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| **Landscove C of E Primary**  **Writing curriculum plan Years 1-6** |
| Rationale  It 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 Meaning  CL There are errors with capital letter use. Pupils are encouraged to identify these independently as far as possible  FS 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 possible  Sp 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 noted  Highlighted 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 |
| Vocabulary  Children’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) | FICTION  Funnybones | NON-FICTION/  POETRY  Senses poetry  Dino Dinners (alt text if needed) | NON-FICTION  Instruction writing  Smoothie recipe | FICTION  Augustus and his smile | POETRY  I love bugs  Kenning poetry | FICTION  Handa’s surprise | FICTION  The High Street | NON FICTION  Bean diaries | NON FICTION  Information texts  Look inside space | FICTION  Stuck | NON-FICTION – Information texts  Outdoor wonderland (Y2/3?) |
| **Cross curricular links if appropriate** | Science – skeletal features of the body. | Science – animals, including humans  DT – healthy living/diet | | Science – African animals. nature | | Geography – locations outside the UK, human features and local area  Africa topic | | Science – plants, space, weather, materials, properties | | Geography – human/physical features, geographical skills and field work  Science – 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’)  Questions  Speech  Structure of a story | Past/present tense  Verbs  Informative/poetic voice  Basic punctuation (FS CL, spaces between words etc.)  Numbered/bullet pointed lists | | Co-ordinations (and, but)  Expanded noun phrases  Alliteration  Commas  Verbs – past tense  Basic punctuation (FS CL, spaces between words etc.) | | Questions  Simple conjunctions  Expanded nouns/noun phrases  Present/past tense  Possessive apostrophe  Commas in a list  Sequenced narrative punctuated with capital letter, full stops or exclamation mark | | Basic punctuation (FS CL, spaces between words etc.)  Past tense  Sentence construction  Clauses (and)  Subordination (Y2)  Questions | | Basic punctuation (FS CL, spaces between words etc.)  Exclamations  Past tense  Complex sentences  Layout of pages  Contractions  Conjunctions  Prepositional 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 | | | | | | | | | | |
|  | 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-FICTION  Information texts  Could a penguin ride a bike? | NON-FICTION  Diary entry writing/  recounts | NON-FICTION  Newspaper reports  SATS PREP | FICTION  Tiddler/  Snail and the Whale – Julia Donaldson | FICTION  One Tiny Turtle | NON-FICTION  Letter writing  Dear Greenpeace | POETRY  Whales Song |
| **Cross curricular links if appropriate** | Toys: past and present | Transport  Christmas | | Fire Fire! Topic  History - Great Fire of London | | History – significant individuals from the past – Samuel Pepys/John Evelyn | | Under the Sea  Science – animals under the sea | | Under the Sea | |
| Grammar and punctuation linked to texts  NB Spelling: using No Nonsense Spelling | Basic sentence construction/punctuation  Questions  Positional language | Verbs, present tense  Font, colour  Range of sentence types – questions, statements and commands  …………………………  Sentence types: questions, statements and commands  Noun phrases  Conjunctions | | Sentence construction (capital letters, full stops, finger spaces)  Adjectives  Nouns  Questions  Exclamations (Y2)  Expanded noun phrases (Y2)  Similes  Metaphors  Structure & form (presentation)  Commands (Y2) | | Chronological sequencing  Past tense  First person  Sentence construction (capital letters, full stops, finger spaces, joining words using and)  Subordination and co-ordination (Y2)  Structure and form  Exclamations  Questions | | Rhyme  Sentence construction and punctuation  Commas for lists  Noun phrases  Adjectives  Similes  Verbs | | Speech and speech marks  Capital letters for names and the personal pronoun ‘I’  Sentences and basic sentence punctuation (CL’s, FS)  Adjectives  Verbs | |
| 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 - FICTION  Marvin and Milo Adventures in Science  NON-FICTION | NON-FICTION  Newspaper report of Roman Soldier  MEDIA  Mog’s Christmas Calamity | NON-FICTION  Rainforest non-fiction Class info book  Eden project persuasive promotional leaflet | | POETRY  Carry me away | FICTION – cautionary tale  Chalk | HISTORICAL FICTION  Stone age Boy | FICTION/NON-FICTION  Until 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 adverbials  Introduce complex sentences.  Direct speech  Conjunctions  Clauses  Imperative  Different ways of presenting information | Speech  Dialogue  Conveying characters’ emotions  Adverbials  Reported speech  Paragraphs | Prepositional phrases  Adverbials  Paragraphs  Range of punctuation  Expanded noun phrases | | Noun phrases with pre-modification and post-modification  Multi-clause sentences  Layout | | Adverbials  Paragraphs  Commas to mark clauses in complex sentences  Speech | Complex sentences  Second person  Present tense  Wider 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) | HISTORICAL  Escape from Pompeii | CONTEMPORARY NON-FICTION- Advice information poster  The Flood | Museum recount | FICTION informal letters  Meerkat Mail | FICTION –mythical story  Dragons: Truth, Myths and Legends | | FICTION- fantasy story  Leon and the Place Between | NON FICTION  Non chronological report  How 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 sentences  Expanded noun phrases  Fronted adverbials  Direct speech (introduce to y3/consolidate y4) | Consolidate simple and compound sentences  Expanded noun phrases  Pronouns  Reported speech  Fronted adverbials  Past 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. | | Determiners  Clauses  Adverbials  Noun phrases | | Speech  Adverbials  Noun Phrases  Prepositions | Complex punctuation  Rich vocabulary  Choice of layout  Simile  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 Game  FICTION  Recount  Play scripts | Christmas Truce advert  MEDIA  Historical fiction | | Bethlehem POETRY  Free verse | | Cracking Contraptions  NON-FICTION  Explanation text  Persuasive writing | Taking Flight  MEDIA  Adventure  Structured poem  Dialogue  Recount | Spy Fox  MEDIA  Newspaper report | Marshmallow  MEDIA  Non chronological report  Mystery | Treasure  MEDIA  Fantasy | Windmill Farmer  MEDIA  Structured poetry  Instructions  Formal letter | | Variety of Greek Myths  FICTION & NON-FICTION  Information texts  Myths and legends | Who Let The Gods Out  FICTION  Dialogue |
| **Cross curricular links if appropriate** | History: World War I/II  Geography: Locational knowledge | | | FaB | |  | |  | |  | | | History: Ancient Greece | |
| **Grammar and punctuation linked to texts**  **NB Spelling: using No Nonsense Spelling** | Layout devices | Modal verbs  Relative 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 devices  Modal verbs  Passive  Relative clauses Semi-colon | Bullet points  Colon  Ellipsis Layout devices Modal verbs Passive Relative clauses Semi-colon | Hyphens  Relative clauses | Bullet points  Layout devices Modal verbs Relative clauses Semi-colon | | Ellipsis  Layout 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 letters  choosing 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 Child  FICTION  Free verse  Informal letter  Balanced argument  Reviews | | Topic trip  NON-FICTION  Recount | | Lost Words  POETRY  Structured poem | Beowulf  FICTION  Myths and legends | Ride of Passage  MEDIA  Fantasy | The Dream Giver  MEDIA  Fantasy  Newspaper report | Alma  MEDIA  Mystery | Pandora  MEDIA  Non chronological report | Cosmic  FICTION  Information text  Dialogue  Contemporary fiction | | The Highwayman  POETRY  JOURNALISTIC WRITING  Structured 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 devices  Modal verbs  Passive  Relative clauses Semi-colon | Ellipsis Modal verbs Relative clauses Semi-colon | Bullet points  Colon  Layout devices Modal verbs Passive Relative clauses  Semi-colon | | Layout devices Modal verbs Passive Relative clauses  Semi-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 letters  choosing 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. | | | | | | | | | | | | | |