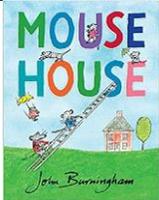
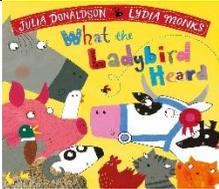
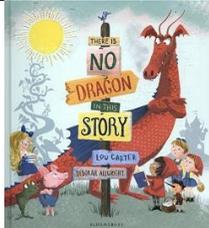
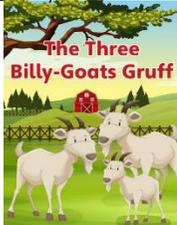
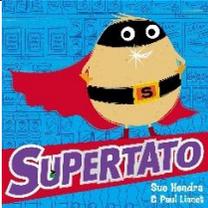




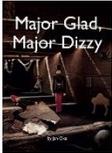
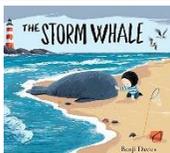
Whole School Writing Curriculum (Even Cycle)

Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Text: Mouse House	Topic/Text: Leaf Man	Topic/Text: What the Ladybird Heard	Topic/Text: There is No Dragon in This Story	Topic/Text: The Three Billy Goats Gruff	Topic/Text: Supertato
					
<u>Writing outcomes</u>	<u>Writing outcomes</u>	<u>Writing outcomes</u>	<u>Writing outcomes</u>	<u>Writing outcomes</u>	<u>Writing outcomes</u>
<ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. <ul style="list-style-type: none"> • Begins to form recognisable letters • Can hold a pencil 	<ul style="list-style-type: none"> • Hold a pencil with a hold hand grasp • Hold pencil with tripod grip • Ascribe meaning to marks they make • Write initial sounds • Write name • Write Phase 2 Phonemes 	<ul style="list-style-type: none"> • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Writes own name • Begins to write CVC words • Begins to write labels • Write Phase 2 HFW 	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing • Confidently write CVC words • Confidently write labels • Begins to write a caption • Write Phase 3 HFW • Write Phase 3 Phoneme 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Confidently write a caption • Begins to write a simple sentence • Write Phase 4 HFW 	<ul style="list-style-type: none"> • Write a simple sentence • Write CCVC words • Write CVCC words • Write a simple sentence • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others



Whole School Writing Curriculum (Even Cycle)

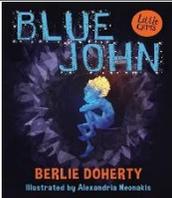
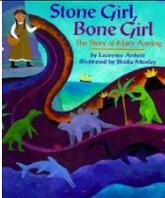
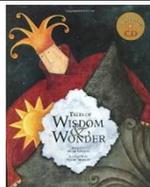
Key Stage One

Key Stage One											
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic: Seasons		Topic: Toys, games and books		Topic: Significant people		Topic: House and homes		Topic: Beachcombers		Topic: Beachcombers	
											
Fiction outcomes	Non-fiction outcomes	Fiction outcomes	Non-fiction outcomes	Fiction outcomes	Non-fiction outcomes	Fiction outcomes	Non-fiction outcomes	Fiction outcomes	Non-fiction outcomes	Fiction outcomes	Non-fiction outcomes
<ul style="list-style-type: none"> - Setting description of ocean. - Story writing (adventure), based on structure of Lost & Found. 	<ul style="list-style-type: none"> - Labels for animals. - Factual sentences about penguins to create whole class fact book. 	<ul style="list-style-type: none"> - Character description of space creature. - Diary entry. - Story writing (fantasy), based on toys on spaceship following structure. (changing the characters) 	<ul style="list-style-type: none"> - Informal letter: to a little boy/girl explaining the feelings of Hootypize - Invitation to party. - Instructions: making party food 	<ul style="list-style-type: none"> - Story writing (adventure) based on the structure of 'The Curious Case of the Missing Mammoth' (changing of character and setting) 	<ul style="list-style-type: none"> - Description of endangered or extinct animal (top trumps cards) - Fact file linked to significant people (TOPIC) 	<ul style="list-style-type: none"> - Diary: historical events from the text a toy's point of view. 	<ul style="list-style-type: none"> - Informal letter to their hero - Instructions: how to make a doll. - Informal letter to a grandparent/relative (Boat Lane Court): life in the past. 	<ul style="list-style-type: none"> - Story writing (fantasy): based on the 'Storm Whale'. 	<ul style="list-style-type: none"> - Script writing for TV nature narration - Non-chronological report on sea creatures (e.g. whales, turtles) - Formal letter: ban single-use plastic RRSA link/action 	<ul style="list-style-type: none"> - Character description - Setting description - Diary entry - Story writing: story with a moral focus/acceptance of others 	<ul style="list-style-type: none"> - Instructions: care of local area or coastal town (Geog link) - Formal letter to local councillor or HM, sharing ideas to improve local environment. RRSA link/action
Poetry		Poetry		Poetry		Poetry		Poetry		Poetry:	
<ul style="list-style-type: none"> *Exposure to poems and rhymes* - Repetitive poem (senses) based on the seasons: I see...I hear... 		<ul style="list-style-type: none"> *Exposure to poems and rhymes* - Acrostic poem and shape poem linked to toys. 		<ul style="list-style-type: none"> - Modelled/repetition poem (Using 'We Can' by Michael Rosen). Children's poems using questions, repetition and verbs. 		<ul style="list-style-type: none"> - Modelled poem: Using 'When I Grow Up' from Matilda to create a poem about hopes and dreams. - Repetitive poem: 'Home is...' 		<ul style="list-style-type: none"> - Two-verse poem, contrasting calm/raging sea. Powerful verbs - Verb poem: jellyfish 		<ul style="list-style-type: none"> - Cinquain poems linked to people in the community - Acrostic poem: vocabulary focus 	
Cultural capital:		Cultural capital:		Cultural capital:		Cultural capital:		Cultural capital:		Cultural capital:	
<ul style="list-style-type: none"> - Awe and wonder of natural world - Climate change/individual & global responsibility. 		<ul style="list-style-type: none"> - History: living memory changes. - Global awareness: different lifestyles/economies 		<ul style="list-style-type: none"> - World history – achievements of significant people. - Endangered animals. 		<ul style="list-style-type: none"> - Local/British history – how local area/life has changed - History: living memory changes 		<ul style="list-style-type: none"> - Global and individual responsibility to Earth. - Activism. 		<ul style="list-style-type: none"> - Stories with moral lessons. - Appreciation of local area/environment - Activism. 	
<p>Important notes: Knowledge of different writing features/layouts/styles will be more embedded/developed through repeated exposure. Quality and quantity of writing should improve each time a genre is revisited. Poetry produced in writing lessons should be performed. Each half term, one piece of writing should be assessed and clearly labelled in writing book. Further exploration of writing genres will occur through guided reading. Links to RRSA, 'real world' will make learning more memorable/powerful.</p>											



Whole School Writing Curriculum (Even Cycle)

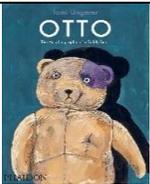
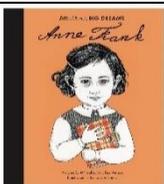
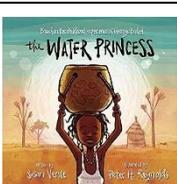
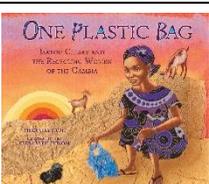
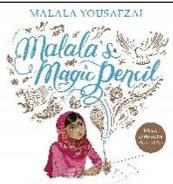
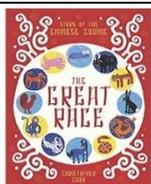
Lower Key Stage Two

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Mountains & Volcanoes	Topic: The Stone Age	Topic: The Tudors	Topic: The Tudors	Topic: Europe	Topic: Europe
				 (Other links to Fairy Tales.)	
Outcomes:	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
Persuade (AFOREST) - Visit Blue John Leaflet. - Persuasive advert: selling the Blue John rock.	Persuade (AFOREST) - Persuasive advert: selling Mary's 'curiosities'.	Persuade (AFOREST) - Discussion text: What should Macbeth do? - Debate from different perspectives.	Persuade (AFOREST) - Persuasive letter to African diver to help Eve and her mother. RRSA link to teach	Persuade (AFOREST) - Discussion text: Fish in the Forest. What should he do?	Persuade (AFOREST) - Persuasive speeches. - Persuasive letter to MP: for local/global. RRSA action link
Inform - Information report about Blue John Cavern.	Inform - Biography of Mary Anning. - Recount - newspaper article of discoveries. - Postcard home.	Inform - Instructional text: potions. - Recount – newspaper article: the king is dead! - Macbeth Informal letter	Inform - Recount in role- diary entries: Eve and Bess, comparison of days and experiences in history.	Inform - Recount in role - diary entry: Shepherd's Dream – 'out of body experience'. - Informal letter to parents.	Inform - Information report on climate change and effects - Greta Thunberg biography. - Instructional text: recycling.
Entertain - Fantasy story: opportunities for figurative language (personification of Blue John).	Entertain - Historical story: Mary's achievements. Description of discoveries.	Entertain - Playscript: Create, write and perform own playscript from the story.	Entertain - Historical fiction story: description of Bess meeting Water Raleigh's ghost!	Entertain - Traditional tales: creative re-telling and making our own books.	Entertain Descriptive 'Imagine a World' imagery: setting of world with then without natural beauty
Poetry - Haiku, Kennings, descriptive poems all based on volcanoes.	Poetry - Kennings: funny Stone Age creatures!	Poetry - Rhyming couplets: witches.	Poetry - Haikus: comparison of experiences of Bess and Eve.	Poetry - Kennings: Rat poem. - Rhyming couplets: rat story.	Poetry Shape poetry: Tree, before and after deforestation.
Cultural Capital: - Appreciation, respect and awe for outdoors and nature. - Cavern visit/country hike.	Cultural Capital: - Promotes female role models - British History.	Cultural Capital: - Exploration of Shakespeare. - Moral dilemmas/crime/power.	Cultural Capital: - British History of Tudor life. - Exploration of history (black Tudors) and untold stories.	Cultural Capital: - Stories from other cultures: French, Irish, Russian, English. - Stories with moral lessons.	Cultural Capital: - Global and individual responsibility to Earth. - Democratic processes.
Important notes: Knowledge of different writing features/layouts/styles will be more embedded/developed through repeated exposure. Quality and quantity of writing should improve each time a genre is revisited. PIE 'Persuade, Entertain, Inform' to guide purpose of writing for them as a writer – audience and role should be discussed. 'E' can symbolise explain if required. Poetry purpose can be either 'E'. Poetry produced in writing lessons should be performed. AFOREST acronym to be used to teach persuasive writing. Clearly states features of persuasive language. Each half term, one piece of writing should be assessed and clearly labelled in writing book. Further exploration of writing genres will occur through guided reading – e.g. classics such as 'The Jabberwocky' in poetry. Links to RRSA, the 'real world' and developing 'cultural capital' will make learning more memorable and powerful.					



Whole School Writing Curriculum (Even Cycle)

Upper Key Stage Two

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: World War II		Topic: Rivers and Water System	Topic: Earth Matters	Topic: Ancient Islamic Civilisation	Topic: China
  					
Outcomes:	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
Persuade (AFOREST) - Debate: What should Anne do? - Speech from Anne Frank. - Advertisement: Otto the bear	Persuade (AFOREST) - Formal Letter to send to MP. - Balanced Argument: Chairs. RRSA Link	Persuade (AFOREST) - Persuasive leaflet: raising money for clean water charity and sending it off. RRSA action	Persuade (AFOREST) - Persuasive Radio Advert: Plastic bags. RRSA Link .	Persuade (AFOREST) - Persuasive Speech to United Nations: Malala on the right to an education. RRSA Link	Persuade (AFOREST) - Leaflet: Visit China.
Inform - Recount: Newspaper article based on Otto. - Biography of Anne Frank	Inform - Eye Witness Report: Seeing girl. - Informal Letter: From pupils to the girl.	Inform - Instructional Manual: Role of Princess, how to get water.	Inform - Information text: earthquakes. - Instructional Manual: how to make a plastic bag into a purse (link to DT).	Inform - Blog Entry from Malala. - Recount: newspaper report about Malala. - Autobiography, written as Malala.	Inform - Information report on one of the animals in The Great Race/Zodiac signs.
Entertain - Recount: diary as Otto/Soldier - Description of the Annex. - Play Script – Otto/perform	Entertain - Narrative: flashback as girl. - Character description of girl. - Recount: diary as girl.	Entertain - Setting Description – Where the Princess lives. - Story writing (written as fairy tale) based on princess.	Entertain - Gambian myths: short stories. - Story writing (adventure): A story from the point of view of a piece of litter.	Entertain - Character Description: Malala - Recount: Diary from Malala.	Entertain - Story writing: re-telling event animal's perspective. - Story writing: exploration of other Chinese fables. - Play Script: The Great Race.
Poetry - Simile/metaphor poem based on Holocaust.	Poetry - Repetitive poem about War using passive voice.	Poetry - Free verse poetry: water system, using 'Water Sings Blue: Ocean Poems'.	Poetry - Narrative poetry about Earthquakes.	Poetry - Exploration of different poetic forms (including sonnet) around the topic of peace.	Poetry - Limerick and Kennings Poems – On some of the animals in The Great Race
Cultural Capital: - Moral dilemmas/crime/power. - British and European History. - Stories with moral lessons.		ultural Capital: - Global issues – Safe Water. - Poverty and charitable action. - Gender Equality.	Cultural Capital: - Global and individual responsibility to Earth.	Cultural Capital: - Stories from other cultures: Islam. - Stories with moral lessons.	Cultural Capital: - Democratic processes. - Stories/fables from other cultures/with moral lessons.
<p>Important notes: Knowledge of different writing features/layouts/styles will be more embedded/developed through repeated exposure. Quality and quantity of writing should improve each time e a genre is revisited. PIE 'Persuade, Entertain, Inform' to guide purpose of writing for them as a writer – audience and role should be discussed. 'E' can symbolise explain if required. Poetry purpose can be either 'E'. Poetry produced in writing lessons should be performed. AFOREST acronym to be used to teach persuasive writing. Clearly states features of persuasive language. Each half term, one piece of writing should be assessed and clearly labelled in writing book. Further exploration of writing genres will occur through guided reading – e.g. classics such as 'The Jabberwocky' in poetry. Links to RRSA, the 'real world' and developing 'cultural capital' will make learning more memorable and powerful.</p>					