

Wrenthorpe Academy



Writing Curriculum

Our Writing Curriculum

Intent

At Wrenthorpe Academy, we recognise that writing is an essential skill and the ability to write with confidence and accuracy is a tool which will support a child through life. It is our intent that our children understand the social functions of writing in order to use different genres of writing appropriately by considering its purpose and matching it to its audience. We are passionate about exposing children to high-quality texts which help to shape both the reading and writing curriculum and give children a meaning to their learning. Furthermore, it is our intent that every child develops a progressive understanding of grammatical conventions through the teaching of writing, the way in which punctuation adds understanding and how to apply spelling rules. It is also our intent that all children have a joined and legible handwriting style.

Implementation

Our writing curriculum is structured using our Writing Teaching Sequence to plan units of work and we use teacher-modelled examples to share quality outcomes with the children. Planning of a Writing Teaching Sequence begins with an end outcome: teachers then carefully plan the steps needed to reach that outcome.

During the first stage of a unit of work, children are encouraged to consider the text-type features, vocabulary and the purpose and audience of the piece of writing. The children are then taught the specific skills needed for the piece and are provided with opportunities to practise these before being expected to apply them. Units of work are carefully planned so that children are continually exposed to the skills that have been taught previously and are given modelled examples of how to use them in different pieces of writing, thus committing them to long-term memory. During the next stage of the Writing Teaching Sequence, children plan, write and edit their initial draft of a piece of writing. Adopting a 'chunk and check' approach, teachers break longer pieces into paragraphs (or short sections) to facilitate effective editing. Children are explicitly taught the editing process, checking work a sentence at a time for sense, tense, punctuation and spelling before considering whether their vocabulary choices and sentence structures can be improved. Our writing lessons aim to promote active learning and engagement, and assessment for learning is continuous to shape next steps and address misconceptions. Teachers also plan opportunities for cross-curricular writing to encourage writing for purpose.

Impact

A range of strategies are used to measure the impact of our writing curriculum through both formative and summative assessment. Adults provide instant verbal feedback during lessons as this is more meaningful and has greater impact on the quality of writing being produced by children. Feed Forward Journals are used by teachers to highlight misconceptions which are addressed in the following lesson. Children are becoming more confident with the editing process and are beginning to apply this skill independently, particularly in Upper Key Stage 2. At the end of every Teaching Sequence, children produce a final piece of work which is assessed using the Teacher Assessment Framework enabling teachers to identify gaps in skills and knowledge.

Writing is moderated half-termly as a Trust activity and books are monitored termly by the Writing Lead. Outcomes in KS2 are consistently above the National Average.

The Writing Curriculum

EYFS and KS1

In EYFS, children initially access the writing curriculum through continuous provision and specific enhancements. Communication and Language, Physical and Literacy are key areas of development for children. The muscles needed for writing are strengthened through dough disco and arm/finger activities. As the year progresses, emphasis is on accurate letter formation linked to the children's phonics learning.

In Year One, the focus is very much on the basics, with use of the Year 1 Writing Structure. Letter formation continues to be explicitly taught and we insist on single words, which must be absolutely correct, before developing into sentence writing. Children are explicitly taught how to use the Magic 5 hand to check their writing and this is modelled consistently across all lessons. Our aim for Year 1 is 'quality not quantity.' Children continue to be exposed to high-quality texts which remain the driver for writing.

In Year 2, the Magic 5 hand continues to support children with their writing and the Writing Teaching Sequence becomes more embedded. Handwriting continues to be taught on a daily basis. In Year 2, children are introduced to a broader range of text types, ensuring that children are engaged with their writing.

Lower Key Stage 2

In Years 3 and 4, children's writing becomes more complex, with the introduction of main and subordinate clauses, multi-clause sentences and the introduction of fronted adverbials in Year 4. The teaching of grammar introduces apostrophes for contraction and possession and embeds the use of inverted commas for direct speech. Children begin to write a broader range of text types, learning the appropriate conventions for each one, and children's understanding of organisational features continues to develop. Narrative writing develops with the expectation of paragraphing and demonstrating the opening, problem and solution model. A broader range of conjunctions is introduced and children's vocabulary continues to increase – children begin to understand that the purpose of narrative writing is to entertain and they make choices to reflect this, beginning to developing cohesion in their work. In LKS2, children's ability to draft and edit their work becomes more embedded and children begin to check their work more independently for sense, tense, punctuation and spelling. As in KS1, the writing is inspired by a high-quality class text which is engaging for children.

Upper Key Stage 2

In Year 5, children continue to develop their writing skills with a real focus on writing for Purpose and Audience. The conventions of direct and reported speech are taught in more detail so the children can convey characterisation through their choices. Children become familiar with an even broader range of text types, such as balanced argument, and use the wider curriculum as a vehicle to write these.

In Year 6, children's writing becomes more polished and they begin to hone their skills in preparation for secondary school and life beyond. Children develop the use of passive voice, have a stronger sense of the audience they are writing for and, as a result, their writing becomes more cohesive. Children continue to be explicitly taught the editing process and become confident in identifying areas for improvement in their own and others' work.

Driver texts continue to be selected for their high-quality, but also to expose children to topics that may be unfamiliar to them.

EYFS Writing Overview

Term	Core Texts	Talk Through Stories (RfP)
Autumn 1: Marvellous Me!	Harry and the Bucketful of Dinosaurs Goes to School The Lion Inside The Colour Monster Find Your Happy A Great Big Cuddle	Owl Babies Ruby's Worry Can't You Sleep Little Bear Room on the Broom
Autumn 2: Space/Christmas	How to Catch a Star The Way Back Home Zim Zam Zoom Stickman The Jolly Postman at Christmas	Winnie the Witch Aliens Love Underpants One Snowy Night Stickman
Spring 1: Traditional Tales	The Three Little Pigs Goldilocks and the Three Bears Jack and the Beanstalk	Billy and the Beast George and the Dragon Where the Wild Things Are The Rainbow Fish
Spring 2: People Who Help Us	Supertato Franklin Goes to Hospital Mog and the Vet	Supertato Burglar Bill Cops and Robbers Zog
Summer 1: Growing Me and Them	What the Ladybird Heard The Hungry Caterpillar The Enormous Turnip The Ugly Duckling Mad About Minibeasts	Click Clack Moo The Wall and the Wild Handa's Hen The Extraordinary Gardener
Summer 2: Holidays Around the World (and Transport)	What the Ladybird Heard at the Beach William Bee's Wonderful World of Things That Go! Shark in the Park	Billy's Bucket Lost and Found Farmer Duck Six Dinner Sid

Year 1 Writing Overview

Narrative (including diaries and letters)
<ul style="list-style-type: none">• Write a simple, known story in sentences• Include a character and a setting when writing a simple story• Write using the past tense sequence of events• Include adjectives within a noun phrase• Use some traditional story language (once upon a time)
Recount
<ul style="list-style-type: none">• Write based on personal experience• Write a sentence starting with 'I'• Sequence events correctly• Use simple time connectives eg. first, then, next, finally• Write simple sentences using the past tense
Grammar
<ul style="list-style-type: none">• Use of conjunction 'and'• Capital letters and full stops• Question and exclamation marks

Year 2 Writing Overview

Narrative (including diaries and letters)
<ul style="list-style-type: none">• Write a beginning, middle and end to a known story• Use simple time conjunctions so that narratives flow• Describe settings using noun phrases• Describe characters and write character profiles• Use verb tenses with increasing accuracy• Use time adverbials (after that, soon, later) throughout the text
Recount
<ul style="list-style-type: none">• Write an introductory sentence• Include where, when, what and who detail when planning and writing• Use consistent past tense• Use verb tense with increasing accuracy• Describe using adjectives• Use time adverbials (after that, soon, later) throughout the text• Write a final sentence as an opinion or reflection
Non-Chronological Report
<ul style="list-style-type: none">• Write instructions which have a goal at the beginning• Organise information into simple paragraphs, using heading and subheadings• Use the present tense consistently• Improve verb choices, including using subject-specific vocabulary.
Grammar
<ul style="list-style-type: none">• Use of conjunctions: and, but, or, so, if, when, because• Expanded noun phrases• Capital letters and full stops• Question and exclamation marks

Key Stage 1 Book Lists

KS1 Curriculum Driver (REC) Books (Year A)



KS1 Core Texts (Year A)



KS1 Curriculum Driver (REC) Books (Year B)



KS1 Core Texts (Year B)



Lower Key Stage 2 Writing Overview

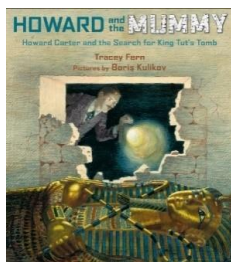
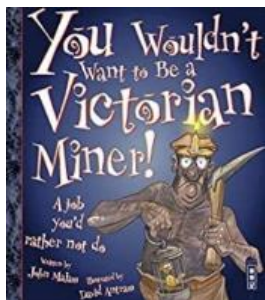
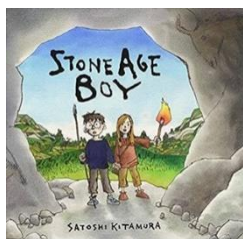
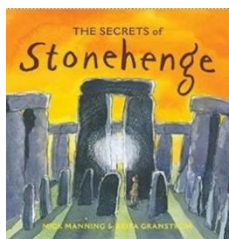
Narrative (including diaries and letters)
<ul style="list-style-type: none">• Write using at least three paragraphs organised around a theme: opening, problem, solution• Create narratives around a plot• Plan and write using past tense• Describe settings using carefully chosen words and phrases• Use a wider range of verbs alongside adverbials to begin to hint at character• Use some direct speech to move the story on• Year 4:• Write using at least five paragraphs: opening, build up, problem, resolution, conclusion• Write speech: separate dialogue from narrative (by use of comma, exclamation, question mark) and begin a new line for each speaker.• Write a range of adverbial phrases.
Recount
<ul style="list-style-type: none">• Write at least 3 paragraphs organised around an event: orientation, main body and a reflective summary• Include a few personal, reflective statements throughout• Use consistent past tense• Use adverbials of time (once we arrived, meanwhile, whilst) and adverbials of manner (eagerly, excitedly)• Use prepositional phrases
Instructions
<ul style="list-style-type: none">• Organise information into paragraphs, using heading and subheadings• Write a simple introduction to explain what the instructions are about• Write a closing statement• Use precise technical vocabulary• Include commas to separate items in a list• Year 4:• Use more sophisticated adverbials of time (meanwhile, while) as cohesive devices• Write clear and concise sentences• Use precise imperative verbs
Non-chronological report
<ul style="list-style-type: none">• Make simple notes under given sub-headings, using given sources• Write three paragraphs, using headings and sub-headings• Write an opening paragraph as an introduction to orient the reader to the content• Engage the reader with a rhetorical question (Did you know?)• Use a range of layout devices eg. captions, fact boxes• Year 4:• Choose sub-headings independently• Convert notes into texts with more independence• Write a summary paragraph of one or two sentences
Explanation
<ul style="list-style-type: none">• Write an opening statement• Use time and sequence conjunctions• Begin to use causal conjunctions (because, so, therefore)• Write a series of logical steps explaining why/how something works/happens• Use technical vocabulary for precision
Persuasion
<ul style="list-style-type: none">• Plan and write three paragraphs – introduction, main argument, summary• Use facts to support the argument• Use rhetorical questions• Use emotive language• Use logical conjunctions• Use persuasive techniques to make slogans more memorable

Grammar

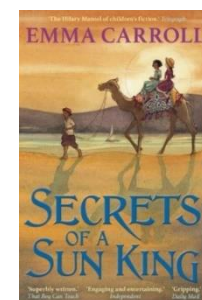
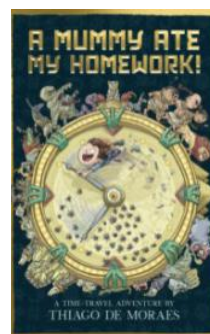
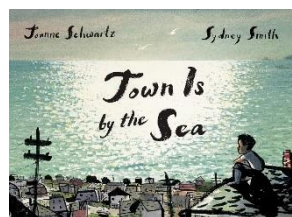
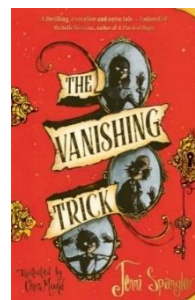
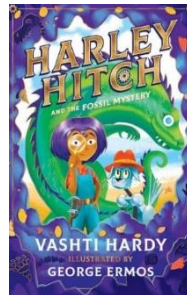
- Revision of cohesion
- Pronouns
- Adverbials of time (with the comma)
- Prepositions and prepositional phrases
- Conjunctions: and, but, or, so, if, when, that, because, before, after, although
- Use of the possessive apostrophe
- Using and punctuating direct speech

Lower Key Stage 2 Book Lists

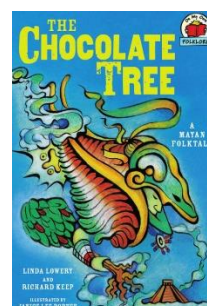
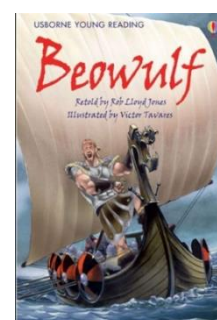
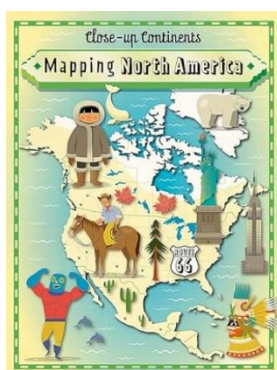
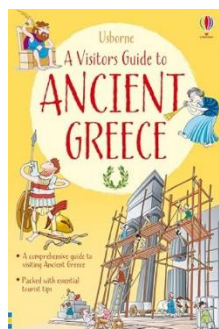
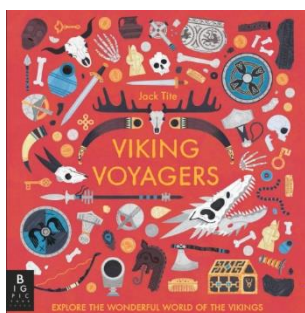
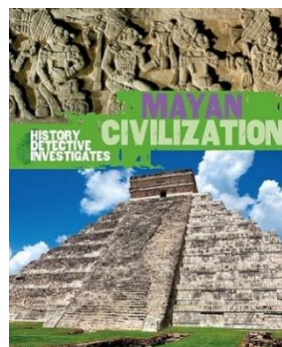
LKS2 Curriculum Driver (REC) Books (Year A)



LKS2 Core Texts (Year A)



LKS2 Curriculum Driver (REC) Books (Year B)

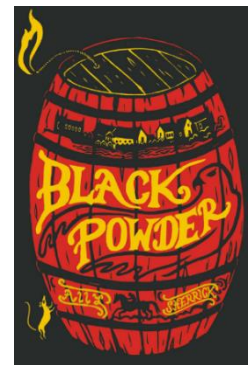
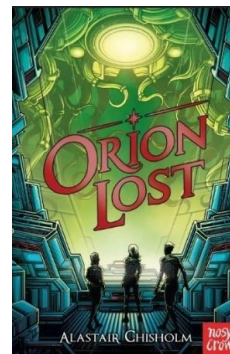
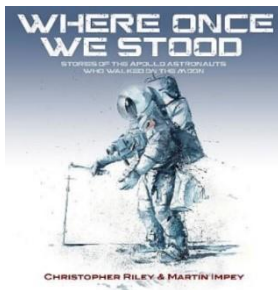
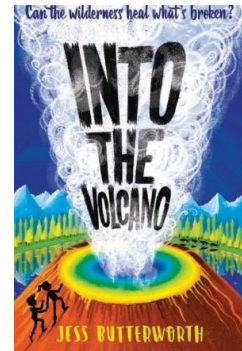
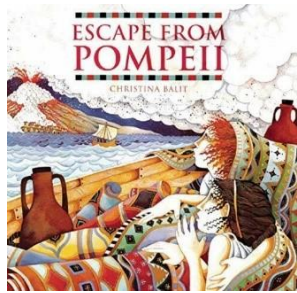
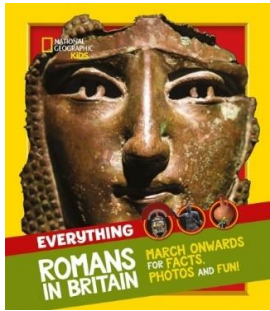


Upper Key Stage 2 Writing Overview

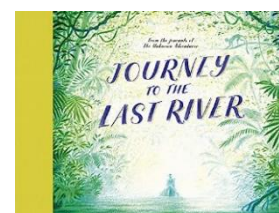
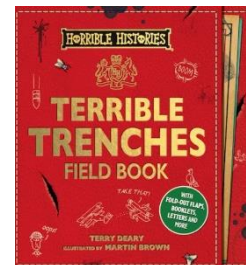
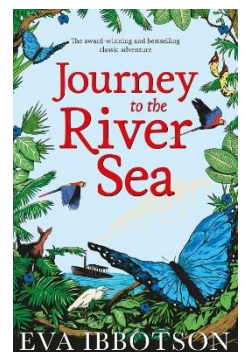
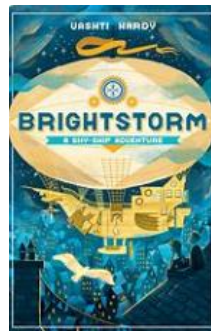
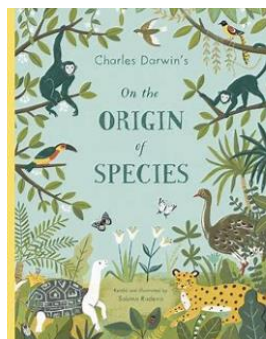
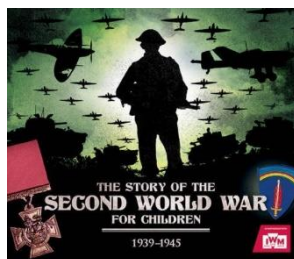
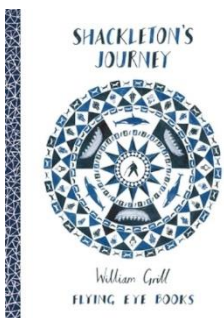
Narrative (including diaries and letters)
<ul style="list-style-type: none">• In addition to KS1 and LKS2 outcomes, pupils can:• Write at least five paragraphs: opening, build-up, problem, resolution, and a conclusion linked to the opening.• Consider how authors have developed characters and settings, using these as an inspiration.• Develop settings and atmosphere using figurative language• Use a range of grammatical devices to create mood and atmosphere• Develop characterisation using effective alternative verbs with adverbials of manner• Integrate dialogue accurately to convey character and advance action
Recount
<ul style="list-style-type: none">• In addition to KS1 and LKS2 outcomes, pupils can:• Plan and write at least five paragraphs: introductory paragraph, three main paragraphs to organise events and a final reflective summary paragraph• Use reported speech• Make choices about longer and shorter sentences• Routinely use adverbials of time, place and manner
Non-chronological report
<ul style="list-style-type: none">• In addition to KS1 and LKS2 outcomes, pupils can:• Use a range of sources to independently gather information, selecting facts to interest the reader• Plan under their choice of headings in note form• Move from the general to the specific within the opening of each paragraph (expanding on subject matter)• Add comments to facts• Use complex sentence structures and subjunctive form to convey formal tone
Explanation
<ul style="list-style-type: none">• In addition to KS1 and LKS2 outcomes, pupils can:• Introduce the text with a general statement• Begin to use the passive voice
Persuasion
<ul style="list-style-type: none">• In addition to KS1 and LKS2 outcomes, pupils can:• Write arguments with good reasons, facts and convincing evidence – often in the form of point plus elaboration.• Include a counter argument• Include short sentences and emotive language to add emphasis• Write a conclusion to summarise and restate the opening position• Write rhetorical questions
Discussion
<ul style="list-style-type: none">• Open with a statement of the issue and a preview of the main arguments• Write arguments for and against with supporting reasons and evidence• Use facts to support arguments (statistics, quotes)• Write using a range of tense, where applicable.
Grammar
<ul style="list-style-type: none">• Revision of sentence structures – simple, compound, complex and relative clause (including with an implied relative pronoun)• Range of co-ordinating and subordinating conjunctions: for, and, nor, but, or, yet, so, if, since, although, whilst, as, because, before, until.• Recap determiner, pronoun, possessive pronoun, adverbial.• New punctuation: semi-colons for list, colon to introduce lists, semi-colon/colon to link clauses, dash to link clauses, parenthesis (dashes, brackets, commas), commas/hyphens to avoid ambiguity.• Use of modal verbs• Passive voice• Range of verb forms: simple past, progressive, subjunctive.

Upper Key Stage 2 Book Lists

UKS2 Curriculum Driver (REC) Books (Year A)



UKS2 Curriculum Driver (REC) Books (Year B)



UKS2 Core Texts (Year B)

What Our Children Say: