Willow Primary Academy

Writing Curriculum



*“You can make anything by writing” –* ***C.S. Lewis***

**INTENT**

Writing is a crucial part of our curriculum at Willow Primary Academy. It is our aim to ensure that our pupils develop a love of writing, where they are able to use effective and appropriate vocabulary, which has an impact on the reader. We want them to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. We strive for our pupils to develop independence, where they are able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. We also intend to develop writers who are able to confidently use the essential skills of grammar, punctuation and spelling. We want our pupils to acquire a wide vocabulary, a solid understanding of grammar and to be able to spell new words by effectively applying the rules, patterns and strategies they learn throughout their time in primary school.  We encourage our pupils to communicate orally using Standard English, so that they can apply this accurately to their writing. At Willow, we set high expectations for all pupils; to take pride in their work and have a fluent, cursive handwriting style, alongside allowing their imaginations to flourish.

**IMPLEMENTATION**

**Delivery**

* Teachers plan sequences of learning which vary in length depending on the text.
* The sequences are pitched at the expected level for the year group, ensuring that all pupils are exposed to the skills of the curriculum appropriate for their age.
* We carefully adapt activities throughout the sequence, to ensure that all pupils can achieve the intended outcome.
* Children are immersed into a high-quality focused text or film within each unit. These texts introduce pupils to new, rich vocabulary which we expect them to apply to their own writing. They also apply their reading skills within the units.
* Pupils are taught specific skills which will make their writing effective.
* The teacher models the writing process and examples are displayed on our working wall, so that pupils can refer to them when writing independently.
* In each unit, pupils practise their sentence writing and we encourage them to explain how they know they have been successful and to find areas for improvement, which they then edit using a purple polishing pen.
* Pupils are taught to use everything they have learned to generate ideas, plan, write, revise and edit an outcome.  Outcomes are then published or performed.
* High standards of writing in other subjects are expected.
* Teachers provide varied opportunities across the curriculum to apply their skills.
* Letter formation is taught alongside the acquisition of letter sounds in the first instance (through our Read, Write, Inc scheme). They are the introduced to joins in Year 1 during the Summer term. It is expected that children will join by the end of Year 2.
* All teachers model the school’s handwriting policy when modelling writing for the children and when marking.
* Regular moderation both in school and through the GSP, ensures that our writing assessment is accurate.
* High-quality grammar and punctuation teaching is contextualised and is taught to enable the pupils to adapt their writing to create an impact on the reader.
* Grammar and punctuation are usually taught as part of the sequence of learning for English.  High-quality texts are selected to ensure specific grammar and punctuation are modelled for the children.  These texts are chosen as a result of assessing what the next steps are for our current cohort of children.
* A spelling rule is introduced each week from Year 1 - 6.
* There are high expectations for spelling and teachers expect children to copy spelling accurately whenever words are displayed.
* Learning points are used to state the learning outcome of the lesson and success criteria is used to specify the content needed.

**Progression**

* The writing curriculum is designed to progressively develop the children’s skills in writing from Reception through to year 6.
* Each unit builds on prior learning, including EYFS, to ensure better cognition and retention.
* Each unit has a clear overview outlining key concepts, knowledge, skills and vocabulary to be taught and evaluated to measure impact.
* Adaptive teaching is used to enable every pupil to meet the learning objective, e.g. adult support, scaffolding, peer work.
* In Early Years and Key Stage One, learning to correctly spell words is closely linked to the sounds they are learning in Read, Write Inc and they learn rules on Spelling Shed.  In Key Stage Two, children continue to follow Spelling Shed.

**IMPACT**

Our pupils will be confident communicators; they will be able to talk for a range of audiences, using Standard English. Pupils will enjoy being authors and will write effectively across a range of genres, with a knowledge of how to engage the audience. Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded. Pupils will make good progress from their own personal starting points. Pupils will have a good knowledge of how to self-assess the effectiveness of their writing and will proof-read and edit to improve. Pupils will have a wide vocabulary that they will be able to apply within their own writing and will be able to apply their writing skills across the curriculum. Pupils will be able to spell the common exception words for their year group and will use these accurately in their writing. The percentage of pupils working at age-related expectations and above age-related expectations for Writing, within each year group, will be at least in-line with national averages and will match the ambitious targets of individual children. There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged). By the end of Year 6, pupils will be independent writers and will be well equipped for the rest of their education.

**Long Term Plan – 2023 – 24**

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| **RECEPTION** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Themes and key text | **We are Acorn!** (starting school) – Colour Monster goes to school, Starting School  **Marvellous Me!** – Once there were Giants  **Home Sweet Home** – In Every House on Every  **People who help us –** You Can’t Call an Elephant in an Emergency  Street  **Autumn** – The Lost Acorns  **At the Park** – Shark in the Park | **Night and Day/Bonfire Night** – The Owl Who was Afraid of the Dark  **Let’s Explore** – We’re going on a Bear hunt, Rosie’s Walk  **If you go down to the woods** – The Gruffalo  **Frozen Planet** (cold places) – Lost and Found  **Winter Wonderland –** Robin’s Winter Song  **Christmas** – The Christmas Eve Tree | **Superheroes** – Supertato  **Amazing animals** – Giraffes can’t dance  **Food Glorious Food** – Oliver’s Vegetables  **Dinosaurs** – Tyrannosaurus Drip  **Down on the farm** – Farmer Duck | **Spring is Here** – Little Bear’s Spring  **Life cycles** – The Very Hungry Caterpillar  **Easter –** Paddington’s Easter Egg Hunt  **Ready Steady Grow** – The Extraordinary Gardiner  **Crawl, Wriggle, Creep** – Superworm | **Big Wide World** – Here we are  **Feeling Hot, Hot, Hot -** Handa’s Surprise  **Journeys** – The Train Ride  **Roaring Rockets** – Whatever Next  **Robots –** Marvellous Machines  **Transport –** Things That Go | **Toy treasures** – Lost Toy Museum  **Pirates** – Pirates love underpants  **Oh, I do like to be beside the seaside –** Clean Up  **Under the Sea** – Rainbow Fish |
| Writing focus | Drawing Club  Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make. | Drawing Club  Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult ‘writing behaviour’ e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds. | Drawing Club  Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words. | Drawing Club  Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready. | Adult-directed caption writing in books  All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing. | Adult-directed caption writing in books  All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing. |
|  | **Initial sounds used for lists, labels, during story scribing during provision with adult** | | **Short words in lists, labels, story scribing during provision with adult** | | **Short sentences about a picture – captions**  **Story scribing during provision with an adult**  **Adult-directed teaching and learning journey book to start in preparation for Year 1** | |
| Rhyme Time | **Poetry Basket – a poem a week, plus…**  Pat a Cake, Baa Baa Black Sheep, Hickory Dickory Dock, Wind the Bobbin Up, This Little Piggy, Ring-o-Roses, Row Row Row your Boat, If you’re happy and you know it, Grand Old Duke of York, Old MacDonald, Incy Wincy Spider, The Wheels on the Bus, Humpty Dumpty, Twinkl, Twinkl, Hey Diddle Diddle, Jack and Jill, Little Miss Muffet, Wiggly Woo | | **Poetry Basket – a poem a week, plus…**  Five Currant Buns, The Farmer’s in his Den, 5 Little Ducks, 5 Little Monkeys, 5 Little Speckled Frogs, 10 Green Bottles, 10 Fat Sausages, Mary had a Little Lamb, 12345, Miss Polly had a Dolly, Heads Shoulders Knees and Toes, The Mulberry Bush, London Bridge, There’s a Hole in my Bucket, Three Blind Mice, Mary Mary Quite Contrary, One Man went to Mow | | **Poetry Basket – two poems a week, plus…**  In and Out the Dusty Bluebells, A Sailor went to Sea, She’ll be Coming Round the Mountain, Hokey Cokey, BINGO, Dingle Dangle Scarecrow, This Old Man, Old King Cole | |

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|  | | AUTUMN | SPRING | SUMMER |
| **Year 1** | **Book unit** | What the Ladybird Heard – Julia Donaldson (modern classic / famous author)  Grandad’s Island – Benji Davies (bereavement and loss) | Beegu – Alexis Deacon (Modern classic)  Purpose –writing to inform  Audience – write a letter home  The Town Mouse and The Country Mouse (traditional tale)  Purpose – writing to entertain  Audience – write stories to share with Reception  Trip to Gloucester city  Purpose – writing to inform  Audience – write a leaflet for local shop | Where the Wild things are (Classic/fantasy)  Purpose – writing to entertain  Audience – write a sequel where Max returns for class anthology (Where the Wild Things are Now)  The Lighthouse Keeper’s Lunch (Classic)  Purpose – writing to inform  Audience – design and make a sandwich for a local supermarket  Purpose – write to inform  Audience – write instructions for a class recipe book |
| **Film unit** | Owl Babies (modern classic)  The Girl with the Yellow Bag (fantasy) | Embarked (LS) (film clip)  Purpose – writing to inform  Audience – write in the role of Jimmy for his diary  Purpose – writing to inform  Audience - Design and label a treehouse for a competition | Caterpillar Shoes (LS) (film clip)  Purpose – writing to inform  Audience – write an information text about a caterpillar for display  Clock Tower (LS) (film clip)  Purpose – writing to entertain  Audience – write the story of the Clock Tower |
| **Poetry outcome** |  |  | Caterpillar poem – Christina Rosetti  Purpose – write to entertain  Audience – perform poem in class assembly |
| **Year 2** | **Book unit** | The Dark – Lemony Snickett (famous author/determination)  Winter’s Child – Angela McCallister and Graeme Baker-Smith (friendship/loss) | The Day the Crayons Quit (Modern) (LS)  Purpose – writing to inform  Audience – write a letter of complaint to the class from another classroom item  Our King Charles (Historical)  Purpose – write to inform  Audience – write an information text about King Charles for display | Somebody swallowed Stanley (Modern/environmental)  Purpose – Writing to entertain  Audience – Write a prequal of how Stanley ended up in the ocean for display  Purpose – writing to persuade  Audience – write a persuasive letter to the government  Tadpole’s Promise (Modern)  Purpose – writing to entertain  Audience – write own story for class anthology  Purpose – writing to inform  Audience – write a love letter to Tad from the Caterpillar |
| **Film unit** | Catch it (wider world/determination)  Zahra (different cultures/determination/BAME) | Adventures are the Pits (LS) (film clip)  Purpose – writing to inform  Audience – write an invite to Y1 for a party  Purpose – writing to entertain  Audience – write an action story for a class book | Snack Attack (LS) (film clip)  Purpose – writing to inform  Audience – write a recount from the character’s perspective |
|  | **Poetry outcome** | Non-rhyming poem  Sense poem | What is Pink? poem – Christina Rossetti  Purpose – writing to entertain  Audience – write a poem for a class anthology |  |
| **Year 3** | **Book unit** | Hello Lighthouse – Sophie Blackall (wider world/positivity)  Lights on Cotton Rock – David Litchfield (fantasy/friendship/repeated author) | Jim and the Beanstalk – Raymond Briggs (Modern) (LS)  Purpose – writing to entertain  Audience – write own version of a fairy tale for class anthology  Purpose – writing to inform  Audience – write an information text to describe the functions of a plant for display  Varmints (film clip/book) (Modern/environmental)  Purpose – writing to inform  Audience – write instructions of planting seeds  Purpose – writing to persuade  Audience – write a speech to the secret society of gardeners | Escape from Pompei (Modern)  Purpose – writing to inform  Audience – write a newspaper article about the eruption  Purpose – writing to entertain  Audience – write a diary from the point of view of a survivor  My name is not Refugee (LS) (BAME)  Purpose – writing to entertain  Audience – write a story ‘My name is not new kid’  Purpose – writing to inform  Audience – write a non-chronological report about refugees for display |
| **Film unit** | For the Birds (PSHE – bullying)  Invasions (fantasy/sci-fi) | Varmints (film clip) | Cyber Kicks (LS) (film clip)  Purpose – writing to persuade  Audience – write a persuasive advert for trainers to send to local shop  Marshmallow (LS) (film)  Purpose – writing to entertain  Audience – retell the story to share with Y2 |
| **Poetry outcome** | Kenning poem | Acrostic poem  Purpose – writing to entertain  Audience – perform poem in class assembly |  |

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| **Year 4** | **Book unit** | Tuesday – David Wiesner (fantasy)  How to be a Viking – Cressida Cowell (historical) | Journey (LS) (Modern)  Purpose – to entertain  Audience – write a story about going to a new place  Barnabas Project (LS) (Modern)  Purpose – to persuade  Audience – write a persuasive argument to not test animals to send to a cosmetic company  Purpose – to inform  Audience – write a newspaper report for display | The River by Tom Percivel (Modern)  Purpose – to inform  Audience – write a diary entry form Rowan  Purpose – to entertain  Audience – write a new story about Rowan and the bird  Midsummer’s Night Dream (Historical)  Purpose – to entertain  Audience - Write a recount of the story from a character’s viewpoint to share with parents |
| **Film unit** | The Present (disability/celebrating difference/determination)  The Wishgranter (individuality) | Tadeo Jones (film/ Historical)  Purpose – to entertain  Audience – write a diary entry in the role of Tadeo Jones to perform | Pigeon Impossible (film)  Purpose – to entertain  Audience – write contrasting viewpoints of the story (pigeon and agent) to share with Y3 |
| **Poetry outcome** | List poem |  | Rhythm of the Rain (poetry/Modern)  Purpose – to entertain  Audience – write a poem (Waterfalls song by Zaro Weil) about the weather to perform for class assembly  Purpose – to explain  Audience – write an explanation text (informal/formal) |
| **Year 5** | **Book Unit** | Flotsam – Davide Wiesner (repeated author/fantasy)  Hidden Figures – Margot Lee Shetterly (gender stereotypes/BAME) | How to Live Forever (LS) (Modern)  Purpose - to discuss  Audience – to write a balanced argument on living forever to share with Y4  Purpose – to entertain  Audience -write a prequel may on what have happened before  Instructions – linked to DT  Purpose – to inform  Audience – make own cookbook to send home to parents | Usborne Greek Myths (Historical)  Purpose – to entertain  Audience – write a Greek myth for a class anthology |
| **Film Unit** | Pandora (fantasy)  Heinz One for All (modern) | Alma (LS) (film clip)  Purpose – to entertain  Audience – to write a narrative recounting the events in the video for a class book | Little Freak (LS) (film clip)  Purpose – to persuade  Audience – write a persuasive letter from the boy to his father  Road’s End (LS) (film clip)  Purpose – to entertain  Audience - write a story from Red Scarf’s perspective  Purpose – to inform  Audience – write a newspaper report for display |
| **Poetry outcome** |  | Tin forest (LS) (Modern)  Purpose – to entertain  Audience – write a free verse poem about a wish to perform to parents | Little Freak (LS) (film clip)  Purpose – to entertain  Audience – write an emotive poem describing the boy’s life using imagery and figurative language to perform to parents |
| **Year 6** | **Core texts for writing** | The Arrival – Shaun Tan (repeated author/refugee)  Our Tower – Joseph Coelho (familiar/modern) | Everest – Alexander Stewart (LS) (Historical)  Purpose – to discuss  Audience - Take part in class debate and write their side of an argument  Purpose – to inform  Audience - Create a fact file on Mount Everest for display  Purpose – to entertain  Audience - Write a narrative building suspense and tension to share with parents | Rose Blanche – Ian McEwan and Roberto Innocenti (LS) (Historical)  Purpose – to entertain  Audience - Write a monologue from Rose’s perspective to share with parents  The Harmonica – Tony Johnston (LS) (Historical)  Purpose – to persuade  Audience - Write a persuasive speech that the boy could give to the prisoners  Farther (Modern)  Purpose – to entertain  Audience – to write a sequel for a class anthology |
| **Film Unit** | Wing (PSHE – bullying/disability/celebrating difference)  Swing of Change (historical/BAME/celebrating difference) | Francis (LS) (film clip/Modern)  Purpose – to inform  Audience - Write a diary entry by Francis to share on school website  Purpose – to entertain  Audience - Write a narrative in their own words based on the video clip to share with Y5 | Beyond the Lines (LS) (film clip/Historical)  Purpose – to inform  Audience - Write a letter from a soldier to a loved one to share with parents  Piano (LS) (film clip/Historical)  Purpose – to entertain  Audience - Write a flashback story to share with Y5 |
| **Poetry outcome** | Reverse poem |  | Beyond the Lines (LS) (film clip/Historical)  Purpose – to entertain  Audience - Write an emotive poem from the viewpoint of the grandfather for class assembly |