



Curriculum statement for Writing - English

Intent

At St John's we believe that understanding the process of writing is vital to the development and success of all our children, during their time in education and beyond. This process requires our children to learn the skills and knowledge associated with writing effectively and to implement these to engage and/or inform the reader.

Our children are given a wide range of opportunities, both in English lessons and in the wider curriculum, to exercise their creativity and practise the skills taught. Children are always aware of the purpose and audience for which they are writing, giving them a clear context and framework for what they are crafting. The children learn skills and knowledge through a range of high quality texts in English lessons; discrete spelling and grammar lessons and through the incorporation of writing across the wider curriculum.

We want our children to have a comprehensive understanding of the grammar and spelling requirements of the National Curriculum and to be able to apply these in their written work competently, confidently and increasingly cohesively. We want our children to be able to discuss and defend their choices in vocabulary and grammar, by knowing what improves their writing for the reader and to have the skills to edit effectively.



Implementation

English lessons at St John's are supported by a range of high quality texts to engage the children and model the ways in which authors use vocabulary, grammar and composition. Children study a wide range of genres throughout the school, learning and using genre specific skills in grammar and composition and enabling them to write for a range of purposes and audiences. Our children are taught the process of writing, including dedicated lessons modelling how to proofread their work for spelling and grammar errors; and how to effectively assess and edit the content of theirs and others' writing for the benefit of their reader.

Grammar lessons are linked to the genre of the unit to give the children context and enable them to identify purpose. Spelling is taught in class, supported by the Purple Mash spelling scheme, and assessed weekly. Children have the opportunity to consolidate grammar and spelling skills in class and as homework.

Our curriculum is carefully structured to enable our children to revise, practise and build upon their prior knowledge year on year to develop their confidence and competence in writing.

Teachers ensure that Learning Objective (LOs) use language that is appropriate and accessible to the children to ensure children fully understand the purpose of the lesson. They use a variety of engaging methods to support children in their writing, for example:

- Speaking and listening activities
- Drama – hot seating and interviews
- Dictation – included in the weekly spelling
- Modelling and feedback
- Short-burst writing
- Grammar focus (high expectations of children's explanations – language about language)

Children are given the opportunity to participate in low stake retrieval practise to consolidate learning and address misconceptions.

Teachers constantly refer to the purpose and audience for the unit to maintain focus on the final outcome for the children.

Curriculum statement Writing - English



Children are always given time to plan their writing and, prior to this process, they create a tool kit. This is done as a class in Years 1-3, as a class in Year 4 until later in the year when children begin to create their own (which is checked by the teacher) and independently in Years 5 & 6. The toolkit is based on the learning they have done leading up to the point of writing. This forms their success criteria and encourages our older children to take responsibility for their learning.

Teachers use children's work to class edit (using a visualizer) to model editing skills, giving the children the opportunity to try out their ideas and for them to be evaluated by their peers. It is also an opportunity to discuss vocabulary choices and composition features. Children can then edit their own work, this is sometimes done independently, sometimes in pairs and sometimes by peer editing.

Children have the opportunity to evaluate their work and decide what they think their next focus should be; teachers will set a target for the next piece of work.



EYFS foundations in Writing curriculum

Literacy	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Form lower case and capital letters correctly.
Communication and Language (Incl. speaking)	<ul style="list-style-type: none"> • Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense. <ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story <ul style="list-style-type: none"> • Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts. • Learn new vocabulary. • Use new vocabulary throughout the day.

Curriculum statement Writing - English



<p>Physical Development</p> <p>Expressive Arts and Design</p>	<ul style="list-style-type: none">• Articulate their ideas and thoughts in well-formed sentences.• Connect one idea or action to another using a range of connectives.• Articulate their ideas and thoughts in well-formed sentences.• Connect one idea or action to another using a range of connectives.• Engage in story times.• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.• Learn rhymes, poems and songs.• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <ul style="list-style-type: none">• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Develop the foundations of a handwriting style which is fast, accurate and efficient. <ul style="list-style-type: none">• Develop storylines in their pretend play• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Develop storylines in their pretend play
---	---





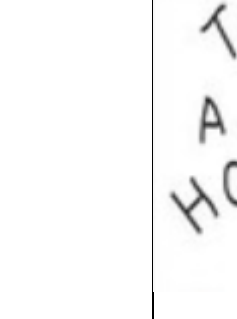
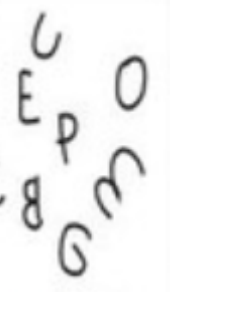
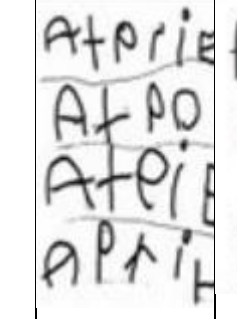


EYFS Writing Progression Map

WRITING SOUNDS, ORDERING SOUNDS, SENTENCE WRITING

I can write my name	I can write some recognisable letters when I write	I am working on representing some sounds in order when I sound out	I can write initial and end sounds	I can write cvc words using phase 2 sounds I am starting to write ph 2 tricky words	I can write cvc wrds using some digraphs. I am starting to write ph 3 tricky words	I can write simple captions lists to match a picture	I can write a simple sentence using my phonic knowledge and knowledge of tricky words	I am starting to use a full stop. I can reread what I have written.	I am starting to use some finger spaces between my words. I am forming my letters correctly. I am starting to use capital letters.	My writing can be read by others. Some words are spelled correctly and others are phonetically plausible I can spell many HFW words
---------------------	--	--	------------------------------------	--	---	--	---	--	--	---

Pre Phonemic Stage

Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words

Curriculum statement Writing - English



Early Phonemic Stage	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
<p>the I see li 12345 onb m</p>	<p>I V A D</p>	<p>We wn to the s (We went to the store.) I lk mi</p>	<p>Thehcanr (The horse can run.) I lik to pla cat.</p>	<p>My favorit di the stegos.</p>	<p>To daye i to play with white boare the shape) I won to with my f</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I fad Tim. The end Today I am the stor with m I am going to by for my broths brth is thre yers old.</p>
<p>Awareness of print, copied from surroundings</p>	<p>Beginning and ending letters are used to represent words</p>		<p>Medial sound may initially be written as a consonant. Vowels begin to appear.</p>	<p>A child hears beginning, middle and end sounds.</p>	<p>Whole sentence writing develops.</p>	



Progression of Composition Knowledge and Skills Key Stage 1

<u>Composition</u>	Year 1	Year 2
	<p>Pupils should be taught to:</p> <p>write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear</p>	<p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>

Curriculum statement Writing - English



		<p>Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</p> <p>Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p> <p>Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</p> <p>Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p>
--	--	---



Progression of Composition Knowledge and Skills Lower Key Stage 2	
<u>Composition</u>	Year 3 and Year 4
	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.</p> <p>Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>



Progression of Composition Knowledge and Skills Upper Key Stage 2	
<u>Composition</u>	Year 5 and Year 6
	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</p>



Progression of Vocabulary, Grammar and Punctuation Knowledge and Skills			
<u>Word</u>	Year 1	Year 2	Year 3
	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found on page 46 of the National Curriculum in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Formation of nouns using a range of prefixes [for example <i>super–, anti–, auto–</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>
	Year 4	Year 5	Year 6
	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Verb prefixes [for example, <i>dis–, de–, mis–, over– and re–</i>]</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>

Curriculum statement Writing - English



<u>Sentence</u>	Year 1	Year 2	Year 3
	<p>How words can combine to make sentences Joining words and joining clauses using <i>and</i></p>	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</p>
	<p style="text-align: center;">Year 4</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p>	<p style="text-align: center;">Year 5</p> <p>Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]</p>	<p style="text-align: center;">Year 6</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>

Curriculum statement Writing - English



<u>Text</u>	Year 1	Year 2	Year 3
	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
	Year 4	Year 5	Year 6
	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Curriculum statement Writing - English



<u>Punctuation</u>	Year 1	Year 2	Year 3
	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]	Introduction to inverted commas to punctuate direct speech
	Year 4	Year 5	Year 6
	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]



Progression of Handwriting Skills

<u>Handwriting</u>	Key Stage 1	
	Year 1	Year 2
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. <p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>



<u>Handwriting</u>	Lower Key Stage 2 – Years 3 and 4
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling</p>
	Upper Key Stage 2 – Years 5 and 6
	<p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>



Progression of Spelling Skills

Spelling

Spelling teaching is provided in EYFS, Years 1 and part of Year 2 through our phonics scheme, Bug Club. Please see the Reading curriculum statement for details of such.

Following the completion of the phonics scheme in Year 2, the class join in with the Purple Mash spelling scheme focusing on common exception words, having secured a solid understanding of words that contain GPCs (Grapheme Phoneme Correspondence).

Key Stage 2 follows the Purple Mash scheme from Years 3 – 6. Children are introduced to the specific spelling words or rule for that week in an introductory presentation. The children then have the opportunity to complete an interactive quiz in class or at home on Purple Mash. The children are provided with a LSCWC (Look See Cover Write Check) sheet for their homework.

Spelling tests take place weekly and scores are recorded.

Where children are not able to access the spellings of their year group they will be allocated spelling from the most appropriate year group. *(RC/FF to review)*



Long term plan for Key Stage 1

	<u>Year 1</u>	<u>Year 2</u>
Autumn 1	<p>Text: What makes me, me? By Ben Faulks & David Tazzyman</p> <p>What makes me happy? By Katherine and Lawrence Anholt</p> <p>Genre: Text - Fiction narrative. Writing – Non-fiction (lists and labels) (Link to RSHE / PSE curriculum)</p> <p>Key grammar: Finger spaces, capital letters, full stops</p> <p>Text: Now We are Six – AA Milne</p> <p>Genre: Text –Poetry Writing – Poetry (Re- write poem about themselves) (Link to RSHE / PSE curriculum)</p> <p>Key grammar: Personal pronouns, finger spaces, capital letters, full stops, letter formation and letters on the line.</p>	<p>Text: Grandad’s Secret Giant by David Litchfield</p> <p>Genre: Text – Fiction Writing – Continuation of story (Link to History Curriculum – Events within living memory - Memory Box)</p> <p>Key grammar: Capital letters, full stops, noun phrases, similes</p> <p>Text: Wilfrid Gordon McDonald Partridge by Mem Fox</p> <p>Genre: Text – Fiction Writing – Recount (visit and text stimulus) and Autobiographical recount (Link to History Curriculum – Events within living memory - Memory Box)</p> <p>Key grammar: Sentences, capital letters, full stops and personal pronouns</p>
Autumn 2	<p>Text: Hansel and Gretel - by various authors</p>	<p>Text: Lost and Found by Oliver Jeffers</p>

Curriculum statement Writing - English



	<p>Genre: Text - Traditional tales Writing – Change part of the story or a recount of a woodland walk. (Linked to Geography curriculum – Local area)</p> <p>Key grammar: Sequence sentences,</p> <p>Text: Owl Babies – Martin Waddell</p> <p>Genre: Text – Fiction Writing – Non Chronological report</p> <p>Key grammar: Finger spaces, capital letters, full stops, sequencing sentences, letter formation and letters on the line.</p>	<p>Genre: Text – fiction Writing – Changing aspects of the story</p> <p>Key grammar: Conjunctions, past and present tense</p> <p>Text: Shackleton’s Journey by William Grill</p> <p>Genre: Text – Non-fiction Writing – Fact File (Linked to Geography Curriculum – Pole to Pole) (Linked to History Curriculum – Significant people)</p> <p>Key grammar: Organisational devices, subordinate conjunctions</p> <p>Text: Forest by Valerie Bloom</p> <p>Genre: Text – Poetry Writing – Poetry</p> <p>Key Grammar: Noun phrases, similes</p>
<p>Spring 1</p>	<p>Text: Beegu by Alexis Deacon</p>	<p>Text: Vlad and the Great Fire of London by Sam Cunningham</p>

Curriculum statement Writing - English



	<p>Genre: Text – Fiction Writing – Character description Key grammar: Adjectives</p> <p>Text: The First Moon Landing (various non-fiction texts to include significant people – Neil Armstrong, Buzz Aldrin Michael Collins) (linked to History curriculum – significant people)</p> <p>Genre: Text – Information texts Writing – Fact File</p> <p>Key grammar: Sentence – joining words and clauses using ‘and’</p> <p>Text: Five Little Men (Rhyme)</p> <p>Genre: Text – poetry Writing – poetry</p> <p>Key Grammar: Sentence sequencing, exclamation marks</p>	<p>Genre: Text – Fiction Writing – Diary entry (Linked to History Curriculum – Great Fire of London and Significant people – Samuel Pepyes) (Linked to Geography – All about London)</p> <p>Key grammar: Past and present tense, verbs, adverbs, suffixes</p> <p>Text:</p> <p>Genre: Text – Poetry Writing – Acrostic Poetry</p> <p>Key grammar:</p> <p>Text: Stars with Flaming Tales/ Michael Rosen ‘Don’t’</p> <p>Genre Text – Poetry Writing – Poetry</p> <p>Key Grammar Contractions</p>
<p>Spring 2</p>	<p>Text: Lost in a Toy Museum by David Lucas</p> <p>Genre:</p>	<p>Text: Traditional Tales (various selection) and twisted tales</p> <p>Genre:</p>

Curriculum statement Writing - English



	<p>Text – Fiction narrative Writing – Sequence the story Change character and setting fiction write</p> <p>Key grammar: Time adverbials, story sequencing, personal pronouns</p> <p>Genre: Writing – Instruction writing (Linked to DT toys project - mechanisms)</p> <p>Key grammar: Time adverbials, plural nouns (adding s/es)</p>	<p>Text – Fiction Writing – Change one aspect of a traditional tale to twist.</p> <p>Key grammar: Apostrophes for possession, subordinating conjunctions and sentence types</p> <p>Text: Non-fiction texts about castles</p> <p>Genre: Texts – non-fiction Writing – Castles information text (Links to History Curriculum – knights and monarchs)</p> <p>Key grammar: Sentence types, subordinating and co-ordinating conjunctions</p>
<p>Summer 1</p>	<p>Text: How to Grow a Dinosaur – by Caryl Hart</p> <p>Genre: Text - Fiction – narrative Writing – Change the ending (What would you grow?)</p>	<p>Text: Film unit – Magic Grandad</p> <p>Genre: Text – Non-fiction (faction) Writing – Postcard</p>

Curriculum statement Writing - English



	<p>Key grammar: Simple sentence structure</p> <p>Text: Dinosaur Poems (When Dinosaur's come to stay) by John Foster</p> <p>Genre: Poetry</p> <p>Key grammar: 'ed' suffix, 'est' suffix, 'un' prefix and days of the week</p>	<p>(Linked to History Curriculum – Victorian Seaside) (Linked to Geography Curriculum – Seas and Coasts)</p> <p>Key grammar: Suffixes and past tense</p> <p>Text: Film unit – Grace Darling</p> <p>Genre: Text – non-fiction Writing – Recount of the rescue (Linked to History Curriculum – Seas and Coasts and Significant people)</p> <p>Key grammar: Noun phrases, expanded noun phrase, suffixes, time adverbials</p>
<p>Summer 2</p>	<p>Text: Katie in London by James Mayhew</p> <p>Genre: Text – Fiction Writing – Fiction continuation of story (where could Katie go next with the Queen)</p>	<p>Text: Dougal's Deep Sea Diary by Simon Bartram Blue Planet and other non-fiction texts</p> <p>Genre: Text – Fiction Writing – Marine animal information cards (Links to Geography Curriculum – Seas and Coasts)</p>

Curriculum statement Writing - English



	<p>Key grammar: 'ed' suffix, time adverbials</p> <p>Text: The Kapok Tree by Lynne Cherry</p> <p>Genre: Text – Faction (Modern Fable) Writing – Non-fiction persuasive write (Reasons for saving the Rainforest) (Linked to Science - Plants)</p> <p>Key grammar: Linking sentences using because and but.</p>	<p>Key grammar: Revision of all KS1 punctuation and grammar.</p>
--	---	---



Long term plan for Lower Key Stage 2

Year 3

Year 4

Autumn 1

Text:
Things I didn't do over the Summer Holiday – Teacher written resource

Genre:
Text – Poetry
Writing – Poetry

Key grammar:
Sentence structure

Text:
Journey by Aaron Becker
Quest by Aaron Becker

Genre:
Texts – mystery stories
Writing –mystery story

Key grammar:
Expanded noun phrases, commas, inverted commas, similes, metaphors and conjunctions

Text:
George's Marvellous Medicine – Roald Dhal

Genre:
Text – Fiction
Writing – Instructional Writing

Key grammar:
Commas, expanded noun phrases, alliteration, singular and plural nouns, imperative verbs

Text:
Julius Zebra, Rumble with the Romans by Gary Northfield

Genre:
Text – Historical fiction
Writing – Diary Entry
([Link to History – The Romans](#))

Key grammar:
Pronouns, time adverbials, cause and manner



<p>Autumn 2</p>	<p>Text: The Egyptian Cinderella – by Shirley Climo</p> <p>Genre: Text – fantasy Writing – fantasy story (Linked to Egyptian civilisation History curriculum)</p> <p>Key grammar: Fronted adverbials, preposition, present tense</p> <p>Text: Myths various (sourced online)</p> <p>Genre: Texts – myths Writing – myths (Linked to Egyptian civilisation History curriculum)</p> <p>Key grammar: Paragraphs, nouns and pronouns, word classes, suffix (re-visit prior learning)</p>	<p>Text: The Miraculous Journey of Edward Tulane by Kate DiCamillo</p> <p>Genre: Text – Fiction Writing – Adventure Story</p> <p>Key grammar: Fronted adverbials, possessive pronouns, inverted commas</p> <p>Text: Rhythm of the Rain by Graham Baker Smith</p> <p>Genre: Text – Fiction Writing – Explanation text (Water Cycle) (Linked to Geography Curriculum – Water Cycles and Rivers)</p> <p>Key grammar: Prepositions to express time and cause, tense, questions and statements</p> <p>Text: The Sound Collector by Roger McGough</p> <p>Genre: Text – Poetry Writing – List Poems Key Grammar: Onomatopoeia</p>
------------------------	--	--

Curriculum statement Writing - English



<p>Spring 1</p>	<p>Text: The Window – by Jeanie Baker</p> <p>Genre: Text – Fiction Writing – dilemma story (Link to Geography curriculum Settlements and land use)</p> <p>Key grammar: Time conjunctions, prefixes, sentence structure</p> <p>Genre: Writing - Persuasive writing (saving the planet) (Link to Geography curriculum Settlements and land use)</p> <p>Key grammar: Organisational devices, question, statement and command, standard English 'a, an, the'</p> <p>Text – The Coral Reef who lost her colour Why Leaves dance when it rains The Last Snowball Fight.</p> <p>Genre: Text- Poetry Writing – Visual poetry</p>	<p>Text: The Last Bear by Hannah Gold</p> <p>Genre: Text – Fiction Writing – Dilemma story</p> <p>Key grammar: Determiners, adjectives, adverbials, comma with fronted adverbials.</p> <p>Text: How to be a Viking by Cressida Cowell</p> <p>Genre: Text – Fiction Writing – Non-fiction Fact file / Discussion Text (Linked to History Curriculum – Britain's Settlement by Anglo-Saxons, Scots and Vikings)</p> <p>Key grammar: Organisational devices, paragraphs, conjunctions</p>
------------------------	---	--

Curriculum statement Writing - English



<p>Spring 2</p>	<p>Text: The Stone Age Boy by Satoshi Kitamura</p> <p>Genre: Text – Historical fiction Writing – Continuation of story (Linked to History Curriculum – Stone Age to Iron Age)</p> <p>Key grammar: First and third person, similes and metaphors, inverted commas</p> <p>Text: How to Wash a Wooley Mammoth by Michael Robinson</p> <p>Genre: Text: Fiction Writing: Instructional writing (Linked to History Curriculum – Stone Age to Iron Age)</p> <p>Key grammar: Apostrophes, verbs, place and cause conjunctions, modal verbs</p>	<p>Text: Arthur and The Golden Rope by Todd Stanton</p> <p>Genre: Text – Myth Writing – Myth (Linked to History Curriculum – Britain’s Settlement by Anglo-Saxons, Scots and Vikings)</p> <p>Key grammar: Co-ordinating and subordinating conjunctions, pronouns and nouns</p> <p>Text: Gut Garden by Katie Brosnan</p> <p>Genre: Text – Non-fiction Writing – Information text on digestion system (Linked to Science Curriculum – Animals including Humans)</p> <p>Key grammar: Paragraphs, homophones and near homophones, organisational devices, adverbs</p> <p>Text: An Emerald as Green As Grass by Christina Rossetti</p> <p>Genre: Text – Poetry Writing – Poetry</p>
------------------------	--	--

Curriculum statement Writing - English



		<p>Key Grammar: Similes and metaphors</p>
<p>Summer 1</p>	<p>Text: The Boy Who Sailed the Ocean in an Armchair by Lara Williamson</p> <p>Genre: Text – fiction Writing – Adventure story</p> <p>Key grammar: Subordination conjunctions and homophones</p> <p>Genre: Writing – Non chronological information text</p> <p>Key grammar: Organisation devices, paragraphs</p>	<p>Text: The Iron Man by Ted Hughes</p> <p>Genre: Text – Fiction Writing – Fantasy story</p> <p>Key grammar: Conjunction to express time and cause, adverbs, similes and metaphors</p> <p>Text: Local History Sources</p> <p>Genre: Non-fiction Writing – recount of a local area study (Linked to History Curriculum – Local area)</p> <p>Key grammar: Paragraphs, possessive apostrophes, verb tenses (past), time conjunctions</p>

Curriculum statement Writing - English



<p>Summer 2</p>	<p>Text: The Railway Children by E Nesbit</p> <p>Genre: Text – fiction Writing – Adventure story</p> <p>Key grammar: Compound nouns</p> <p>Genre: Writing – Recount of history of railways</p> <p>Key grammar: Revising Year 3 grammar taught</p> <p>Text: The Railway Children by Station Island</p> <p>Genre: Text- Poetry Writing – Structure poetry</p>	<p>Text: Rumblestar by Abi Elphinstone</p> <p>Genre: Text – Fiction Writing – Mystery story</p> <p>Key grammar: Subordinating conjunctions, fronted adverbials, plural possessive apostrophes</p> <p>Text: Italy Travel Literature</p> <p>Genre: Text – Non-fiction Writing – Persuasive Brochure</p> <p>Key grammar: Verb tenses (present), conjunctions for cause and effect</p> <p>Text: Some Other Names for Rain by Kate Wakeling</p> <p>Genre: Text – Free verse poem Writing – Free verse poem</p>



Long term plan for Upper Key Stage 2

Year 5

Year 6

Autumn 1

Text:
Who Let The Gods Out? By Maz Evans

Genre:
Text – Fiction
Writing – Myths
(Linked to History Curriculum – Ancient Greece)

Key grammar:
Expanded nouns phrases, similes and metaphors

Genre:
Writing – Recount
(Linked to History Curriculum – Ancient Greece)

Key grammar:
Past tense, third person, sequencing adverbs

Genre:
Writing – discussion text To live in Sparta or Athens
(Linked to History Curriculum – Ancient Greece)

Key Grammar:
Reported speech and direct speech, relative clauses

Text:
Clockwork by Phillip Pullman

Genre:
Text – Mystery Narrative
Writing – Alternative Ending and Diary Write

Key grammar:
Simple, compound and complex sentences,
DADWAVERS!, commas, adjectives and verbs, third
person, emotive language

Genre:
Writing – Travel Brochure (non-chronological report
and persuasive write)

Key grammar:
Parenthesis, commas in a list, colons, expanded noun
phrases, second person, rhetorical questions

Autumn 2

Text:
Cosmic by Frank Cottrel-Boyce

Text:

Curriculum statement Writing - English



	<p>Genre: Text – Fiction Writing- Science fiction story</p> <p>Key grammar: Dialogue (direct speech), adjectives to describe</p> <p>Text: First World War Poetry</p> <p>Genre: Text – War poetry Writing – War poetry</p>	<p>Film Unit – Three Little Pigs (Guardian advert) and Goldilocks and the Three Bears.</p> <p>Genre: Text – Traditional tale with twist Writing – Chronological Report Objective and subjective language, cohesive adverbs, parenthesis, first person, clauses Key grammar:</p> <p>Text: The Moon at Knowle Hill by Jack Kay</p> <p>Genre: Text – Non-rhyming poetry Writing – Non –rhyming poetry</p> <p>Key grammar: Commas and semi colons</p>
<p>Spring 1</p>	<p>Text: The Explorer by Catherine Rundell</p>	<p>Text: Rose Blanche by Roberto Innocenti</p>

Curriculum statement Writing - English



	<p>Genre: Text – Fiction Writing – Mystery story (Linked to Geography Curriculum – The Americas)</p> <p>Key grammar: Adverbials, expanded noun phrases, rhetorical questions</p> <p>Genre: Writing – Instruction text – recipe for an adventure (Linked to Geography Curriculum – The Americas)</p> <p>Key grammar: Parenthesis, persuasive devices, adverbials, imperative verbs</p>	<p>Genre: Text – Fiction Writing – Diary write (Linked to History Curriculum – World War II)</p> <p>Key grammar: Direct and indirect speech, relative pronouns and clauses, first person, paragraph cohesion, main and subordinate clauses</p> <p>Text: The Harmonica by Tony Johnstone</p> <p>Genre: Text – Fiction Writing – Speech writing (Linked to History Curriculum – World War II)</p> <p>Key grammar: Dashes, semi-colons, active and passive voice, commas for clarity, modal verbs, first and second person</p>
<p>Spring 2</p>	<p>Text: Holes by Louis Sachar</p> <p>Genre: Text – Fiction</p>	<p>Text: The Island by Armin Greder</p> <p>Genre: Text – fiction</p>

Curriculum statement Writing - English



	<p>Writing – Adventure story</p> <p>Key grammar: Fronted adverbials, commas for clarity, speech (direct and indirect). First person.</p> <p>Genre: Writing – non-chronological report</p> <p>Key Grammar: Organisational devices, technical vocabulary, cohesive devices</p> <p>Text: The Highwayman by Alfred Noyes</p> <p>Genre: Text – Poetry Writing – Narrative poetry</p> <p>Key grammar: Similes and metaphors</p>	<p>Writing – Persuasive, formal letter writing</p> <p>Key grammar: Commas, semi colons, parenthesis, formal language, subjective and objective, imperative verbs, dashes</p> <p>Genre: Writing – Prologue</p> <p>Key grammar: Adverbials, commas, semi colons, speech (direct and indirect), modal verbs, pronouns, main and subordinate clauses</p> <p>Text: The Seagulls by Michael Rosen</p> <p>Genre: Text- Free verse poetry Writing – Free verse poetry</p>
<p>Summer 1</p>	<p>Text: The Nightbus Hero by Onjali Q Rauf</p> <p>Genre:</p>	<p>Text: Macbeth by William Shakespeare</p> <p>Genre:</p>

Curriculum statement Writing - English



	<p>Text – Fantasy Writing – Fantasy story</p> <p>Key grammar: Dialogue to advance action, cohesion, complex narratives</p> <p>Genre: Writing – Explanation text – Public Transport</p> <p>Key grammar: Modal verbs, verb prefixes (dis, mis, re), prepositional phrases, subordinate clauses, adverbials, parenthesis</p>	<p>Text- Play / Fiction Writing – Chronological Report</p> <p>Key grammar: Paragraphs and cohesion, parenthesis, bullet points, commas, semi colons, colons and dashes.</p> <p>Genre: Writing – Instructional write – Witches spell</p> <p>Key grammar: Time adverbials, modal verbs, imperative verbs, semi colons</p>
<p>Summer 2</p>	<p>Text: Beowulf (adapted) by Michael Morpurgo</p> <p>Genre: Text – Fiction Writing – Playscript</p>	<p>Text: The Lost Diary of Sami Star by Karen McCombie</p> <p>Genre: Text – fiction Writing – Autobiography</p>

Curriculum statement Writing - English



	<p>Key grammar: Dialogue (reported and direct), relative clauses, commas for clarity</p> <p>Genre: Writing - Debate</p> <p>Grammar: Cohesion, modal verbs, correlating conjunction, parenthesis, persuasive devices</p>	<p>Key grammar: Semi colons, commas for clarity, time adverbials, dashes</p> <p>Genre: Writing - Informal letter writing.</p> <p>Key grammar: Contractions, informal language, all KS2 GPS</p> <p>Text: Flame by Rachel Rooney</p> <p>Genre: Text - Poem Writing - Moving on / memories poem (linked to RSHE / PSE curriculum)</p>
--	--	---



<p>Impact</p>	<p>By the end of Key Stage 2, our children will be proficient in writing for a range of purposes and for a range of audiences, giving them a meaningful purpose for writing. They will be confident in using appropriate vocabulary, grammar and punctuation for the purpose of their writing and will feel able to make informed choices and to discuss and defend those choices. Children will have the opportunity during their time at St John's to explore a wide variety of writing styles and the freedom to craft pieces independently. Writing opportunities are offered across the curriculum, giving our children the exposure and real life context needed to embed their learning. Writing is assessed in the following ways:</p> <p>EYFS are assessed using the EYSF framework - Early Learning Goals.</p> <p>KS1 & KS2 a termly SPaG assessment during assessment week (Grammarsarus) This will inform teachers of gaps that can then be addressed in the following term through targeted interventions, class teaching, individual children's targets.</p> <p>Children are set weekly spelling tests and dictation tasks; in addition, spelling, grammar and punctuation are continually assessed through teacher assessment.</p> <p>To ensure consistency within practise, teachers engage in an in-house termly writing moderation within phase and network moderations with local schools across the year.</p>
----------------------	---