

## St John the Baptist Primary School Writing Curriculum Plan

By the end of KS2 there is an expectation that children at St John the Baptist School will leave being able to write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader. Through our writing curriculum we will aim to develop children's skills and knowledge to enable them to be confident writers.

Given the right environment and stimulus it is an aspect of literacy that can give enormous pleasure. We aim to enable our pupils to consider themselves as 'writers', to encourage confidence and the motivation to want to write and to have sufficient control over the mechanics of writing to allow for skilful development of the writing process. We aim to develop fluency and legibility. We aim to offer a whole language approach so that pupils can learn to express clarity of thought and be able to manage language appropriately. We aim to set high expectations of pupils and to give writing a high profile in all its forms.

Writing is a skill with many components, these include spelling, handwriting, grammar and vocabulary. By providing meaningful contexts, quality texts and effective planning we can ensure a consistent whole school approach to writing meeting the needs of all pupils.

### **Aims**

Our aims are based on the following core values and ethos in our mission statement, which is:

**Live, Love, Learn in a Caring Catholic Community**

- All children have access to a broad, balanced and differentiated writing curriculum and out of school writing activities.
- All children who may have special educational needs and/or additional needs are identified and provided for as early as possible.
- We develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers and writers.
- We develop writing strategies and skills so that children appreciate and understand the purpose of writing.
- We develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.
- We develop children's writing experiences through a variety of texts including the use of libraries, ICT and other available media.
- We model the conventions of written Standard English to help children develop mature forms of writing.
- We provide frequent opportunities for children to discover the links between the skills of writing, reading, speaking and listening, drama and role play and to ensure a wide range of genre is covered.
- A range of resources will be available to support children to become independent writers such as dictionaries, thesauruses, word banks and scaffolds.

## Expectations

By the end of KS1 there is an expectation that 66% of children will be able to write at the expected standard. Pupils will be able to:

- Write simple, coherent narratives about personal experiences and those of others (real or fictional).
- Write about real events, recording these simply and clearly.
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.
- Use present and past tense mostly correctly and consistently.
- Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.

- Spell many common exception words.
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- Use spacing between words that reflects the size of the letters.

## Expectations

By the end of KS2 there is an expectation that 80% of children will be able to write at the expected standard. Pupils will be able to:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).
- In narratives, describe settings, characters and atmosphere.
- Integrate dialogue in narratives to convey character and advance the action.
- select vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- Maintain legibility in joined handwriting when writing at speed.

# Writing Composition

Intent	To provide opportunities across all curricular areas for the development and application of Speaking, Listening and Writing skills to help all pupils know more, remember more and understand more. To create a culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured writing activities. To design a wider curriculum that provides regular opportunities for pupils to use and apply the writing and spoken language skills they have acquired from the English Curriculum. To promote a positive and enthusiastic attitude towards writing. To create independent, confident writers. Provide the opportunity for every child to become a writer. To create writers who can re-read, edit and improve their own writing. To create writers with a legible, joined and fluent handwriting style. To develop confident writers for the next stages of their education.											
Implementation	All Writing is planned for using rich texts from Texts that Teach or the Primary Writing Project below and the accompanying Schemes of Work adapted for each class. All children have the opportunity to write daily. Writing across the school follows the structure of Imitate, Innovate, Independent Application and Invent which include the teaching of grammar, vocabulary, spelling and handwriting within it. Links are made with the wider curriculum where possible.											
EYFS/YEAR 1 YEAR A	Autumn 1		Autumn 2		Spring 1		Spring 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>	Fiction – Whatever Next		Persuasive Letter Writing-	Poetry – Zim Zam Zoom Space poems	Fiction – Jack and the beanstalk		Non-Fiction – Outdoor Wonderland	Poetry – What I like	Fiction – Cinderella		Non-Fiction – Knights	Poetry –Castle poems
Links to Wider Curriculum	History/Geography Explorers/Hot and Cold Places				Science - Plants				History - Castles			

Independent purposeful writing outcomes	To write a story in the style of 'Whatever Next'		To Learn and perform a poem.		To write a story based on a traditional tale		To write a set of instructions To write and perform a flower poem		To write an alternative version of a traditional tale		To write an information text To write a castle poem	
Grammar and Punctuation	Spaces between word, full stops, capital letters, questions.			Poetry, rhythm, rhyme	Capital letters for names and places, forming sentences, using and to join clauses.		Questions, verbs, bossy/ imperative verbs	Poetry, range, verbs, senses	Singular, plural, question and exclamation marks		Capital letters, full stops, questions, question marks	Adjectives, poem form, rhythm, rhyme.
Spelling	Letters and Sounds Phonics											
Handwriting	Penpals Handwriting Scheme <ul style="list-style-type: none"><li>• sit correctly at a table, holding a pencil comfortably and correctly</li><li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• form capital letters</li><li>• form digits 0-9</li><li>• understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li></ul>											
EYFS/YEAR 1 YEAR B	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts 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.	Traditional Tales –Dear Mother Goose	Information Text- Hot and Cold	Persuasive letter – Dear Mother Goose	Poetry- Zim, Zam, Zoom (link to fireworks)	Fiction – Oi Frog The Gruffalo	Poetry – I love bugs	Non-Fiction – Dino Dinners Rainforest Rough Guide	How to Catch Santa (instructions)	Fantasy Story – Daisy Doodles	Fiction – The High Street  Katie Morag Stories	Non-Fiction/Instructions – Grow your own lettuce	Poetry-A first poetry book
Links to Wider Curriculum	Science/Geography - Weather				Science -Animals including Humans				History/Geography – Island of Coll and Local area			
Independent purposeful writing outcomes	Writing a 'Mother Goose' letter		To learn and perform poetry.		To write silly rhyming sentences		To write about a group of animals		To write a story about a real and imaginary world		Write a set of instructions	

Grammar and punctuation	letters, nursery rhymes, using and to join words and clauses, capital letters, full stops, questions, question marks	Sentences Labels and captions	Range of punctuation in sentences	Rhythm, rhyme, poetry	Rhyme Phonics Questions Sentence composition	Nouns Noun phrases	Verbs Past/present tense	commands	Adjectives 'and' joining words and clauses	Capital letters Full stops	Verbs Imperative verbs	Rhyme Rhythm
Spelling	Letters and Sounds Phonics											
Handwriting	Penpals Handwriting Scheme <ul style="list-style-type: none"><li>• sit correctly at a table, holding a pencil comfortably and correctly</li><li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• form capital letters</li><li>• form digits 0-9</li><li>• understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these</li></ul>											
YEAR 2/3   YEAR A	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts 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.	Fiction - Quackling		Non-Chronological - Could a Penguin Ride a Bike?	Poetry- Carry Me Away	Fiction – The Paperbag Prince		Non-Fiction – Transport	Poetry – On the Road	Non-Fiction - Grow your own Lettuce	Fiction – The Papaya that Spoke		Poetry – Poetry Pie
Links to Wider Curriculum	Living Things and their Habitats				Materials /Local Area				Plants/Food			

Independent purposeful writing outcomes	Write a patterned text	Write an information page and poem about an animal		Devise and write a story set in a familiar yet abandoned setting	Create an information text about the local area Write a journey poem		Write instructions for planting something Write an alternative version of a traditional story.		Perform and write poetry	
Grammar and Punctuation	Full stops, Capital letters Tense, Fronted adverbials Nouns, Exclamation and question marks	Questions, answers, statements, conjunctions	Noun phrases, preposition, pre and post-modification	Adverbials, expanded noun phrases, powerful verbs, rich vocabulary.	Captions, labels, punctuation, presentation, subordination	Prepositions, poetry form. Exclamation marks, spaces	Verbs, imperative verbs, multi-clause sentences.	Question and exclamation marks, speech marks, prepositions, adverbials.		Vocabulary Sentence structure
Spelling	No Nonsense Spelling Programme									
Handwriting	Penpals Handwriting Scheme <ul style="list-style-type: none"><li>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li><li>Use spacing between words that reflects the size of the letters.</li><li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li><li>form lower-case letters of the correct size relative to one another</li></ul>									
<b>YEAR 2/3</b> <b>YEAR B</b>	Autumn 1	Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
<b>Progression of Core Texts</b> <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>	Fiction – Lord of the Forest	Non-Fiction – Reptiles	Poetry- My first poetry book Animal poems	Fiction – Orion and the Dark	Instructions- How to dress up as a book character	Non-Fiction – Marvin and Milo Adventures in Science	Poetry – My First Poetry Book	Fiction – The disgusting sandwich	Non- Fiction – Hot and Cold	Poetry- Poetry Pie
<b>Links to Wider Curriculum</b>	Science – Animals including Humans			Science –Light /Forces			History/Geography - By the Seaside			

Independent purposeful writing outcomes	To write a story using the pattern of the text	To write a non-chronological text and a riddle To perform and write poems based on poetry read		To write a story about overcoming fear To write instructions to dress up as a book character.		To write up an experiment using cartoons for the instructions and an explanatory text To write and perform a poem		To write a story about some food that becomes more and more disgusting until it is eaten.		Write an information page about a scientific concept. Perform and write poetry	
Grammar and punctuation	Patterned text, narrative, full stops, capital letters, spaces between words.	Conjunctions, verbs, noun phrases	Rhyme, rhythm, alliteration	Punctuation, questions, tenses	Commands, verbs, present tense,	Explanatory, imperative verbs, conjunctions, style	Language, rhythm, rhyme, alliteration, vocabulary	Speech, dialogue, noun phrases, expanded noun phrases.	simple present, present progressive, labels, captions	Vocabulary Sentence structure	
Spelling	No Nonsense Spelling Programme										
Handwriting	Penpals Handwriting Scheme <ul style="list-style-type: none"><li>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li><li>Use spacing between words that reflects the size of the letters.</li><li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li><li>form lower-case letters of the correct size relative to one another</li></ul>										
YEAR 4/5/6 YEAR A	Autumn 1	Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Progression of Core Texts</b> <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>	Fiction – Cinderella of the Nile	Non-Fiction – A walk in London	Poetry – Where my wellies take me 1	Fiction – Escape from Pompeii		Non-Fiction – Are Humans damaging the Atmosphere?		Fiction – The Princess' Blankets		Non-Fiction- Animalium	Poetry- Carry Me Away
Links to the Wider Curriculum	History – Egyptians, Geography – Megacities			History – Pompeii, Geography – Volcanoes				Geography – Fair Trade, Science – Animals including Humans			



Independent purposeful writing outcomes	Write a new version of Cinderella, including a different setting and 'back story' to the original.		To write an information text about a megacity To write a poem about a familiar journey		Write their own version of the story of Pompeii.		To write a persuasive letter To write an information text about a topic of interest.		To write a traditional tale with an eco-theme.		To write a class book about animals. To write a poem about a chosen animal.	
Grammar and punctuation	fronted adverbials, phrases, prepositions, prepositional phrases, perfect tense, past tense, past participle	dual-voiced, speech, dialogue, complex sentences, multi-clause sentences, information text	multi-clause sentences, relative clauses, punctuation, dash, semi colon, colon, parenthesis, verbs		Fronted adverbials, questions, rhetorical questions, commas, prepositional phrases, past, present tense.		non-fiction, environment, formal, passive, verb tenses, expanded noun phrases, relative clauses, cohesion, layout		narrative, traditional story, theme, patterning of sentences, ways to start sentences, semi-colons	report, animals, formal, passive, verbs, expanded nouns, punctuation, multi-clause sentences	nouns, expanded noun phrases, pre-modification, post-modification, prepositions, prepositional phrases	
Spelling	No Nonsense Spelling Programme											
Handwriting	Penpals Handwriting Scheme <ul style="list-style-type: none"><li>• write legibly, fluently and with increasing speed by:</li><li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>• choosing the writing implement that is best suited for a task</li></ul>											
YEAR 4/5/6   YEAR B	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Progression of Core Texts</b> <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>	Fiction – Arthur and the Golden Rope		Non-fiction – Until I met Dudley	Poetry – Earth Verse	Fiction – The Mystery of the Hare and the Moon		Non-Fiction – Survival at 40	Poetry – A river	Fiction – Too High the story of Icarus		Non-Fiction- Everest	Poetry- I am Cat
Links to the Wider Curriculum	History – Romans, Science – Electricity, Light				Geography – India, History – British Empire				History – Trojan Horse, Geography – Mountains, Science – Living things and their habitats			
Independent purposeful	To write their own quest story about Pompeii		To write an imaginary and real explanation.		To write their own mystery story		To create a closely observed chronological report about a		To write their own myth		To write an account of a significant exploration	

writing outcomes		To write haiku poetry about a natural event/process including technical vocabulary and poetic imagery			real or imagined environment To write about a journey through different landscapes			To write a poem in the style of I am Cat	
Grammar and punctuation	layout for presentation and meaning, present perfect tense, dialogue, adverbials, possessive apostrophes, multi-clause sentences, sentences of more than one clause	explanatory text, conjunctions, sentences with more than one clause, present tense, second person	poetry, haikus, nature, noun phrases, expanded noun phrases, pre-modification, post-modification, adverbs, adverbials, hyphens, phrases, clauses, cohesion	Fronted adverbials, dash, cohesive devices, parenthesis, and commas for meaning.	Expanded noun phrases, relative clauses, relative pronoun, determiner	adverbials, prepositional phrases, sentence construction	Commas to clarify meaning and to avoid ambiguity, adverbials, dash, dialogue	expanded noun phrases, pre-modification, post-modification, adverbials, phrases, clauses, multi-clause sentences, passive, perfect, fronted adverbials	similes, power of three, synonym, hyphen, clauses
Spelling	No Nonsense Spelling Programme								
Handwriting	Penpals Handwriting Scheme <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:</li> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul>								
<b>YEAR 4/5/6</b> <b>YEAR C</b>	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2	
Progression of Core Texts Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry)	Fiction – The Secret Garden	Non-Fiction Hawk Ridge Farm Park (persuasive writing)	Poetry – Is this a poem?	Fiction - Flood	Non-Fiction – Stuff you should know	Poetry – A river	Fiction – The shadow cage	Non-Fiction- What a wonderful world.	Poetry – Where my Wellies take Me 2

and meet the interests of pupils.									
Links to the Wider Curriculum	Geography – National Parks			Geography – Rivers, Science – Forces and Magnets			History – Mayans, Geography - Megacities		
Independent purposeful writing outcomes	To produce their own 'Classics Unfolded' based on a text of their own choice	To write at least one original poem, making choices and decisions about form and content		To write the story of the Flood	To write an explanation about how something works.	To write about a journey through different landscapes	To write a short story with an element of surprise	Create a short text comprising a definition and related information in short paragraphs about an unusual English word or word from another language.	To write poetry with a geography focus
Grammar and punctuation	Expanded noun phrases, relative clauses, use brackets, dashes or commas to indicate parenthesis, build cohesion within a paragraph, adverbials.	form, syllables, imagery, simile, metaphor, layout		emotions, atmosphere, multi-clause sentences, dialogue, speech, passive voice	passive, explanatory, subject and object, complex sentences	river, journey, adverbials, prepositional phrases, sentence construction	short story, dialogue, atmosphere, suspense, semi-colon	noun phrases, expanded with pre-modification and post-modification for concise, precise writing, some hyphenated adjectives and noun, verbs, passive voice, brackets for parenthesis, commas for clarity, speech marks for quotations, hyphens	multi-clause sentences, relative clauses, punctuation, dash, semi colon, colon, parenthesis

Spelling	No Nonsense Spelling Programme
Handwriting	<p>Penpals Handwriting Scheme</p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:</li> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul>
Assessment	<p>Use of Babcock writing assessment sheets linked to the age related expectations in writing.</p> <p>Use of self and peer assessment.</p> <p>Teacher feedback and next steps.</p> <p>Internal and External Writing Moderations.</p> <p>Termly Teacher Assessment</p> <p>Quality assurance of Writing assessment.</p>
<b>IMPACT</b>	<p>Children will make at least good progress in writing from their starting points.</p> <p>Children will apply their writing skills across all other subjects of the curriculum producing written work of a similar standard to work in English.</p> <p>Children will become confident and independent writers.</p>