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| **Landscove C of E Primary****Writing curriculum plan Years 1-6** |
| RationaleIt is our intent, based on school research, children’s interests and our study as part of The Link English Hub, to provide children with clear progressive skills and strategies in order to build secure foundations in writing for a purpose. Children will develop the stamina and skills to write at length, with accurate spelling and punctuation. They will be taught the correct use of grammar. They will build on what they have been taught to expand the range of their writing and the variety of the grammar they apply to their own work with growing independence. The writing they do will include narratives, explanations, descriptions, comparisons, summaries and evaluations. Such writing supports them in rehearsing, understanding and consolidating what they have heard or read. Children will work with knowledge, confidence and a passion for writing.***A writer at Landscove school will:**** Write in a variety of contexts including in discreet English lessons, through topics and cross-curricular writing and through the Foundation Stage curriculum.
* Study language, through shared texts
* Learn compositional skills – drafting, editing, grammar, punctuation and spelling
* Benefit from writing that is planned so that children can follow the process through incorporating modelling, scaffolding, independence, editing and producing a final draft. (Talk for writing)
* Through elicitation tasks and prior learning outcomes, children have writing targets and are expected to work on these in their writing. These targets will be linked to teaching sequences as well as individual need. Targets are monitored by the teacher and pupil on a regular basis and new targets will be set when necessary according to individual needs.
* Threaded through all writing across the school we use conferencing and coded marking to enable children to edit, improve and demonstrate their mastery of writing:

Code MeaningCL There are errors with capital letter use. Pupils are encouraged to identify these independently as far as possibleFS There are errors with full stop use. Pupils are encouraged to identify these independently as far as possible// A new paragraph is needed. Pupils are encouraged to identify these independently as far as possibleSp There are spelling errors that need to be addressed. Pupils are encouraged to identify and edit age appropriate / high frequency word spellings independently. For idiosyncratic words, pupils may be asked to rehearse them specifically, e.g. Pyramid x3 VF Verbal feedback. This indicates that the teacher has discussed the learning or responses to marking with the child.PP Indicates that pupils are required to edit their work independently in purple pen, often linked to a specific focus.Conf indicates conferencing has taken place. Target areas / discussion will be briefly notedHighlighted Green represents good examples of learning, including where objectives or targets have been achieved.Highlighted Yellow represents next steps in learning and / or areas to look at and check again.Age and stage appropriate language and modelling will be found in all classes linked to our marking and feedback policy |
| VocabularyChildren’s command of vocabulary is key to their learning and progress across the whole curriculum. Teachers will therefore develop vocabulary actively, building systematically on children’s current knowledge. They will increase pupils’ store of words in general. Simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, children will expand the vocabulary choices that are available to them when they write. It is particularly important to introduce children into the language, which defines each subject, such as accurate mathematical and scientific language. |

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| Years 1&2 |
|  | Autumn term  | Spring term  | Summer term  |
| **Year A****Core texts** (using Babcock teaching sequences~ texts which are progressive) | FICTIONFunnybones | NON-FICTION/POETRYSenses poetryDino Dinners (alt text if needed) | NON-FICTIONInstruction writingSmoothie recipe | FICTIONAugustus and his smile | POETRYI love bugsKenning poetry | FICTIONHanda’s surprise | FICTIONThe High Street | NON FICTIONBean diaries | NON FICTIONInformation textsLook inside space | FICTIONStuck  | NON-FICTION – Information textsOutdoor wonderland (Y2/3?) |
| **Cross curricular links if appropriate** | Science – skeletal features of the body. | Science – animals, including humansDT – healthy living/diet | Science – African animals. nature | Geography – locations outside the UK, human features and local areaAfrica topic | Science – plants, space, weather, materials, properties | Geography – human/physical features, geographical skills and field workScience – animals and plants |
| Grammar and punctuation linked to texts NB Spelling: using No Nonsense Spelling | Basic sentence construction/punctuation (capital letters, full stops, finger spaces, using ‘and’)QuestionsSpeech Structure of a story | Past/present tenseVerbsInformative/poetic voiceBasic punctuation (FS CL, spaces between words etc.)Numbered/bullet pointed lists | Co-ordinations (and, but)Expanded noun phrasesAlliterationCommasVerbs – past tenseBasic punctuation (FS CL, spaces between words etc.) | QuestionsSimple conjunctionsExpanded nouns/noun phrasesPresent/past tensePossessive apostropheCommas in a listSequenced narrative punctuated with capital letter, full stops or exclamation mark | Basic punctuation (FS CL, spaces between words etc.)Past tenseSentence constructionClauses (and)Subordination (Y2)Questions | Basic punctuation (FS CL, spaces between words etc.)ExclamationsPast tenseComplex sentencesLayout of pagesContractionsConjunctionsPrepositional phrases |
| **Handwriting**  | * sit correctly at a table, holding a pencil comfortably and correctly
* begin to form lower-case letters in the correct direction, starting and finishing in the right place
* form capital letters & digits 0-9
* understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these
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|  | Autumn term  | Spring term  | Summer term  |
| **Year B****Core texts** (using Babcock teaching sequences~ texts which are progressive) | The Train Ride Susan Crebbin | Naughty bus FICTION | How to catch Santa FICTION & INSTRUCTIONS | Tell Me a Dragon POETRY &DESCRIPTIVE WRITING | NON-FICTIONInformation textsCould a penguin ride a bike? | NON-FICTIONDiary entry writing/recounts | NON-FICTIONNewspaper reportsSATS PREP | FICTIONTiddler/Snail and the Whale – Julia Donaldson | FICTIONOne Tiny Turtle | NON-FICTIONLetter writingDear Greenpeace | POETRYWhales Song |
| **Cross curricular links if appropriate** | Toys: past and present | Transport Christmas  | Fire Fire! TopicHistory - Great Fire of London | History – significant individuals from the past – Samuel Pepys/John Evelyn | Under the SeaScience – animals under the sea | Under the Sea |
| Grammar and punctuation linked to texts NB Spelling: using No Nonsense Spelling  | Basic sentence construction/punctuationQuestionsPositional language | Verbs, present tenseFont, colourRange of sentence types – questions, statements and commands…………………………Sentence types: questions, statements and commands Noun phrasesConjunctions  | Sentence construction (capital letters, full stops, finger spaces)AdjectivesNounsQuestionsExclamations (Y2)Expanded noun phrases (Y2)SimilesMetaphorsStructure & form (presentation)Commands (Y2) | Chronological sequencingPast tenseFirst personSentence construction (capital letters, full stops, finger spaces, joining words using and)Subordination and co-ordination (Y2)Structure and formExclamationsQuestions | RhymeSentence construction and punctuationCommas for listsNoun phrasesAdjectivesSimilesVerbs | Speech and speech marksCapital letters for names and the personal pronoun ‘I’Sentences and basic sentence punctuation (CL’s, FS)AdjectivesVerbs |
| Handwriting  | * sit correctly at a table, holding a pencil comfortably and correctly
* begin to form lower-case letters in the correct direction, starting and finishing in the right place
* form capital letters & digits 0-9
* understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these
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| Years 3 and 4  |
|  | Autumn term  | Spring term  | Summer term  |
| **Year A****Core texts** (using Babcock teaching sequences~ texts which are progressive) | The Beasties - FICTIONMarvin and Milo Adventures in ScienceNON-FICTION | NON-FICTIONNewspaper report of Roman Soldier MEDIAMog’s Christmas Calamity | NON-FICTIONRainforest non-fiction Class info bookEden project persuasive promotional leaflet | POETRYCarry me away | FICTION – cautionary taleChalk  | HISTORICAL FICTIONStone age Boy | FICTION/NON-FICTIONUntil I met Dudley |
| **Cross curricular links if appropriate** | Romans Science – forces and magnets | Chocolate | Dartmoor Rocks |
| **Grammar and punctuation linked to texts** **NB Spelling: using No Nonsense Spelling**  | Revise word classes, simple sentences.Fronted adverbialsIntroduce complex sentences.Direct speechConjunctionsClausesImperativeDifferent ways of presenting information  | SpeechDialogueConveying characters’ emotions AdverbialsReported speechParagraphs  | Prepositional phrasesAdverbialsParagraphsRange of punctuation Expanded noun phrases | Noun phrases with pre-modification and post-modification Multi-clause sentencesLayout  | AdverbialsParagraphsCommas to mark clauses in complex sentences Speech  | Complex sentencesSecond personPresent tenseWider range of punctuation (brackets and exclamation marks) |
| **Handwriting**  | Pupils should be taught to:use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. |
|  | Autumn term  | Spring term  | Summer term  |
| **Year B****Core texts** (using Babcock teaching sequences~ texts which are progressive) | HISTORICALEscape from Pompeii | CONTEMPORARY NON-FICTION- Advice information posterThe Flood | Museum recount | FICTION informal lettersMeerkat Mail | FICTION –mythical storyDragons: Truth, Myths and Legends | FICTION- fantasy storyLeon and the Place Between | NON FICTIONNon chronological reportHow to Invent | POETRY The River |
| **Cross curricular links if appropriate** | Eruptions and Explosions | Walk like an Egyptian  | Fun at the Fair |
| **Grammar and punctuation linked to texts** **NB Spelling: using No Nonsense Spelling**  | Revise simple and compound sentencesExpanded noun phrasesFronted adverbialsDirect speech (introduce to y3/consolidate y4) | Consolidate simple and compound sentencesExpanded noun phrasesPronounsReported speechFronted adverbialsPast and present tense. | Sentences with more than more clause by using a range of conjunctions (when, before, after, while, so because, although).Paragraphs. Expanded noun phrases.Possessive apostrophes.Verb tenses. | DeterminersClausesAdverbialsNoun phrases  | SpeechAdverbialsNoun PhrasesPrepositions  | Complex punctuationRich vocabularyChoice of layoutSimile Prepositions  |
| **Handwriting**  | Pupils should be taught to:use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. |

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| Years 5&6 |
|  | Autumn term  | Spring term  | Summer term  |
| **Year A****Core texts** (using Babcock teaching sequences~ texts which are progressive or media/literacy shed) | War GameFICTIONRecountPlay scripts | Christmas Truce advert MEDIAHistorical fiction | Bethlehem POETRYFree verse | Cracking Contraptions NON-FICTIONExplanation textPersuasive writing | Taking FlightMEDIAAdventureStructured poemDialogueRecount | Spy FoxMEDIANewspaper report | MarshmallowMEDIANon chronological reportMystery | TreasureMEDIAFantasy | Windmill FarmerMEDIAStructured poetryInstructionsFormal letter | Variety of Greek MythsFICTION & NON-FICTIONInformation textsMyths and legends | Who Let The Gods OutFICTIONDialogue |
| **Cross curricular links if appropriate** | History: World War I/IIGeography: Locational knowledge | FaB |  |  |  | History: Ancient Greece |
| **Grammar and punctuation linked to texts** **NB Spelling: using No Nonsense Spelling**  | Layout devices  | Modal verbsRelative clauses | Adverbial phrases, adjectives embedded clauses, prepositions and prepositional phrases. semi-colons, colons dashes to mark boundaries  | Hyphens Modal verbs Passive Semi-colon  | Hyphens Relative clauses  | Layout devicesModal verbsPassiveRelative clauses Semi-colon  | Bullet pointsColonEllipsis Layout devices Modal verbs Passive Relative clauses Semi-colon | HyphensRelative clauses  | Bullet pointsLayout devices Modal verbs Relative clauses Semi-colon | EllipsisLayout devices Modal verbs Passive Semi-colon | Relative clauses |
| **Handwriting**  | Pupils should be taught to:write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letterschoosing the writing implement that is best suited for a task |
| **Taught across all texts:**  | Cohesive devices appropriate for genre, formal and informal structure appropriate for genre, parenthesis, synonyms and antonyms |
| **Discrete grammar lessons:**  | Converting nouns into adjectives using suffixes, relative clauses, modal verbs, parenthesis, passive, subjunctive form.  |
|  | Autumn term  | Spring term  | Summer term  |
| **Year B****Core texts** (using Babcock teaching sequences~ texts which are progressive or media/literacy shed) | Street ChildFICTIONFree verseInformal letterBalanced argumentReviews | Topic tripNON-FICTIONRecount | Lost WordsPOETRYStructured poem | BeowulfFICTIONMyths and legends | Ride of PassageMEDIAFantasy | The Dream GiverMEDIAFantasyNewspaper report  | AlmaMEDIAMystery | PandoraMEDIANon chronological report | CosmicFICTIONInformation textDialogueContemporary fiction | The HighwaymanPOETRYJOURNALISTIC WRITINGStructured poem |
| **Cross curricular links if appropriate** | History: Victorians  | Science: Evolution & Inheritance  | History: Vikings |  |  | Science: Earth & Space | Geography: Topographical features |
| **Grammar and punctuation linked to texts** **NB Spelling: using No Nonsense Spelling**  | Bullet points Colon Layout devices Relative clauses  | Relative clauses | Colon Ellipsis Hyphens | Hyphens Relative clauses Semi colon | Modal verbs Relative clauses | Layout devicesModal verbsPassiveRelative clauses Semi-colon  | Ellipsis Modal verbs Relative clauses Semi-colon | Bullet pointsColonLayout devices Modal verbs Passive Relative clauses Semi-colon | Layout devices Modal verbs Passive Relative clausesSemi-colon | Metaphors, similes, onomatopoeia, tenses & semi colons |
| **Handwriting**  | Pupils should be taught to:write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letterschoosing the writing implement that is best suited for a task |
| **Taught across all texts:**  | Cohesive devices appropriate for genre, formal and informal structure appropriate for genre, parenthesis, synonyms and antonyms |
| **Discrete grammar lessons:**  | Converting nouns into adjectives using suffixes, relative clauses, modal verbs, parenthesis, passive, subjunctive form.  |