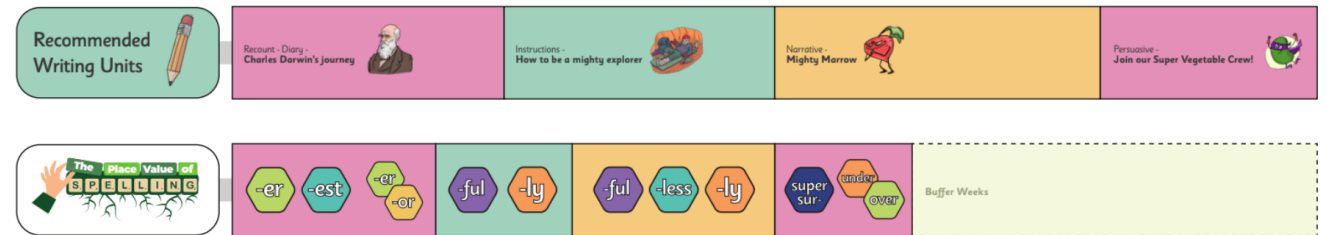
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|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Recommended Writing Units  | Narrative - Jack & the Beanstalk  | Instructions - How to grow a plant  | Persuasive advert - Join our pirate crew  | Poetry - Seaside poetry  |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|

## Year 2

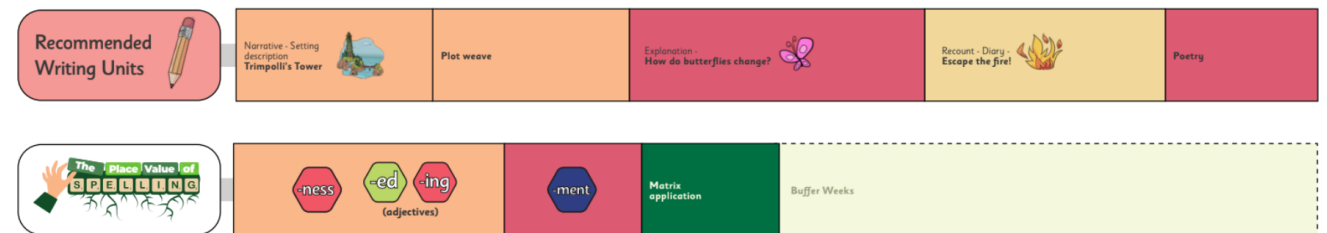
### Autumn



### Spring



### Summer



# Year 3

## Autumn

|  |                                                                                             |                                                                                                                                                                                                                                                                                                    |
|--|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Recommended Writing Units</b>                                                            | <b>Expectations</b><br>The Place Value of Punctuation and Grammar<br><br>Non-chronological report - Prehistoric Creatures or Prehistoric Park (fictional) or The Human Skeleton<br><br>Recount - Letter - Stone Age Letter<br><br>Narrative - Stone Age Portal or Narrative - The Land of Roar<br> |
|  | <b>Assessments</b><br>Vowels and Consonants<br>Compound Words<br>Introduction to morphology | -s -es -y -ed -ing -er -or re- -ly<br>-ous -port -de- -trans -tele -ion -an<br>Buffer Weeks                                                                                                                                                                                                        |
|  | <b>Year Group Standard Spelling</b>                                                         | Buffer Weeks                                                                                                                                                                                                                                                                                       |

## Spring

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|  | <b>Recommended Writing Units</b>                                                            | Setting description - The Tomb of Wonders<br><br>Science experiment - Do all magnets pull a paper clip from the same distance?<br><br>Characterising Speech - Egyptian Cinderella<br><br>Instructions - How to mummify your best friend<br> |
|  | <b>Assessments</b><br>Vowels and Consonants<br>Compound Words<br>Introduction to morphology | -ness -ed -ing -ment -ly -ful -ed -ing -ful -ly -un-<br>scribe script pre- vise inter- ject struct spect -ed -ing Matrix application<br>Buffer Weeks                                                                                        |
|  | <b>Year Group Standard Spelling</b>                                                         | Buffer Weeks                                                                                                                                                                                                                                |

## Summer

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|  | <b>Recommended Writing Units</b>                                                            | Poetry<br>Biography - Mystique - The evil fairy<br><br>Plot weave<br>Persuasive advert - Save our beautiful bees<br><br>Non-chronological report - All about bees<br> |
|  | <b>Assessments</b><br>Vowels and Consonants<br>Compound Words<br>Introduction to morphology | -y -less -ful -ed -ing -un- super sur- over under -s -es -y<br>-ch -mis- -ure ex- ant- mult vent-vent Matrix application<br>Buffer Weeks                              |
|  | <b>Year Group Standard Spelling</b>                                                         | Buffer Weeks                                                                                                                                                          |

## Year 4

### Autumn

| Recommended Writing Units    | Expectations | The Place Value of Punctuation and Grammar | The Place Value of Punctuation and Grammar | Non-chronological report - Extinct animals or Extinct animals - fictional | Recount - Diary - Charlie and the Chocolate Factory                                                      | Setting description - Wonka world       | Plot weave   |
|------------------------------|--------------|--------------------------------------------|--------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------|
| The Place Value of SPELLING  | Assessments  | Vowels and Consonants                      | Compound Words                             | Introduction to morphology                                                | -s Y2 -es Y2 -y Y2 -ed Y2 -ing Y2 -er Y2 -or Y2 de- Y3 -ness Y2 -ed Y2 -ing Y2 -ion Y3 -tele Y3 -port Y3 | -ous -per- -sub- -tract -auto- -ion -an | Buffer Weeks |
| Year Group Standard Spelling |              |                                            |                                            |                                                                           |                                                                                                          |                                         |              |

### Spring

| Recommended Writing Units    | Non-chronological report - Ancient Greek mythological monsters | Instructions - How to slay the Minotaur | Explanation - How does the digestive system work? | Poetry             |
|------------------------------|----------------------------------------------------------------|-----------------------------------------|---------------------------------------------------|--------------------|
| The Place Value of SPELLING  | -s Y2 -y Y2 -ous Y3                                            | -ful Y2 -ly Y2                          | -ly Y2 -ment Y2 -ion Y3                           | -er Y2 -or Y2      |
| Year Group Standard Spelling | -ic -al -ible -ture                                            | kilo gram mill cent                     | -ive -ty                                          | Matrix application |
|                              |                                                                |                                         |                                                   | Buffer Weeks       |
|                              |                                                                |                                         |                                                   | Activate Windows   |

### Summer

| Recommended Writing Units    | Narrative - Characterising speech - Escape from Pompeii | Persuasive letter - Boudicca rallies support | Narrative - Robin Hood 8 1/2         | Science experiment - Does sound get quieter as the distance increases? |
|------------------------------|---------------------------------------------------------|----------------------------------------------|--------------------------------------|------------------------------------------------------------------------|
| The Place Value of SPELLING  | inter- Y3 -ject Y3 -struct Y3 -spect Y3                 | -ed Y3 -ing Y3 (stressed vowels)             | -ness Y2 -tele Y3 -port Y3 -tract Y4 | kilo Y4 gram Y4 mill Y4 cent Y4                                        |
| Year Group Standard Spelling | act rupt -en -ise -the -em- -hood -ship -aud -phone     | Matrix application                           |                                      | Buffer Weeks                                                           |

# Year 5

## Autumn

|                                                                                                                     |              |                                            |                |                                                                                       |                                                                                                 |                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------|--------------|--------------------------------------------|----------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <div>Recommended Writing Units</div> <div>The Place Value of SPELLING</div> <div>Year Group Standard Spelling</div> | Expectations | The Place Value of Punctuation and Grammar |                | Non-chronological report - Planets of the solar system or Luminara (fictional planet) | Recount - Letter - The Wizards of Once or Samuel and the Anywhere Arcade (The Nowhere Emporium) | Setting description - Magical description (The Wizards of Once) or Setting description - The Anywhere Arcade (The Nowhere Emporium) |
|                                                                                                                     | Assessments  | Vowels and Consonants                      | Compound Words | Introduction to morphology                                                            | -es Y2 -y Y2 -ous Y3 -ous Y4                                                                    | -ed Y2 -ing Y2 (verbs) -ed Y2 -ing Y2 -ness Y2 (adjectives)                                                                         |
|                                                                                                                     |              |                                            |                |                                                                                       | semi une bi tri quad quare hexa oct octa deca duodecimo                                         | -ate                                                                                                                                |

## Spring

|                                                                                                                     |                                   |                                                      |  |                                                      |                                         |  |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------|--|------------------------------------------------------|-----------------------------------------|--|
| <div>Recommended Writing Units</div> <div>The Place Value of SPELLING</div> <div>Year Group Standard Spelling</div> | Recount - Diary - Raysha's escape | Narrative - Characterising speech - Raysha vs Ashman |  | Instructions - How to raid an Anglo-Saxon settlement | Narrative - Artura and the silver lasso |  |
|                                                                                                                     |                                   |                                                      |  |                                                      |                                         |  |
|                                                                                                                     |                                   |                                                      |  |                                                      |                                         |  |

## Summer

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|---------------------------------------------------------------------------------------------------------------------|--------|---------------------------------------------------------------------------------------|--|----------------------------------------------------|------------|----------------------------------|
| <div>Recommended Writing Units</div> <div>The Place Value of SPELLING</div> <div>Year Group Standard Spelling</div> | Poetry | Science experiment - Does the size of sugar affect how quickly it dissolves in water? |  | Narrative - Setting description - Last Jungle City | Plot weave | Persuasive advert - Visit Mexico |
|                                                                                                                     |        |                                                                                       |  |                                                    |            |                                  |
|                                                                                                                     |        |                                                                                       |  |                                                    |            |                                  |

## Year 6

### Autumn

| Recommended Writing Units    | Expectations | The Place Value of Punctuation and Grammar | Non-chronological report - Famous Outlaws or Bandits, outlaws and pirates (fictional) or Animal Phyla (fictional) | Recount - Letter Dracula: Harker's letter or Terry Orange meets Opal Fruit | Setting description - Whitby Abbey or Oddly-on-Sea | Plot weave   |
|------------------------------|--------------|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------|--------------|
|                              | Assessments  | Vowels and Consonants                      | Compound Words                                                                                                    | Introductions to morphology                                                | -ness -ed -ing Y2                                  |              |
| Year Group Standard Spelling |              |                                            |                                                                                                                   | -ism -ist                                                                  | -ish -ish Y2                                       | Buffer weeks |

### Spring

|                                                                                                                                       |                                                                                                                                                                    |                                                                                                                                                                    |                                                                                                                                                                                                                                          |                                                                                                                                                               |                                                                                                                                       |                                                                                                                   |                                                                                                                   |                                                                                                                       |                                                                                                                   |
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| <div>Recommended Writing Units</div> <div></div>     | <div>Narrative - Characterising speech - Surviving the Air Raid</div> <div></div> | <div>Narrative - Danger at the lighthouse (a WW2 evacuee story)</div> <div></div> | <div>Recount - Diary - The Boy from Floor 17 or<br/>Recount - Diary - Day 16 on Polar Island or<br/>Recount - Diary - The Last Year</div> <div></div> | <div>Explanation - How does the circulatory system work?</div> <div></div> |                                                                                                                                       |                                                                                                                   |                                                                                                                   |                                                                                                                       |                                                                                                                   |
| <div></div>                                          | <div>Inter-ject-pect Y3</div> <div></div>                                         | <div>trans-port Y3</div> <div></div>                                              | <div>ant-ent Y5</div> <div></div>                                                                                                                       | <div>-less Y2</div> <div></div>                                            | <div>-ed-ing Y3 (stressed vowel)</div> <div></div> | <div>-ing Y2</div> <div></div> | <div>-ion Y3</div> <div></div> | <div>dis-rupt Y3</div> <div></div> | <div>-ion Y4</div> <div></div> |
| <div>Year Group Standard Spelling</div> <div></div> | <div>post</div> <div></div>                                                     | <div>fore</div> <div></div>                                                     | <div>fer</div> <div></div>                                                                                                                            | <div>-age</div> <div></div>                                                | <div>ceive-cept</div> <div></div>                | <div>Matrix application</div>                                                                                     | <div>Buffer weeks</div>                                                                                           |                                                                                                                       |                                                                                                                   |

### Summer

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| <div>Recommended Writing Units</div> <div></div>             | <div>Instructions - How to make a spell for witches</div> <div></div> | <div>SATs</div>          | <div>Non-chronological report - The Galapagos flying lizard</div> <div></div> | <div>Recount - Diary - Charles Darwin - A new discovery</div> <div></div> | <div>Persuasive advert - Puffins</div> <div></div> |
| <div><div>The Place Value of SPELLING</div><div></div></div> | <div><div>ch Y2</div><div>ion Y3</div><div>ion Y4</div><div>al Y4</div><div>Y5</div></div>                                                               | <div>Consolidation</div> |                                                                                                                                                                   |                                                                                                                                                                |                                                                                                                                         |
| <div>Year Group Standard Spelling</div> <div></div>          | <div><div>magn</div><div>Matrix application</div></div>                                                                                                  | <div>Consolidation</div> |                                                                                                                                                                   |                                                                                                                                                                |                                                                                                                                         |