

Alston Lane Catholic Primary School

English / Writing Whole School Overview

EYFS	
Nursery	Throughout Nursery, our aim is that pupils develop the skills to arrive in Reception ready to achieve the Writing ELG. We believe that strong writing develops from spoken language, appropriate physical development, phonological awareness, mark making, and early transcription skills. Reception teachers should build upon these foundations rather than start them from scratch. These skills are developed in the following stages: 1. Emerging Communicators (2-2 ½ years) 2. Early Mark Markers (2 ½ - 3 years) 3. Purposeful Mark Markers (3 – 3 ½ years) 4. Pre-Reception Writers (3 ½ -4 years) 5. Reception Ready – ready for systematic phonics, handwriting (4 Years) These skills are developed through: - Core Stories - These are age-appropriate books which have been carefully selected to develop listening skills, language development, communication and comprehension. - Songs / Rhymes of the Week – These help develop listening skills, vocabulary, memory and awareness of sounds in words, building the strong language foundations needed to be <i>Reception Ready</i> and supporting their progression towards becoming confident and successful readers and writers throughout their education.
Reception	The aim is for our children to develop the foundational skills to meet the ELG for Writing. These skills are developed in the following stages: 1. Communication and Language Foundations 2. Physical Readiness for Writing (Gross Motor, Fine Motor, Writing Mechanics) 3. Early Mark Making 4. Phonological Awareness 5. Letter Knowledge 6. Handwriting development 7. Early Spelling 8. Word Writing 9. Oral Composition 10. Sentence Writing These skills are developed through: - ‘Core Stories’ – These are age-appropriate books which have been carefully selected to develop listening skills, language development, communication and comprehension. - ‘Literacy Books’ – These are age-appropriate books which have been carefully selected to provide a stimulus for expressing ideas verbally but also in a written form.

Key Stage 1

By the end of Key Stage 1, pupils should be confident writers who can communicate their ideas independently, write in complete and mostly accurate sentences, and adapt their writing for different purposes and audiences. They should be able to write with increasing fluency, using legible and efficient handwriting, and apply spelling knowledge accurately and independently so that their ideas can be recorded and understood with confidence.

To help develop these skills, we use the English Planning Documents from the Lancashire Professional Development Service (LPDS) to support our planning.

The Key Learning in Reading and Key Learning in Writing are woven through each unit to reflect complete coverage of the National Curriculum for English and provide the basis for constructing a unit.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>Transcriptional foundational skills</u> – based on current phonics knowledge. <u>Selected Core Texts:</u> Develop oral language skills, sentence construction and comprehension skills.	<u>Stories with a repetitive pattern</u> Zog by Julia Donaldson <u>Information Booklet</u> Lapland theme <u>Poems on a theme</u> Riddles based on Christmas Theme	<u>Classic Stories</u> The Tale of Peter Rabbit by Beatrix Potter. <u>Instructions</u> Linked growth – cress heads, bird feeders.	<u>Traditional Tales</u> Little Red Riding Hood <u>Letter Writing – in role as a character.</u> The Jolly Postman by Janet Alhberg	<u>Stories with a familiar setting</u> Winnie the Pooh by A.A Milne <u>Information booklet</u> Woodlands Theme <u>Performance Poetry</u> Daddy Fell into a Pond by Alfred Noyes.	<u>Stories on a theme</u> Meerkat Mail by Emily Gravett <u>Recount</u> Write about our class trip to Blackpool.
Year 2	<u>Information text based on a model</u> Wolves by Emily Gravett, National Geographic Wolves, Wolves Usborne Beginners. <u>Narrative based on a model</u> The Way Home for Wolf by Rachel Bright,	<u>Fairy Tales with a twist</u> The Great Fairy Tale Disaster by David Conway <u>Instructions</u> Write instructions for a new playground game or healthy recipe.	<u>Non-Chronological reports</u> A booklet about Birds <u>Stories on Theme</u> The Owl who was Afraid of the Dark by Jill Tomlinson <u>Persuasion Leaflets</u> Based on Farm visits		<u>Classic Fiction</u> The Wind in the Willows by Kenneth Grahame <u>Recount Letters</u> Based on Characters from the Wind in the Willows. <u>Performance Poetry</u> The Owl and the Pussycat by Edward Lear.	<u>Last Push for writing Pack – creating a range of short independent writes linked to KS1 Assessment.</u> Based on Aladdin.

Key Stage 2

By the end of Key Stage 2, pupils should be confident, effective writers who can communicate ideas clearly and purposefully for a range of audiences and purposes. They should be able to write with increasing control, accuracy and creativity, selecting appropriate vocabulary and grammatical structures to achieve the intended effect. Pupils should write fluently, using a legible, joined handwriting style at a sufficient speed to support composition, and apply spelling knowledge accurately and independently so that transcription does not hinder the communication of ideas. They should also be able to plan, draft, evaluate and edit their work, demonstrating growing independence as reflective and adaptable writers.

To help develop these skills, we use the English Planning Documents from the Lancashire Professional Development Service (LPDS) to support our planning.

The Key Learning in Reading and Key Learning in Writing are woven through each unit to reflect complete coverage of the National Curriculum for English and provide the basis for constructing a unit.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 3	Narrative based on a novel/innovated plot structure <i>Paddington Bear</i> by Michael Bond Information Leaflet <i>Look Inside London</i> by Jonathan Melmoth (Usborne) <i>Kids' Travel Guide London</i> (Flying Kids)	Folk Tales <i>The Green Children on Woolpit</i> Instructions Write a set of instructions explaining how to decorate a Christmas Tree Letter Writing Recounting main events	Novel as theme <i>The Iron Man</i> by Ted Hughes. <i>The Iron Woman</i> by Ted Hughes. <i>The Iron Giant DVD</i> . Recount Diaries In role as a character from the Iron Man. or stand alone.	Classic Narrative Poetry The Spider and the Fly. (Integrated unit with lots of independent short writing opportunities covering different genres)	Fantasy Stories <i>The Enchanted Wood</i> by Enid Blyton. Explanation Text Based on current Science learning. Performance Poetry Gran can you Rap, by Jack Ousby	Information Booklet All about the Romans (History Unit) Stories with a theme Based on a story about Boudicca
Year 4	Story based on a plot pattern linked to the Core Text <i>The Treasure of the Loch Ness Monster</i> by Lari Don Information Text – Infographic Based on the Loch Ness Monster	Fairy tales <i>The Pied Piper of Hamelin</i> by Micheal Morpurgo Recount (Newspapers) First News BBC News 'Hamelin: German town hit by new plague of rats' Fairy Tale News by Colin and Jacqui Hawkins.	Stories with a dilemma <i>The Balaclava Boys</i> in <i>The Fib</i> by George Layton. Persuasive adverts Based on a chosen aspect of the wider curriculum,	Novel as a theme Ladybird Classics: <i>Gulliver's Travels</i> by Ladybird. Non-Chronological reports – Poster with fact flip ups. <i>Planet Earth</i> by Katie Daynes. <i>Usborne First Encyclopaedia of Our World</i> by Felicity Brooks.	Stories with a theme <i>The Mousehole Cat</i> by Antonia Barber Written debate based on character in core text and presented as a speech. Poems with a structure. <i>Water Dance</i> by Thomas Locker / <i>Water Water Everywhere</i> by James Casey	Welcome Brochure Linked to class residential trip to Tower Wood. Folk Tales <i>The Brer Rabbit Collection</i> by Enid Blyton.

		Performance Poetry /Classic Poetry Macavity the Mystery Cat by T.S. Eliot,				
Year 5	Non-Chronological report The Atlas of Monsters: Mythical Creatures from Around the World by Sandra Lawrence & Stuart Hill Narrative based on a model text with an innovated plot structure The Lion, the Witch and the Wardrobe by C. S. Lewis	Stories with a historical setting Oliver Twist retold by Gill Taver. Play script for a scene of a film Link to the chosen narrative. Performance Poetry /Classic Poetry A Visit from St Nicholas by Clement Clarke Moore.	Science Fiction Stories The Portal by Andrew Norriss. Hybrid non-fiction (inc non-chronological report, instructions, explanation text) A Portal Discovery Project	Novel as a theme The Invention of Hugo Cabret by Brian Selznick. Biography George Melies – film maker.	Stories from other cultures Journey to the River Sea by Eva Ibbotson. Debate The Vanishing Rainforest by Richard Platt.	Myths The Fire Thief by Terry Deary Non-chronological report Ancient Greeks: The Olympic Games on the BBC Primary History website / History for Kids website (here). Poems with figurative language Based on Olympians
Year 6	Narrative based upon a novel. <i>The Nowhere Emporium</i> by Ross MacKenzie, Hybrid non-fiction including Biography, discussion, non-chronological report Magazine Article based on core text	First Person Narrative Goodnight Mr Tom by Michelle Magorian Persuasive Leaflet Based on Evacuees	Narrative based on a novel <i>Beowulf</i> by Michael Morpurgo Poems with imagery See the selection of poems in the medium-term plans	Detective Crime Fiction <i>The Hangman's Lair</i> by Simon Cheshire Explanation Texts <i>How to be a good detective.</i>	Last Push for writing pack – creating a range of short independent writes linked to KS2 Assessment. Based on Wonder by R J Palacio	