



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	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>Harvest & Autumn: Rosie's walk Farmer Duck</p>	<p>Night and Light: Owl babies Peace at last</p>	<p>Superheroes: Supertato series</p>	<p>Around the world: Handa's surprise We're going on a lion hunt Cleversticks</p>	<p>Traditional Tales: Variety of traditional tales (3 pigs, Goldilocks, Jack and the beanstalk, 3 Billy Goats, Cinderella) Alternatives to tales: Jim & the beanstalk, 3 wolves & big bad pig</p>	<p>Minibeasts: Eric Carle series (Hungry caterpillar, busy spider etc) Info books about bugs. Life cycle books</p>



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>					
Links to Wider Curriculum						
Independent purposeful writing outcomes						
Grammar and punctuation	Word: Leaving spaces between words Sentence: combining words to make sentences Punctuation: form lowercase and capital letters; full stops and capital letters for sentences; using capital letters for names and the personal pronoun I	Word: Leaving spaces between words Sentence: combining words to make sentences; joining words and clauses using 'and' Punctuation: Capital letters for names and the personal pronoun I; begin to use an exclamation mark to demarcate sentences	Word: Plural noun suffixes; suffixes and prefixes Text: sequencing sentences to form short narratives Punctuation: Question marks to demarcate sentences			
Spelling	Taught through Read, Write, Inc scheme					
Handwriting	Introducing capital and printed letters, numbers, punctuation and other symbols alongside cursive handwriting					



Year 2						
	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>For 2020 -21, year 2 literacy lessons will initially focus on completion of the Read, Write, Inc scheme as this was not completed in 2019 20 due to school closures.</p>					
Links to Wider Curriculum						
Independent purposeful writing outcomes						
Grammar and punctuation	Word: word class – adjective Sentence: questions and commands; coordination and subordination; expanded noun phrases 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		Word: word classes: adjectives to adverbs; using suffixes e.g. ness to form nouns or adjectives Sentence: statements and exclamations Text: present and past tense including progressive forms Punctuation: apostrophe for contraction/ omission and for singular possession		Word: use of suffixes er/est for adjectives Consolidation in preparation for SATs	



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	Diagnostics to inform review of phase 5/6; No nonsense spelling year 3 including statutory word list		
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	
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>	Book of Hopes 'Daphne and the Doughnuts'	Fantastically Great Women By Emily Pankhurst	Non fiction - Volcanoes Newspaper Report / live reporting TBC	I don't believe it Archie! By Andrew Norris	El Caminante Literacy Shed / Babcock	Brazil – stories from Brazil Non Chron report	Bills New Frock by Anne Fine	Narrative Poetry - 'The Works' (Ref: Hamilton)	Grimms Fairy Tales Babcock Sequence	TBC	When the Whales Came Michael Morpurgo (Film also)	Firework Maker's Daughter – Phillip Pullman
Links to Wider Curriculum	PSHE Strong influential women		Geography		Language/MFL link PHSE – viewpoints / judgements		Geography		Science - living things and Environment			



					Climate
Independent purposeful writing outcomes	Surprise encounter story	Biography	Recount Non-Chronological report	Playscript Narrative Poetry	Descriptive writing Comparison book and film - review
Grammar and punctuation	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		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		Word: Standard English forms for verb inflections Text: Use of paragraphs to organise ideas around a theme
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</i>	Chitty Chitty Bang Bang & Race against	Macbeth	Where my Wellies Take Me. Michael Morpurgo	Everest by Alexandra Stewart	What a Wonderful World by Nichola Edwards	Charlies Dickens by Mick Manning	Cloth Lullaby	A Wizard of Earth Sea	Jungle Survival	Ice Bear Weslandia	Gulliver Kensuke's Kingdom	Stuff you Should know! by John Farndon



<i>the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	Time by Frank Cottrell Boyce											and Rob Beattie
Links to Wider Curriculum	Elizabethans Mountains			Books/Numbers Through Time Amazon Basin Science – Living Things and their Habitats				The Maya Food and Farming Science – Properties and changing of materials				
Independent purposeful writing outcomes												
Grammar and punctuation	Revision of year 4 objectives Word: modal verb, adverb, relative pronoun Sentence: using relative clauses; use modal verbs and adverbns to indicate degrees of possibility Punctuation: commas after fronted adverbials Text: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition			Sentence: use expanded noun phrases to convey complicated information concisely Punctuation: Brackets, dashes or commas to indicate parenthesis Text: use the perfect form of verbs to mark relationship between time and cause				Word: Converting nouns or adjectives into verbs using suffixes; verb prefixes Text: Devices to build cohesion within a paragraph; Linking ideas across paragraphs using adverbials of time, place and number or tense choices Punctuation: Use of commas to clarify meaning or avoid ambiguity				
Spelling	Diagnostics to inform review of year 4 spelling work revise: Strategies for learning words: words from statutory list learnt in year 3/4 No Nonsense spelling year 5 including statutory word list											
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 <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>	War Horse	War Boy	Earthquakes Range of Non-fiction texts based on earthquakes	Mr P – A Christmas Wish	Cloudbusting	How Cats Really Work How Dogs Really Work	Tales of Beadle and Bard	Blood (ebook) Horrible Science – Blood, Bones and Body Bits reports	Reading revision unit (variety of texts from past SATS papers).	Reading revision unit	Trash	Paper Bag Prince
Links to Wider Curriculum	World War 1 Earthquakes Light Living things and their habitats				Thematic Study: Education Study of a European region Electricity			Ancient Civilisations Global Goals Animals, including humans Evolution and Inheritance				
Independent purposeful writing outcomes	<ol style="list-style-type: none"> Create atmosphere through the use of adverbials and prepositional phrases. Show emotion/character through dialogue. <p>Develop a series of events based on an emotion and explore the various ways in which the emotion is caused.</p>		Historical narratives Non-chronological report Informal letters	Poetry Explanations Formal letters		Poetry Narrative Persuasive writing				Narrative		
Grammar and punctuation	<p>Revision of year 5 objectives</p> <p>Word: synonyms and antonyms; word classes – subject/object</p> <p>Sentence: The difference between structures typical of informal speech and structures</p>				<p>Sentence: Use of the passive to affect the presentation of information in a sentence; formal/informal</p> <p>Punctuation: Colons and bullet points; Use of the semi-colon, colon and dash to mark the</p>			<p>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]</p>				



	appropriate for formal speech and writing e.g. subjunctive forms, question tags	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	
Spelling	Diagnostics to inform review of year 5 spelling work revise: Strategies for learning words: words from statutory list learnt in year 5 No Nonsense spelling year 6 including statutory word list		
Handwriting	Adapting handwriting for a range of tasks and purposes		