



# English: The Writing Curriculum



## Subject Overview

The writing curriculum at Princess Frederica focuses on the two main strands in the national curriculum: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Vocabulary, grammar and punctuation are taught and consolidated across programmes of study in order to write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences. Pupils are taught to use Standard English and how to consciously adapt their use of language as is appropriate.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. There will be an overview of what each year group should have achieved by the end of the year followed by a more detailed outline of the topics covered as they relate to the different strands of the national curriculum. A 'curriculum map' is also provided for each year group outlining specific units of work being studied and the literature being used as a stimulus. More detailed explanations of how the curriculum is implemented and why we adopt such strategies can be found on p.2 and p.3 of this document

### Intent

- To enable pupils to plan, revise and evaluate their writing according to genre, context, purpose and audience.
- To teach children the ability to communicate ideas and emotions to others.
- To ensure pupils can produce legible, joined-up handwriting at speed.
- To foster a love of reading as inspiration for own composition.
- To provide opportunities across all curricular areas to develop and apply writing skills.
- To apply a Growth Mindset approach to the study of writing.

### Implementation

- Five one-hourly lessons a week from year 1 to year 6.
- In-depth, 2 to 3-week unit studies of genre.
- Adhere to statutory content of national curriculum ensuring all children have access to appropriate age-related knowledge and skills
- Introduce pupils to a range of high quality literature across a range of genres.
- Provide alternative, varied and engaging stimuli to inspire writing e.g. visual or audio resources.
- Opportunities for 'talk-for-writing' and role play.
- High-quality, teacher-modelled texts.
- Regular opportunities for shared writing.
- Cultivate a culture of effective proof-reading and editing.
- Utilise a range of formative and summative assessment practises, ensuring children are aware of 'their next-steps'

### Impact

- Children write with confidence across a range of subjects in a range of genres.
- Children develop extensive and varied vocabulary.
- Children take pride in well-presented writing.
- Children can articulate ideas, thoughts and emotions clearly and effectively.
- Children can express articulate opinions and assessments of both their own writing and that of others.
- Children develop a love and appreciation of language and its power.
- Children leave school as lifelong 'writers as readers' and 'readers as writers'.
- Children are able to implement the writing skill they have learnt in other areas of life.

## Curriculum maps and units of work

Writing at Princess Frederica is taught in 2 or 3-week units of work. Each of these units of work is focussed around the study of one particular genre of writing. This could be a piece of fiction, non-fiction or poetry. The end goal for each unit of work is for the children to produce an extended piece of writing in the genre being studied e.g. a mystery narrative, newspaper report or haiku poem. The writing curriculum throughout the school is built towards end goals at the conclusion of a child's time at the school. If, for example, one intention is for every child to leave Princess Frederica being able to write coherent, articulate persuasive arguments then yearly unit progression is built with this in mind: a child may study simple, persuasive adverts in KS1, through persuasive speeches in years 3 and 4, ending with formal, newspaper editorials by the end of year 6. Each year will revisit, consolidate and build upon the previous years' learning. The curriculum map for each year group can be found in the relevant sections below.

### Why this approach?

By studying a particular genre over an extended period, it provides children with the time that is necessary to become fully immersed in such a style. If we are writing a ghostly narrative, a 3-week unit of work provides us time to fully explore the techniques and style of other successful ghost story writers, it allows us to study character, setting and atmosphere in detail; it allows us to adequately plan and structure our writing; it gives us the time to introduce relevant grammatical features; and it provides us the time to write, edit and redraft a final version.

### Teaching and learning practice within each unit

**Use of high quality texts:** immersing children in such literature is at the heart of an approach which aims to stimulate, inspire and motivate them in their own writing. We aim to expose them to a varied selection of writers and styles which helps develop their understanding of purpose and audience. The authors studied reflect the ethnic and cultural demographic diversity of the school, London and Britain. We use a mixture of chapter books and picture books which act as both exceptional modelled material and inspirational stimuli to inspire children's own ideas. It also allows us to create writers who think like readers; and readers who think like writers.

**Modelled writing:** teachers ensure they are providing high standards of modelled writing throughout each unit of work. This is partly through exposing children to high quality texts (as discussed above) but it is also through demonstrating good writing practice in real time. This may involve explaining the thought processes that arise at each stage as they produce a good piece of writing on the whiteboard; or it may involve explaining the thought processes needed as they transform a sub-par piece of writing into a superior one. In either case, the modelled approach is without pupil input: the teacher's job is simply to *show* good practice.

**Shared writing:** a teaching and learning practise which works alongside modelled writing is that of shared writing. Shared writing is a collaborative method whereby the whole class produce a piece of writing relevant to the unit of work. The teacher acts as scribe and the children are responsible for providing ideas, sentences and sharing their own thought processes. Children are given time to think of their own ideas, to discuss with talk partners and to write ideas on personal whiteboards. Shared writing stimulates imagination, inspires a richer vocabulary through the sharing and 'borrowing' of others' ideas, and provides further models for children to access.

**'Talk for writing', drama and role play:** we recognise that a crucial step in the writing process is allowing children to explore the creative processes of being a writer through talking, playing and acting. Units of work will incorporate talking, drama and role play to:

- verbally retell stories thereby cementing plot and story structures in place more firmly.
- bring characters and settings to life, exploring back stories and creating more rounded and realistic worlds.
- investigate patterns and mannerisms of speech.

**Extended writing:** children undertake weekly sessions which are geared towards producing an extended piece of writing. These sessions are designed to teach children the essential writing skill of developing commitment and concentration for a lengthier period of time, eliminating outside distractions and utterly immersing themselves in their own writing. It ensures that the children are regularly producing a quality piece of writing. Additionally, from year 2 until year 6, children will proof-read, edit and redraft some of these pieces to be 'published' in their 'extended writing books'. These books are in addition to their everyday writing books. The number of pieces of writing included in the extended writing books increases in number every year from year 2 until year 6. The aim of the extended writing books is to encourage the children to take pride in a final, flawless, well-presented piece of writing. By the end of their journey through Princess Frederica, they will also have a priceless record of their writing journey through primary school with all their best pieces of work presented in a single portfolio.

# Curriculum maps and units of work

**Spelling:** spellings are taught according to guidance in the National Curriculum and its *appendix 1*. We teach spellings using a number of methods:

- short lessons aimed at introducing and explaining new spelling patterns.
- reinforcing such knowledge through regular 5-minute lesson starters/games.
- providing spelling homework to revise/learn for a weekly test.

In addition to National Curriculum guidance, we also ensure children are learning spellings for key vocabulary in foundation subjects to ensure they are able to access all areas of the curriculum.

## **Handwriting:**

Handwriting is taught, reinforced and consolidated with a range of methods throughout a child's time at school. A child will spend time dedicated to the practise of individual letters more in the Early Years stage of their time with us. They will then move on to joining letters in KS1 and develop their ability to do so at speed in KS2. The 'Pen Pals' scheme of work is employed by the school in KS1 and the children use handwriting books in which to practise. By the time a child leaves Princess Frederica, we expect them to be able to write joined-up, legible handwriting at speed with a pen.

## Assessment

Teachers at Princess Frederica employ a number of assessment strategies to aid effective future planning at both whole-class levels and for specific individuals. Children are also provided with the tools to effectively self-assess and plan their own targets and routes. We use the following strategies:

- children's writing books, on the inside front cover, contain writing objectives for the current year. Teachers are able to write dates when they witness the objective being met. Teachers and pupils can then monitor their progress throughout the year. The objectives are grouped in four main areas: composition, grammar, spelling and handwriting. This allows us to easily track areas of strength or weakness.
- a weekly, teacher 'quality mark' (usually of the extended writing discussed above) highlights positives of a child's writing. It also provides a 'next step' task to improve the work and a specific writing target to focus on in the coming weeks.
- children undertake weekly self-assessments: this provides them with the opportunity to independently reflect on their own writing and evaluate its successes and possible improvements.
- children undertake weekly peer-assessments: this allows them the chance to evaluate another pupil's work, reflecting on its successes and suggesting possible improvements.
- the school holds termly moderation sessions to ensure teachers are making consistent writing judgements within and between year groups.
- statutory assessments are carried out at the end of year 2 and year 6 in-line with the Standards and Testing Agency (STA) policy. This involves making and submitting a judgement on an individuals' writing ability based on all the evidence gathered throughout the year. There is no formal end-of-year test to assess writing.

## Year 1

By the end of year 1, we expect children to be able to write short, simple narratives in clear, finger-spaced handwriting with basic punctuation.

### Handwriting

Groups of letters are taught in groups to consolidate learning from EYFS. The children will focus on forming the letters in these groups (e.g. c a d q—both upper and lower case letters) and ensuring descenders and ascenders of appropriate length and shape. They are given the opportunity to practise forming words and sentences using the letters taught. Practice occurs everyday in short dedicated sessions.

### Writing Composition

Children will be encouraged to talk about what they wish to write about. They will then compose sentences orally before writing them down. They will be shown how to sequence sentences into short narratives using a range of picture books and fairy tales as models. A classroom culture of sharing own reading aloud is cultivated to give the children confidence to be clearly heard by the teacher and their peers.

### Vocabulary, Grammar and Punctuation

Leaving spaces between words is taught alongside basic sentence punctuation: full stops, capital letters, question marks and exclamation marks. Children are also taught to use capital letters for names and the personal pronoun 'I'. They will learn to join sentences using the conjunction 'and'.

### Spellings

Children will apply their understanding of the 40+ phonemes taught in EYFS to a wider range of words. They will learn high frequency words, common exception words and the days of the week. Common prefixes and suffixes 'un', '-s', '-es', 'ed', '-ing', '-er' and 'est' are introduced where no change to the root word is required. The children will write simple sentences from memory as dictated by the teacher. These sentences will include words learnt in the year so far.

## Year 2

By the end of year 2, we expect children to be familiar with a more extensive range of fiction and non-fiction texts. As a result, they should be capable of writing for a wider range of purposes. Their ability to write for longer periods of time and more independently will be increased. Children's vocabulary should have increased extensively by the end of year 2.

### Handwriting

Children will continue to have everyday dedicated short sessions on handwriting using the 'Pen Pals' scheme of work. Teachers will monitor and encourage the transferring of handwriting skills from dedicated books into every other book being used in school. Teacher expectations of a minimum standard of handwriting are reinforced.

### Writing Composition

Children will listen to and discuss texts at a level beyond which they can read independently. They will apply this new knowledge to their own ability to write across a range of purpose—non-fiction and poetry are introduced more formally in year 2. The planning process is visited in more detail in year 2: children are encouraged, again, to verbalise ideas for a text but are also taught written methods of planning such as story maps and mountains. A culture of re-reading work aloud to peers and teachers builds confidence in speaking and listening skills and also encourages children to make revisions and corrections to their work as necessary.

### Vocabulary, Grammar and Punctuation

Children will add commas for lists, contractions and possession alongside consolidation of previously learnt punctuation. They will develop their understanding of grammar by studying sentence types and simple past and present tenses. Children will be able to build more complex sentences using a range of different conjunctions. Standard English will also be introduced.

### Spellings

Children will learn and apply the spelling rules and patterns listed in *appendix 1* of the National Curriculum. They will also be introduced to certain sounds that can be produced with different spellings e.g the vowel sound in 'cow' and 'cloud'. They will also be taught more of the common homophones. There will continue to be a focus in class of teacher-dictated sentences to be written from memory by pupils, focussing on newly-learnt spellings.

## Year 3

By the end of year 3, we expect children to be able to make more independent decisions regarding their language choice around audience and purpose. They will be capable of discussing writing similar to their own and applying what they learn from its structure, vocabulary and grammar to their own writing. Their ability to proof-read, edit and redraft larger sections of their writing will increase.

### Handwriting

Stand-alone handwriting practise still occur in year 3 and 4 but are less regular than in KS1—usually 1 or 2 sessions per week. Teachers identify particular areas of concern for specific children and target specific letters/joins practise as required. Expectations around maintaining pride and care in handwriting throughout all pieces of work are maintained.

### Writing Composition

Children will use writing they have read to plan their own narratives and non-fiction texts. They will be taught the process of re-reading as they write to ensure meaning is clear. A richer variety of sentence structures is taught and they continue to build their vocabulary. In non-narrative writing, simple organisational devices are introduced to aid structure in their writing. The children are taught to edit vocabulary and sentence structures to build cohesion across their writing.

### Vocabulary, Grammar and Punctuation

Children are taught to express time, place and cause through the introduction of more conjunctions, adverbs and prepositions. The present perfect form of verbs is introduced alongside their existing knowledge of simple past and present forms. This also allows them to build more complex sentences and add more variety to their sentence structure. Learning how to punctuate direct speech using inverted commas allows the children to introduce dialogue into their writing.

### Spellings

Children will learn and apply the spelling rules and patterns listed in *appendix 1* of the National Curriculum. They will be also be taught the 100 words from the 'year 3 and 4' statutory word list. Children will be taught to use their knowledge of morphology to spell words e.g. tricycle—'tri' meaning '3' and 'cycle' meaning 'wheels' Plural versions of words requiring a possessive apostrophe are also introduced, including where to place the apostrophe e.g. *boy's* or *boys'*

## Year 4

By the end of year 4, we expect children to be able to independently plan their own narratives and non-fiction texts inspired by existing writing of a similar type. They will be more confident editing and proof-reading their writing to ensure meaning is clear across even larger sections of their writing. Their ability to write with focus and concentration for longer periods of time will increase.

### Handwriting

Stand-alone handwriting practise still occur in year 3 and 4 but are less regular than in KS1—usually 1 or 2 sessions per week. Teachers identify particular areas of concern for specific children and target specific letters/joins practise as required. Expectations around maintaining pride and care in handwriting throughout all pieces of work are maintained.

### Writing Composition

Children will be introduced to a larger range of genres and text-types. They will continue to be encouraged to rehearse their writing orally experimenting with different vocabulary and sentence structure choices. The drafting and redrafting process is explored in more depth. Using paragraphs to order ideas around a theme allows them to structure their writing at text level.

### Vocabulary, Grammar and Punctuation

Children are taught all punctuation around writing speech allowing more precision in their depiction of dialogue. They can introduce more variety in their own sentence constructions by using adverbial phrases in different places. Children are shown the difference in marking singular and plural possessives with an apostrophe in the correct place. They are taught how to make appropriate choices of noun or pronoun to aid cohesion within a sentence.

### Spellings

Children will learn and apply the spelling rules and patterns listed in *appendix 1* of the National Curriculum. They will be also be taught the 100 words from the 'year 3 and 4' statutory word list. Children will be taught to use their knowledge of morphology to spell words e.g. tricycle—'tri' meaning '3' and 'cycle' meaning 'wheels' Plural versions of words requiring a possessive apostrophe are also introduced, including where to place the apostrophe e.g. *boy's* or *boys'*

## Year 5

By the end of year 5 we expect children to be able to write down ideas quickly and that their grammar and punctuation is broadly accurate. They will continue to develop their understanding of purpose and audience, and will have the ability to discuss vocabulary and grammatical choices in more detail. Children will have a basic knowledge of register. Their handwriting will be largely joined and legible when writing at speed.

### Handwriting

By year 5 and into year 6, stand-alone handwriting lessons are no longer used. Teachers maintain high levels of expectations for handwriting and presentation in all subjects and children will be expected to re-draft work which does not meet these standards. For those children who's handwriting is not up to the expected standard, then interventions may be used. Children are expected to be able to produce legible, joined-up handwriting at speed.

### Writing Composition

Children will be taught to incorporate independent reading and research into their own writing. They will discuss character, setting and atmosphere in detail before commencing writing. Developing skills from lower KS2, they are taught to build cohesion across paragraph and to use further organisational devices to structure texts. Children are introduced to register in writing and begin to experiment across a range of formalities. They propose changes to vocabulary, grammar and punctuation in order to enhance meaning.

### Vocabulary, Grammar and Punctuation

Children are taught how to use semi-colons, colons and dashes to enhance meaning. They learn how to use parentheses to add extra information and commas to clarify meaning and avoid ambiguity. The vocabulary and grammar of formal/informal registers are introduced in year 5 and consolidated in year 6. Relative clauses and modal verbs are also taught.

### Spellings

Children will learn and apply the spelling rules and patterns listed in *appendix 1* of the National Curriculum. They will be also be taught the 100 words from the 'year 5 and 6' statutory word list. They are shown how to use a dictionary to look up difficult words and how to use their knowledge of root words/morphology to attempt certain words. By the end of year 5, children should be mostly spelling well-known homophones correctly.

## Year 6

By the end of year 6 we expect children to be able to produce writing across a range of audiences and purposes. They will have a strong grasp of register and the ability to manipulate formality as necessary. They will be able to make vocabulary and grammatical choices that show conscious control of their intent.

### Handwriting

By year 5 and into year 6, stand-alone handwriting lessons are no longer used. Teachers maintain high levels of expectations for handwriting and presentation in all subjects and children will be expected to re-draft work which does not meet these standards. For those children who's handwriting is not up to the expected standard, then interventions may be used. Children are expected to be able to produce legible, joined-up handwriting at speed.

### Writing Composition

Children will be able to construct a range of sentence structures—both simple and complex—and to apply their use for effect. Their writing will convey setting, character and atmosphere and they are taught to use dialogue to advance the action. We expect their writing to be cohesive and always constructed with meaning in mind.

### Vocabulary, Grammar and Punctuation

A variety of new tenses are taught in year 6—past and present versions of both the perfect and progressive form. The children are shown how to illustrate continuums of time using these tenses. They are introduced to the subjunctive mod and active/passive verbs. The children are taught to choose vocabulary that is appropriate to the register in which they are writing.

### Spellings

Children will learn and apply the spelling rules and patterns listed in *appendix 1* of the National Curriculum. They will be also be taught the 100 words from the 'year 5 and 6' statutory word list. They are shown how to use a dictionary to look up difficult words and how to use their knowledge of root words/morphology to attempt certain words. By the end of year 5, children should be mostly spelling well-known homophones correctly.