



Subject: Writing

Curriculum Provision Statement

Inspiring Excellence Our days are always filled with MAGIC

Context

At Keir Hardie primary school, we believe that every child has the right to succeed regardless of their socio-economic background and despite any barriers they may have to their learning. Our aim is to help each and every child reach their full potential, from their unique starting point. We encourage our children to be critical thinkers and resilient problem solvers who are willing to take risks. As an IQM flagship school, we provide pupils with the best opportunities to learn, achieve and excel.

We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately, coherently, and creatively, adapting their language and style for a range of meaningful contexts, purposes and audiences.

Handwriting, spelling and grammar is explicitly taught to ensure that children are able to understand the conventions of writing and manipulate language to create effects for the reader.

We believe that all pupils should be encouraged to take pride in the presentation of all their writing. From the beginning of the school, children will learn Cursive script and will present their writing in a variety of ways and writing across a variety of genres for both English lessons and the wider curriculum. Children will acquire and learn the skills to plan, draft and refine their written work over time and are encouraged to develop independence in being able to identify their own areas for improvement in all pieces of writing.

Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our reading, writing and subjects that we are covering. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning.

Our intentions in writing are for children to:

- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process

- Acquire the ability to organise and plan their written work

Intent

Implementation

Impact

At Keir Hardie it is our intent to provide our children with a Quality English curriculum that develops children's love of writing, oracy and discussion. We strive to create lifelong learners, setting high expectations and recognise that literacy lies at the heart of this.

We Inspire excellence and develop appreciation of our rich and varied literary heritage and a habit of writing widely and often. We create opportunities for our children to communicate effectively using rich vocabulary, bringing the best out of each child.

We invest in the development of oracy throughout the school by implementing talk for learning strategies throughout the curriculum. A regular speech and language therapist offers bespoke support to practitioners, pupils and families. Through the teaching of oracy skills we ensure that our children are confident in the art of speaking and listening and can use discussion to communicate and further their learning.

Our highly skilled adults recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We have a secure knowledge base in English, which follows a clear pathway of progression as they advance through the primary curriculum.

Storytelling and purpose for writing is key to our writing programme. Children are skilfully taught to think like a

To achieve our Intent, Our Curriculum is well sequenced and coherent to ensure that pupils have opportunities to recap and deepen their understanding. The curriculum is designed to develop the basic skills in writing.

National Curriculum genres are selected in consultation with staff and follow the national programme of study- From EYFS supporting low starting points in Communication, literacy and language through to Yr6.

'Talk for Writing' from EYFS to Year 6 as the vehicle for teaching writing. This is to ensure a consistent and systematic approach to teaching the skills of writing across all cohorts. This also means that children already have key elements of the process embedded as they transition to the next year group.

Early writing is taught through mark making, then when the children begin learning Phonics in EYFS, they are taught the letter formations. This begins with writing letters, CVC words then moving on to short sentences using the sounds they have been taught. As part of Talk for Writing the children learn stories and have the chance to write their own. Children are encouraged to write independently in continuous provision.

With all new units of work, children are asked to write a 'Cold Task'. Teachers use this to assess the areas of grammar, punctuation and text structure that the

Our pupils enjoy writing and use the features of different genres and styles. Pupils can confidently write for different purposes and audiences. Our pupils make good progress from the cold to the hot task.

Teachers moderate pupils work half termly in school and with other schools to ensure accurate assessments are made. The quality of writing in English and curriculum books is evaluated by learning walks, drop ins, pupil conferencing and work scrutinise. These inform future areas for improvement and the impact of new initiatives.

All pupils make good progress against attainment expectations in English and continue to exceed national and local attainment data at the end of KS1 and KS2.

By the end of Key Stage 2 children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum: skills taught in the English lesson are transferred into other subjects. This shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

Disadvantaged pupils, including those with SEND, achieve exceptionally well.

<p>writer and to use tools that will create an effect on the reader. At Keir Hardie we teach writing through the Talk for Writing model, which stresses the importance of talk prior to writing. Grammar, spelling and handwriting are woven through writing models as well as being explicitly taught.</p> <p>Vocabulary is skilfully taught at all levels ensuring our children are equipped with the vocabulary they need to be successful learners.</p>	<p>children in their class and year group will need to be taught.</p> <p>Each unit of work is underpinned by the three 'I's - Imitation, innovation and Invention. Imitation involves getting to know a text inside out. Innovation involves being taught the craft of writing and having a go and invention involves the children applying their new skills to a new context.</p>	
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Subject Coverage

	Autumn	Spring	Summer
EYFS	Owl Babies by Martin Waddell Things I Like by Anthony Browne Maisy goes to School by Lucy Cousins Only one you by LindaKranz	The Little Red Hen A Brave Bear by Sean Taylor Dear Zoo by Rod Campbell Brown Bear Brown Bear by Bill Martin Oi Frog by Kes Grey	The Train Ride by June Crebbin Duck in a Truck by Jez Alborough Mr Gumpy's Outing by John Burningham The Magic Train Ride by Sally Crabtree
Year 1	Stimulus: The Tiger who came for tea Plot structure: Meeting tale Toolkit: characterisation Lost and found Plot: Finding tale Toolkit: setting description	No-Bot, The Robot with No Bottom – Sue Hendra Model Text: No-Bot, The Robot with No Bottom Genre & Plot Structure: Lost and Found Tale The lighthouse keeper's lunch Plot: Losing tale Toolkit: Dialogue	Diary Entry: Linked to Jack and the Beanstalk Class text / stimulus: Class text / stimulus: How to Feed a Gruffalo Model Text: Teacher generate Model text Genre & Plot Structure: Instructions Pupils instructions to create their own version of How to catch a.....

<p>Year 2</p>	<p>Meerkat Mail Plot structure: Journey Toolkit: setting</p> <p>Recount Stimulus: Lambourne End</p> <p>Class text / stimulus: The magic porridge pot Model Text: Teacher written text How to make porridge Genre & Plot Structure: Instructions</p>	<p>Traction man Plot: Toolkit: description of action</p> <p>Report Hawk boy (Pie Corbett) -linked to Traction man</p>	<p>Non –chronological reports (dragons) St George and the dragon Plot: Overcoming the monster Toolkit: Description</p> <p>Class text / stimulus: George and the Dragon – Chris Wormell Genre & Plot Structure: Spine poetry – through shared writing children will create a collective dragon spine poem which becomes their model text</p>
<p>Year 3</p>	<p>Class text / stimulus: The Day the Crayons Quit - Oliver Jeffers Model Text: The Day the Crayons Quit – Teacher adapted Non –fiction letter writing</p> <p>Non- chronological report Model text: unicorns (Pie Corbett)</p>	<p>Class text / stimulus: How to wash a woolly mammoth Model Text: How to wash a woolly mammoth Genre: Instructions</p> <p>The Magic Box – Kit Wright Model Text: The Magic Box – Kit Wright Genre: Poetry</p>	<p>Stimulus – BFG Model Text: Teacher written extract as the BFG Genre: Recount/Diary Entry</p> <p>Class text / stimulus:Adventure at Sandy Cove – Pie Corbett Model Text: An adapted version of Adventure at Sandy Cove Genre & Plot Structure: Journey</p>
<p>Year 4</p>	<p>Class text / stimulus: The Time Travelling Cat and the Viking Terror Model Text: Teacher written extract as the cat or an extract from the book. Genre & Plot Structure:Write a setting description Stimulus – Diary of a Killer cat</p> <p>Stimulus: Varjak Paw Model text:Zelda Claw and the rain</p>	<p>Class text / stimulus:Biography: a range of autobiographies, films, etc. Use children's interests where possible. Biography: Roald Dahl Model Text: Teacherwritten biography Genre:biography Children write a biography about Walter Tull (link to the use of the text in Take one book) - innovate</p>	<p>The tier Thief Plot: Finding tale Toolkit: Dialogue</p> <p>Class text / stimulus: Model Text: How to be an effective Tier thief Toolkit: Explanation</p>

	<p>cat Plot: tale of fear Toolkit: suspense</p>	<p>Instructions: Pie Corbett model text: How to trap a stone giant</p>	
Year 5	<p>InstructionsHow to trap a Goblin</p> <p>Diary Entry Class text / stimulus: The Brockenspectre Model Text: Teacher Genre & Plot Structure: Diary</p> <p>Reilly Pie Corbett model text Genre: Fantasy</p>	<p>Class text / stimulus: Antigone by Ali Smith Model Text: Teacher-made summary of Antigone Genre & Plot Structure: Myth / Warning Story</p> <p>Class text / stimulus: Beowulf by Kevin CrossleyHolland Model Text: Beowulf by Kevin Crossley-Holland Genre Plot Structure: Action Fight Scene</p>	<p>Romeo and Juliet Plot structure: Wishing tale Toolkit: Dialogue Performance poetry: learn Mercutio's speech</p> <p>Explanation - How to hide/find a pirate's treasure (Pie Corbett)</p>
Year 6	<p>Diary Entry Teacher model text: Diary in the role of Mister Tom Character description Teacher model text:</p> <p>Narrative:Setting description Create atmosphere using 5 senses Write an alternative ending</p>	<p>Character description Teacher model text:Character description of Mister Tom Using Dialogue to advance action/ character</p> <p>Instructions: Pie Corbett Instructions –How to trap an Ogre</p>	<p>Model Text: The Tale in the Concrete – Jane Ralphs Genre & Plot Structure: Using dialogue to interrogate a text</p> <p>Performance poetry: Tyger Tyger William Blake</p> <p>Non-chronological report Model text: amazing animals (pie Corbett model text)</p>

Enrichment/Cultural Capital

Rich texts in English
Theatre visits
Newham competitions - debate league
Cross curricular links
dictionary to develop vocabulary
Use of Widgit

EYFS Essential Knowledge

Pupils can hold a pencil correctly (using tripod grip).
Pupils can form recognisable letters and write their own name.
Pupils use anti-clockwise movements in mark making/writing.
Pupils write three or more simple statements on a given subject

Year 1 Essential Knowledge

Pupils produce letter shapes which are mainly accurate with clear spaces between most words.
Pupils spell most CVC words and common words from R/Y1 word lists.
To write one or more sentences extended using 'and'.
Pupils write two or more sentences using correct use of full stops and capital letters.
Pupils can produce a paragraph or more of developed ideas independently, this may be more like spoken than written language
Discuss what he/she has written with the teacher or other pupils.
Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.

Year 3 Essential Knowledge

Pupils spell common words correctly, with some errors and are familiarising themselves with the Year 3/4 spelling list.
Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists, some inverted commas).
Pupils are beginning to show variety in sentence type and structure including the use of openings, adding some detail and description.
Pupils approach writing appropriately for the purpose and are broadly

Year 2 Essential Knowledge

Pupils spell all CVC and most common words on the YR/1/2 lists correctly; spelling of unknown words should be phonetically plausible.
Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists).
Pupils show some variety in the openers that they use, including using some descriptive language or detail.
Pupils can produce a clear and coherent piece of writing, linked to the task.
Pupils use some ambitious words for their age.
Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.
Make simple additions, revisions and corrections to his/her writing by evaluating their writing with the teacher and other pupils.
Pupils can identify some errors in their writing by proof-reading what they have written.
Pupils generally produce handwriting that is controlled and mainly regular. There may be some joining

Year 4 Essential Knowledge

Pupils spell most words on the Year 3/4 list correctly, plus all compound words and many complex words.
Pupils use a range of punctuation accurately (full stops, capital letters, exclamation marks, question marks, commas for lists, inverted commas, speech punctuation).
Pupils show variety in sentence type and structure including sophisticated openings, adding detail and description and using a wider range of conjunctions.

accurate in their basic skills.
Pupils use interesting language with some words that are ambitious.
Plan his/her writing by discussing and recording ideas within a given structure.
Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary
Pupils edit writing by proof-reading what they have written.
Pupils generally produce handwriting that is neat and mainly joined

Pupils organise writing appropriately for the purpose, including experimenting with the use of paragraphs.
Pupils use interesting language with a wide range of ambitious words, occasional misuse is acceptable.
Pupils initiate edits to writing by proof-reading what they have written.
Pupils produce handwriting that is neat and joined.
Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose

Year 5 Essential Knowledge

Year 6 Essential Knowledge

Pupils must use basic sentence punctuation accurately (full stops, capital letters, exclamation marks, question marks, commas in lists and inverted commas).
Spelling is broadly accurate, including the spelling of common exception words.
Pupils are beginning to use punctuation for parenthesis (brackets, dashes and commas).
Pupils can use a range of sentence structures including the use of relative clauses, openers, subordinating conjunctions.
Pupils are able to structure their writing using paragraphs and use the appropriate text structure and organisation.
Pupils engage the reader with careful/ambitious choices of vocabulary and language techniques (figurative language, alliteration, repetition) for different audiences and purposes.
Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read/listened to/seen performed.
Draft and write by selecting appropriate grammar and vocabulary including that within English Appendix 2
Pupils are able to identify errors and make some improvements to their own work
Handwriting is legible, joined and writing can be sustained.

Pupils write fluently, independently and effortlessly with only occasional errors of punctuation, grammar and spelling.
Pupils use the full range of sentence punctuation in their work.
Pupils use precise and carefully chosen vocabulary in their writing, although new subject-specific vocabulary will continue to develop.
Pupils are able to control the presentation of information through the nuances of language choices, sentence construction and punctuation.
Pupils independently make appropriate and timely improvements to their work.
Pupils use figurative language to enhance description
Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis
Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.