



Writing Curriculum Plan

Intent

It is our intent at South Tawton Primary School to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively.

With regards to writing, we intend for pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and cursive handwriting.

Teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They will also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils will be taught to control their speaking and writing consciously and to use Standard English e.g. correct pronunciation of words and phrases. They will be taught to use the elements of spelling, grammar, punctuation and 'language about language'

The national curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- Develop a love of words to craft into writing that is eloquent and fulfils its intended purpose.
- Read and appreciate different forms of poetry including classics and modern prose.

At South Tawton Primary School, writing is a crucial part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum.



EYFS	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i></p>	<p>Marvellous me!</p> <p>Doctor Dog The worrysaurus Hairy McClary</p> <p>Sharing our favourite texts from home.</p>	<p>Let's celebrate!</p> <p>Rosie's walk Guy Fawkes Rama & Sita Stickman Gruffalo</p>	<p>Around the world:</p> <p>Handa's surprise Meerkat mail We're going on a lion hunt Big picture atlas Cleversticks</p>	<p>Out and about:</p> <p>Mrs Armitage on wheels Farmer Duck Mr Gumpy's outing Eggs & Chicks Handa's Hen The Lost words</p>	<p>Adventures:</p> <p>On the way home</p> <p>Supertato series</p> <p>Pirate texts to write character descriptions including the treasure of pirate Frank</p>	<p>Growing:</p> <p>Oi Frog Jasper's Beanstalk The Tadpoles Promise The Billy Goats Gruff Jack and the Beanstalk The enormous turnip The very hungry caterpillar Oliver's vegetables My Bean diary</p>
<p>Teacher directed writing opportunities In addition to daily RWI sessions.</p>	<p>Mark making, labelling, recognising name. Looking at pencil grips Initial letter sound patterns from RWI rhymes.</p>	<p>Writing VC and CVC words. Writing name or letters on own work.</p>	<p>Writing for purposes; sending a postcard, making posters, labels, information captions. Using photos as a stimulus.</p>	<p>World book day Written information about an experience Writing simple sentences referring to phonics knowledge. Forming lower and upper cases.</p>	<p>Adventure stimulus to create stories, maps, information, signs, character descriptions. Using phonics and red words taught & finger gaps</p>	<p>Recounting how to grow a plant. Instructions. Life cycles, labelled diagrams. Punctuated sentences.</p>

CONTINUOUS PROVISION; Children have access to a wide range of writing, mark making and fine motor equipment indoors and outdoors for a range of purposes (role play, constructions lists, menus). Staff model writing and 'story scribe' for children to develop their story telling and language. Displays and resources are used by the children to support their phonics and written work.



Year 1						
	Aut 1	Aut 2	Spr 1	Spr 2	Summer 1	Summer 2
Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	<p>In year 1, all reading and writing is taught through the Read, Write, Inc scheme.</p> <p>Additional writing opportunities are provided through cross curricular topic writing.</p> <p>Children are given opportunities to write freely and creatively through continuous provision.</p>					
Links to Wider Curriculum						
Independent purposeful writing outcomes						
Grammar and punctuation	Children working at the expected standard (blue RWI group) by then end of year 1 will be taught: Word: Leaving spaces between words. Plurals, prefixes and suffixes. Nouns, adjectives, verb and adverbs.					



	<p>Sentence: combining words to make sentences orally and in writing. sequencing sentences to form short narratives Questions, statements, commands and exclamations. Join words and clauses using 'and'.</p> <p>Punctuation: form lowercase and capital letters; full stops and capital letters for sentences; using capital letters for names and the personal pronoun I full stop, question mark, exclamation mark, commas in lists, apostrophe for contraction, apostrophe for singular possession, inverted commas for speech.</p> <p>Text: present and past tense</p>
Spelling	Taught through Read, Write, Inc scheme – phonetically plausible attempts and spelling common exception words through RWI lessons.
Handwriting	Consolidation of legible print letters before introducing cursive handwriting. Capital letters.

Year 2						
	Aut 1	Aut 2	Spr 1	Spr 2	Summer 1	Summer 2
<p>Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i></p>	<p>For 2021 -22, year 2 Literacy lessons will initially focus on completion of the Read, Write, Inc scheme.</p>					
Links to Wider Curriculum						



Independent purposeful writing outcomes	
Grammar and punctuation	<p>Word: word class – adjective</p> <p>Sentence: questions and commands; coordination and subordination; expanded noun phrases</p> <p>Punctuation: full stops, capital letters, exclamation marks and question marks; using capital letters for names of people, places, days & the personal pronoun I; commas in lists</p> <p>Word: word classes: adjectives to adverbs; using suffixes e.g. ness to form nouns or adjectives</p> <p>Sentence: statements and exclamations</p> <p>Text: present and past tense including progressive forms</p> <p>Punctuation: apostrophe for contraction/ omission and for singular possession</p> <p>Word: use of prefixes and suffixes for adjectives</p> <p>Consolidation in preparation for SATs</p>
Spelling	Incorporated into R,W I sessions
Handwriting	Increase fluency and speed of children’s handwriting through regular practice and use of Letter join.

Year 3	Aut 1		Aut 2		Spr 1		Spr 2		Summer 1		Summer 2	
Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum,</i>	Dear Dragon	Dare to Care: Pet Dragon	The Iron Man	Dinosaurs	Greek Myths	Ancient Greece – a visitor’s guide	A River	Weather – online text Weather Wizz Kids Weather	Dartmoor Poetry Devon Folk Tales	Long Way Home	Chinese Fables and stories Until I met Dudley –	Bake Off – writing recipes



<i>broaden the range of texts (including poetry) and meet the interests of pupils.</i>							Poetry (Kennings)			ancient Chinese inventions	
Links to Wider Curriculum	SCARF	History/Geography	History/Geography	Geography	History/Geography	History/Geography					
Independent purposeful writing outcomes	Informal letter writing Explanations	Narrative writing Non-chronological reports	Narrative (historical) Persuasive	Narrative Non-chronological reports	Poetry Narrative (Historical) Formal letter writing	Explanation Instructions Narrative (historical)					
Grammar and punctuation	Revision of year 2 objectives Word: determiners a/an Sentence: conjunctions: to extend range of sentence type; to express time, place and cause Punctuation: revision of full stop, question mark, exclamation mark, commas in lists, apostrophe for contraction and singular possession		Word: word classes: adverbs to express time and place; prepositions to express time and place Sentence: expressing time, place and cause using conjunctions, adverbs and prepositions Text: using the present perfect form of verbs Punctuation: introduce inverted commas to punctuate direct speech		Word: word families: based on common words, showing how words are related in form and meaning; formation of nouns using prefixes Text: using headings and sub headings to aid presentation; Introduction to paragraphs as a way to group related material						
Spelling	RWI spelling programme										
Handwriting	Pupils taught to use the diagonal and horizontal strokes needed to join words Pupils begin to join more of their writing legibly and consistently All pupils write in pen by the end of the year.										

Year 4						
	Aut 1	Aut 2	Spr 1	Spr 2	Summer 1	Summer 2



<p>Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i></p>	<p>The Beasties By Jenny Nimmo</p>	<p>Escape to Pompeii Non fiction - Volcanoes Newspaper Report / live reporting</p>	<p>I don't believe it Archie! By Andrew Norris</p>	<p>Letters to Father Christmas - Hopes and wishes for a better future</p>	<p>How Santa Actually Works By Alan Snow</p>	<p>The Boy Who Biked the World by Al Humphreys</p>	<p>Year 4 performance Performance poetry</p>	<p>Fantastically Great Women By Emily Pankhurst</p>	<p>How to Train a Dragon By Cressida Cowell</p>	<p>PGL Residential Recount</p>	<p>Poetry on a Theme: Selection of nature inspired poems</p>	<p>Non Fiction: Persuasive Writing Zoo by Anthony Brown / Rainbow Bear by M.Morpurgo</p>
<p>Links to Wider Curriculum</p>	<p>PSHE / Art / Drama</p>				<p>Geography / Machines / Science / Art / History</p>			<p>Geography / History / Computing / Art / Science</p>				
<p>Independent purposeful writing outcomes</p>	<p>Non- Chronological report</p>	<p>Narrative Letter Writing</p>		<p>Instruction writing Diary writing</p>		<p>Descriptive writing Playscript</p>		<p>Narrative Recount from personal experience</p>		<p>Comparison book and film – review Narrative Poetry</p>		
<p>Grammar and punctuation</p>	<p>Revision of year 3 objectives Word: pronouns Sentence: adverbials and fronted adverbials Punctuation: commas after fronted adverbials Text: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>				<p>Word: The grammatical difference between plural and possessive –s Sentence: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrase Punctuation: apostrophe for singular and plural possession; Use of inverted commas and other punctuation to indicate direct speech</p>				<p>Word: Standard English forms for verb inflections Text: Use of paragraphs to organise ideas around a theme</p>			



Spelling	Diagnostics to inform review of year 3 spelling work revise: Strategies for learning words: words from statutory list learnt in year 3 No Nonsense spelling year 4 including statutory word list
Handwriting	Applying size appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility

Year 5	Aut 1		Aut 2		Spr 1		Spr 2		Summer 1		Summer 2	
Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	Arthur and the Golden Rope	Macbeth	Where my Wellies Take Me. Michael Morpurgo Pandora	Rudyard Kipling's Just So Stories	Animalium	Weslandia	Jungle Survival handbook	Earth Verse	What A Wonderful Word	No Ballet Shoes in Syria	Kensuke's Kingdom	Eats, Shoots and Leaves
Links to Wider Curriculum	Elizabethans – Medieval Monarchs Space Living Things				Science – Living Things and their Habitats Life Cycles Biomes				Science – Properties and changing of materials			
Independent purposeful writing outcomes	Newspaper Article		Pastoral Poetry Creative reinterpretations		Non-Chronological Report Story Retelling		Instructions/guide Poetry					
Grammar and punctuation	Revision of year 4 objectives Word: modal verb, adverb, relative pronoun				Sentence: use expanded noun phrases to convey complicated information concisely				Word: Converting nouns or adjectives into verbs using suffixes; verb prefixes			



	<p>Sentence: using relative clauses; use modal verbs and adverbns to indicate degrees of possibility</p> <p>Punctuation: commas after fronted adverbials</p> <p>Text: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Punctuation: Brackets, dashes or commas to indicate parenthesis</p> <p>Text: use the perfect form of verbs to mark relationship between time and cause</p>	<p>Text: Devices to build cohesion within a paragraph; Linking ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>Punctuation: Use of commas to clarify meaning or avoid ambiguity</p>
Spelling	<p>Diagnostics to inform review of year 4 spelling work revise: Strategies for learning words: words from statutory list learnt in year 3/4</p> <p>No Nonsense spelling year 5 including statutory word list</p>		
Handwriting	Producing quality hand writing automatically		

Year 6	Aut 1		Aut 2		Spr 1		Spr 2		Summer 1		Summer 2	
<p>Progression of Core Texts</p> <p><i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i></p>	Friend or Foe	Beyond the Lines	My Secret War Diary	Mr P – A Christmas Wish	Holes		Cloud- busting		Reading revision unit (Variety of texts from past SATS papers).	Reading revision unit	Super Hero or Evil Genius	Incredible Edibles
Links to Wider Curriculum	20 th Century Conflict Animals including Humans Light Globalisation				Population Civil Rights Electricity Evolution & Inheritance				Industrial Evolution Field Work Living Things & Their Habitats Working Scientifically			



Independent purposeful writing outcomes	Historical Essay Explanation Narrative Dairy	Historical narratives Dairy Entries Informal letters	Adventure Narrative Explanations Formal letters	Poetry Narrative Persuasive writing Non-chronological Report		Instructions Explanation Adventure Narrative Factual Essay
Grammar and punctuation	Revision of year 5 objectives Word: synonyms and antonyms; word classes – subject/object Sentence: The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. subjunctive forms, question tags		Sentence: Use of the passive to affect the presentation of information in a sentence; formal/informal Punctuation: Colons and bullet points; use of the semi-colon, colon and dash to mark the boundary between independent clause; how hyphens can be used to avoid ambiguity Text: use the perfect form of verbs to mark relationship between time and cause		Text: Linking ideas across paragraphs using a wider range of cohesive devices; layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	
Spelling	Read Write Inc spelling scheme					
Handwriting	Adapting handwriting for a range of tasks and purposes					