

Curriculum Drivers in Writing

World Aware – Our writing curriculum works alongside our reading programme to help our pupils develop an understanding of the world they live in. We use quality texts from a range of authors, cultures and countries to teach, stimulate and inspire writing. Our non-fiction progression enables teachers to explore and discuss current issues while developing skills in different genre.

Belonging – Our classrooms are supportive environments where all children are valued and all children are supported to achieve their best. We write for different audiences, real and imagined, and in so doing, develop an understanding of how to use language for effect and purpose in our writing.

Well-being - We nurture and build the self-esteem of our pupils by ensuring that they become confident and enthusiastic writers. We are determined that every pupil will learn to write fluently with neat, cursive handwriting, regardless of their background, needs or abilities. We seek to ensure that all pupils will make sufficient progress to meet or exceed age-related expectations and use continuous assessment to identify any pupil who is falling behind.

Spirituality – Our writing curriculum seeks to support our pupils' spiritual, moral and emotional growth alongside their development of writing skills. We select texts that will stimulate discussion and support our pupils to explore big questions in the world along with aspects of awe and wonder.

Possibilities – We set high expectations for all our pupils in writing, ensuring that as confident writers, our pupils can apply their skills and achieve across the curriculum. Our curriculum encourages the discussion of future possibilities in the wider world. This is reinforced by our teaching of different writing genres; by studying and developing the ability to write for different purposes, our pupils become familiar with writing conventions that will equip them for their futures.

What we teach and why: Intent

Design, content and sequencing – our priorities are:

- To deliver a high-quality, progressive curriculum so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make substantial progress by the end of the academic year.
- To teach a broad and ambitious curriculum in all subjects, including English, which is closely linked to our school drivers (world aware, possibilities, well-being, spirituality and belonging), and which challenges and engages our pupils, fostering a love of learning.
- To create a curriculum that enriches our pupils' education and responds to our pupils' interests.
- To identify gaps and establish good progress in EY, KS1 and KS2 in the essentials (phonics and spelling, reading, increasing vocabulary and writing), identifying opportunities across the curriculum so that pupils have diverse opportunities to write, and develop their knowledge and vocabulary. Focus on the core skills of Reading, Writing and Developing Speech and Language is an established part of our school curriculum intent, as is taking a consistent approach to planning which builds on prior learning.
- To ensure all pupils in YR make a good start in phonics and writing; this may require addressing gaps in language and gross and fine motor control.

Writing is prioritised and taught every day in our schools. Learning builds on what was taught previously and encourages pupils to read as a writer and write as a reader – keeping the interests of the audience in mind.

How it's taught: Implementation

At Aylburton and English Bicknor, we provide a rich reading environment that will support our pupils to become good writers.

Daily English lessons are based on the Literacy Tree Curriculum and focus on at least one new quality text each term, with regular opportunities for short burst and more extended writing to apply skills and write a variety of text types. Shared and modelled writing is used to scaffold learning, demonstrating how to 'think like a writer' and apply learning. Writing stamina is developed and supported as pupils progress through the school, to enable them to write at increasing length. Wherever possible and appropriate, first-hand experiences are planned and provided to support writing and enhance understanding of different contexts. This is particularly important in EY/KS1 and LKS2. Drama is integrated in teaching sequences to bring texts to life through direct personal experience e.g. hot-seating, role-play.

Grammar and punctuation lessons are integrated into the teaching sequences, ensuring pupils are taught objectives alongside opportunities to apply them.

Daily Phonics lessons in EYFS and Y1, using the Little Wandle Letters and Sounds Revised scheme, provide regular opportunities to learn new graphemes and apply these in writing. Spelling lessons, taught in year groups to Y2-Y6, provide small-step learning with regular practise and revisiting of objectives, using the Babcock spelling scheme. This is reinforced through weekly homework to practise spelling patterns further.

The school has adopted a cursive handwriting script and this is taught several times a week in every year group. Pupils are introduced to pre-cursive writing in EY/Y1 (as appropriate) and cursive joins in Y2. As pupils move through the school, opportunities to practise handwriting continue and when the class teacher feels a pupil is able to join fluently, they are encouraged to write in pen, usually in Y4.

What we see as a result: Impact

We have high expectations for all pupils, and by scaffolding learning, strive for all pupils to achieve at least ARE in writing. Pupils are taught the knowledge and skills to be able to write successfully for a purpose and audience, enabling them to become more confident writers with the ability to plan, draft and edit their own work.

Pupils are able to transfer their skills to cross-curricular writing, showing a consolidation of their skills and a deeper understanding of how and when to apply different aspects of grammar and to use vocabulary for effect.

Writing – Composition Year A&B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1 & Y2	Y1 END OF YEAR OBJECTIVES – introduce T1 and T2 and reteach / review throughout year: Write for different purposes Write in grammatically accurate sentences Use topic –related vocabulary in non-fiction Re-read their writing to check it makes sense and make corrections as necessary					
	Y2 END OF YEAR OBJECTIVES – introduce each term as taught, then reteach / review throughout year. Develop stamina by providing opportunities for children to write more extended pieces of writing Edit and revise their writing in relation to the Y2 grammar and spelling expectations					
	Plan using story maps (1) and skeleton frames (2) Use simple organizational features of fiction e.g. beginning, middle, end (1) Use literary language and phrases: e.g. <i>once upon a time,</i> <i>happily ever after, he</i> <i>huffed and he puffed . . .</i> (1) e.g. <i>in a land far away; long</i> <i>ago; once there lived</i> (2)	Use simple organizational features of non-fiction e.g. captions, instructions in the right order (1) Write stories with characters and settings based on reading and role play (1)	Write stories based on familiar settings (1) and describe familiar settings based on reading (2) Write openings that establish the setting in fiction (2)	Write stories with: - a clear beginning, middle and end based on whole class reading (imitate) (1) - a clear opening, build up, problem, resolution and ending (2) Write openings that establish the characters in fiction (2) Write endings that include the resolution (e.g. how the character feels once the problem is solved) in fiction (2)	Maintain consistent present and past tense (1) Describe character's feelings, appearance and simple personality traits (2)	Write non-fiction texts with a clear beginning, middle and end based on whole class reading (imitate) (1) Write openings that are a statement or a question that introduces the text in non-fiction (2) Write endings that are a final comment that sums up the text in non-fiction (2)

Writing – Composition Year A&B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3 & Y4	END OF YEAR OBJECTIVES – introduce T1 and T2 and reteach / review throughout year Plan using story maps, story mountains, flow charts, boxing up frames (3&4) Create plots with a clear opening, a build-up that paves the way for the problem, a resolution that solves the problem and an ending. (invent) (3&4) Create interest and engage the reader through the use of appropriate word choices and descriptive phrases (3&4) Edit and revise their writing in relation to the Y3 grammar and spelling expectations (3) and the Y4 grammar and spelling expectations (4)					
	(as above) Openings that establish the characters, setting and main problem in fiction (3) and anything that the plot relies on later is referenced. (4)	Use dialogue to describe characters (3) and to show characters' personalities (4)	Make links in the setting between the place, time and weather in settings and describe characters' reactions to the setting. (3&4) Use figurative devices (e.g. simile, alliteration, onomatopoeia, hyperbole) (3&4)	An ending that is distinct from the resolution and reflects on the events and/or characters in fiction. A final paragraph that includes a summary or personal reflection in non-fiction (3)	Use show not tell to describe characters (e.g. through their actions; their thoughts and feelings; what they say and how they say it.) (3) (e.g. through their reactions to other people, events and to the setting; how others react to them; character traits.) (4)	Endings that link to the opening in fiction and non-fiction. Appropriate choice of ending for the text type (e.g. personal reflection in a diary or recount; direct appeal to the reader in promotional material) in non-fiction. (4)

Writing – Composition Year A&B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y5 & Y6	Y5 END OF YEAR OBJECTIVES – introduce T1 and T2 and reteach / review throughout year					
	- Choose a planning tool/format that's appropriate and effective for the writing - Edit and revise their writing in relation to the Y5 grammar and spelling expectations					
	Y6 END OF YEAR OBJECTIVES – introduce T1 and T2 and reteach / review throughout year					
	- Choose a planning tool/format that's appropriate and effective for the writing - Edit and revise their writing in relation to the Y6 grammar and spelling expectations					
	<i>as above +</i> - Use show not tell to describe characters (5&6) - Use figurative devices (5&6) - Use precise phrases and vocabulary (5) - Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning (6)	- Use dialogue to move the action on (5&6) - Use dialogue to show the relationship between characters (5) - Use dialogue to effectively to convey characters' thoughts, relationships and personalities (6) - Appropriate balance of action, description and dialogue (5) A developed ending relevant to the text type in non-fiction (5&6)	- Openings that experiment with different strategies in fiction (5&6) - Endings that experiment with different strategies in fiction (5) Experiment with different plot structures (6)	- Extend plots by introducing more than one problem to overcome (5) - Control plots effectively in longer stories (6) - Choose an appropriate ending drawing on previous learning and their own reading in fiction (6) - Experiment with camera shot approaches to creating settings (5) Experiment with symbolism within setting to reflect the mood or theme (6)	Review and apply objectives taught over the year	Review and apply objectives taught over the year

Aylburton and English Bicknor Primary Schools'

Writing Curriculum

Writing – Punctuation & Grammar Year A&B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1 & Y2	Y1 END OF YEAR OBJECTIVES – introduce T1 and reteach / review throughout year Leave spaces between words.					
	Y2 END OF YEAR OBJECTIVES – introduce each term as taught, then reteach / review throughout year. Terminology: noun, noun phrase, statement, question, command, exclamation, compound, suffix, adjective, adverb, verb, tense (past and present), apostrophe, comma.					
	Y1					
	<i>as above +</i> Combine words to make sentences Use capital letters and full stops to demarcate sentences	Use capital letters for names and the personal pronoun <i>I</i> Join ideas using <i>and</i> (e.g. I played on the swing and the slide and the roundabout)	Identify adjectives in sentences. Use question marks and exclamation marks to demarcate sentences	Join main clauses using <i>and</i>	Review the use of capital letters, full stops question marks and explanation marks to demarcate sentences	<i>Review and consolidate objectives taught.</i>
	Y2					
	Leave spaces between words. Review the use of capital letters, full stops question marks and explanation marks to demarcate sentences (1) Use past and present tenses correctly and consistently	Punctuate sentences with capital letters and full stops. Join main clauses using <i>and</i> (1) Use commas in a list and explain their purpose Use apostrophes for singular possession Use co-ordination (and but or yet so)	Use noun phrases to describe and specify Use sentences with different forms: statements, commands, questions, exclamations Use question marks and exclamation marks accurately	Use subordination (when if because) Use apostrophes for contractions Use the progressive form of verbs	Use a variety of simple, compound and complex sentences	<i>Review and consolidate objectives taught.</i>

Writing – Punctuation & Grammar Year A&B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3 & Year 4	Use a or an correctly (3) Understand the difference between plural and possessive -s (4) Use apostrophes for plural possession (4) Use possessive pronouns (3) Revise the progressive form of verbs (3) Use noun phrases expanded with modifying adjectives and prepositional phrases (4)	Use a range of coordinating and subordinating conjunctions accurately to form a variety of compound and complex sentences (3) Use paragraphs to group related ideas (3) Use paragraphs to organise ideas around a theme across the text (4) Maintain an appropriate level of formality throughout a piece of writing (4) Demarcate direct speech with inverted commas (speech marks) (3)	Use a range of adverbs, conjunctions and prepositions for time (3) Use a range of adverbs, conjunctions and prepositions for place (3) Use a range of adverbs, conjunctions and prepositions for cause (3) Use nouns and pronouns to aid cohesion and avoid repetition (4) Use the present perfect form of verbs (3) Control the use of standard and non-standard English (4)	Use fronted adverbials for time, manner and place (4) Use commas after fronted adverbials (4) Revise progressive and perfect forms of verbs (4) Use inverted commas and all other punctuation accurately to mark speech (4)	Identify main and subordinate clauses (4) Write complex sentences with the subordinate clause at the start and at the end of the sentence (4)	Use a variety of verb and tense forms appropriately (simple, progressive, perfect) (4)

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Writing – Punctuation & Grammar Year A&B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y5&Y6	Y5 END OF YEAR OBJECTIVES – introduce T1 and T2 and reteach / review throughout year Write with appropriate levels of formality for the audience and purpose					
	Y6 END OF YEAR OBJECTIVES – introduce T1 and T2 and reteach / review throughout year - Select the appropriate form and draw independently on what they have read as models for their own writing - Use verb tenses and forms accurately					
	<i>as above +</i> Use relative pronouns (5) Use non-defining relative clauses (5) Write sentences with the subordinate clause at the start, middle and end of the sentence (5) Use commas to separate main and subordinate clauses, including marking relative clauses (5) Use expanded noun phrases to convey complicated information precisely (6)	Indicate degrees of possibility using modal verbs (5) Indicate degrees of possibility using adverbs (5) Use a range of cohesive devices within paragraphs (5) Use a range of devices between paragraphs (5) Use a range of devices to build cohesions within and between paragraphs (6) KS2 Punctuation – bullet points, semi-colons and colons in lists and for independent clauses (5&6)	Use brackets and dashes to mark parenthesis (5) Use dashes for after thoughts (5) Distinguish between the language of speech and writing and choose the appropriate register (6) Manipulate and control the use of narrative and non-fiction language features (6) Effective use of organisational features in fiction and non-fiction (5)	Use passive voice to create empathy, suspense or/and a formal tone (6)	Use the full range of punctuation taught at KS2 (6) Use punctuation to avoid ambiguity and enhance meaning (6)	Review and apply objectives taught over the year

Year A&B	EYFS	Year 1 & 2	Year 3 & Year 4	Year 5 & Year 6
<i>Handwriting</i>	EYFS ELG 6 (Physical Development: Fine Motor Skills) - END OF YEAR OBJECTIVES Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. EYFS Development Matters non-statutory guidance for ELG 6 (Physical Development) Develop the foundations of a handwriting style which is fast, accurate and efficient. EYFS ELG 7 (Literacy: Writing) - END OF YEAR OBJECTIVES Write recognisable letters, most of which are correctly formed.	Y1/2 END OF YEAR OBJECTIVES Understand which letters belong to which handwriting 'families'. Form lower-case letters in the correct direction, starting and finishing in the right place. Form lower-case letters of the correct size relative to one another. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Begin using diagonal and horizontal strokes needed to join letters. Use spacing between words that reflects the size of the letters.	Join all writing. Adapt font size and style to suit the purpose of the writing	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 legibility, consistency and quality of their handwriting