



At St Aloysius, our exceptional education is ambitious; we hold high expectations for all of our pupils and learning is clearly sequenced to ensure that they leave our school fully prepared for the opportunities and challenges they may face in their future and in all they aspire to do. We foster a love of learning, where pupils mature into enthusiastic, resilient learners. Our broad and balanced curriculum is planned to enable progression in key knowledge and subject specific skills from Early Years all the way through to Year 6. Content is sequenced to ensure that component knowledge leads to conceptual understanding; pupils are encouraged to make connections across year groups and subjects, therefore enabling them to think more deeply and interrogate subject matter. Key threshold concepts are woven through subjects to allow pupils to make meaningful links between current learning and that which came before. We provide pupils with regular opportunities to retrieve and recall prior learning, thus committing learning to their long-term memory.

	Autumn (including 1 assessment week)		Spring (including 1 assessment week)		Summer (including 1 assessment week)	
Nursery	The writing genres covered in EYFS are covered in our EYFS overviews. Writing in EYFS is adapted alongside the interests of the children .					
Reception						
Year 1	<b>Skills week</b> <b>Fiction</b> Traditional Tales <b>Non-Fiction</b> Instructions	<b>Poetry</b> Alliterative poems <b>Fiction</b> Moral Tale	<b>Non-Fiction</b> Persuasion - Adverts <b>Fiction</b> Journey Story <b>Poetry</b> Riddles	<b>Non-Fiction</b> Information Text – Leaflet <b>Poetry</b> Shape poems	Phonics/Dictation skills <b>Fiction</b> Disaster Tale	Phonics/Dictation skills <b>Non-Fiction</b> Discussion – writing arguments <b>Poetry</b> Performance poetry
Year 2	<b>Skills week</b> <b>Fiction</b> Meeting Tale <b>Non-Fiction</b> Discussion – writing arguments	<b>Poetry</b> Acrostic <b>Fiction</b> Recount	<b>Non-Fiction</b> Explanation text <b>Fiction</b> Tale of Fear	<b>Non-Fiction</b> Recount <b>Poetry</b> Quatrain	<b>Fiction</b> Journey Tale <b>Reading Skills</b>	Phonics/Dictation skills <b>Non-Fiction</b> Recount <b>Poetry</b> Performance poetry
Year 3	<b>Skills week</b> <b>Fiction</b> Rescue Tale <b>Non-Fiction</b> Information Text	<b>Poetry</b> Narrative poetry with rhyme <b>Fiction</b> Portal Story	<b>Non-Fiction</b> Non-chronological report <b>Fiction</b> Recount	<b>Non-Fiction</b> Newspaper report <b>Poetry</b> Question and Answer Poems	<b>Fiction</b> Warning Tale <b>Reading Skills</b> <b>Poetry</b> Haikus and Tankas	<b>Non-Fiction</b> Explanation Text <b>Reading Skills</b> <b>Poetry</b> Performance poetry
Year 4	<b>Skills week</b> <b>Fiction</b> Historical Story <b>Non-Fiction</b> Diary	<b>Poetry</b> Dialogue/Monologue <b>Fiction</b> Journey Tale	<b>Non-Fiction</b> Non-chronological report <b>Fiction</b> Imaginary Worlds	<b>Non-Fiction</b> Persuasion - Adverts <b>Poetry</b> Limericks	<b>Fiction</b> Dilemma <b>Reading Skills</b> <b>Poetry</b> Metaphorical	<b>Non-Fiction</b> Recount – Newspaper <b>Reading Skills</b> <b>Poetry</b> Narrative
Year 5	<b>Skills week</b> <b>Fiction</b> Myths and Legends <b>Non-Fiction</b> Non-chronological report	<b>Poetry</b> Rhyming <b>Fiction</b> Mystery and Suspense	<b>Non-Fiction</b> Persuasion - Adverts <b>Fiction</b> English Classic Journey Tale	<b>Non-Fiction</b> Balanced Argument <b>Poetry</b> Narrative Poetry/Ballad	<b>Fiction</b> Flashbacks <b>Reading Skills</b> <b>Poetry</b> Nature Poem	<b>Non-Fiction</b> Journalistic Writing - Newspaper <b>Reading Skills</b> <b>Poetry</b> Sonnet
Year 6	<b>Skills week</b> <b>Fiction</b> Mystery and Suspense <b>Non-Fiction</b> Journalistic Writing	<b>Poetry</b> War Poetry <b>Fiction</b> Science Fiction	<b>Non-Fiction</b> Non-Chronological Report <b>Fiction</b> Myths and Legends	<b>Non-Fiction</b> Persuasive Letters <b>Poetry</b> Sonnets	<b>Fiction</b> Flashbacks <b>Reading Skills</b> <b>Poetry</b> Classic Narrative	<b>Non-Fiction</b> Diaries <b>Reading Skills</b> <b>Poetry</b> KS3 Transition unit

# Primary Writing Project

At St Aloysius, our English is taught using the principles of The Primary Writing Project. It is based on the idea of *deepening language understanding*. Its aim is to motivate children and teachers as readers and writers, deepening understanding and refining skills so that children make accelerated progress and standards are raised. Children will gain confidence and pleasure as a reader and writer. It is grounded in the process of shared writing with a systematic focus on securing the basics of *handwriting, phonics, spelling and grammar* in relation to what children need to make progress in the text type being taught. It is also founded on the principle that children should read and be read to often, both at school and at home. The teaching sequence of each unit includes three clear stages: **Imitation, Innovation and Independent Application**.

## The 3I's explained...

### Unit Planning Sequence Overview

#### Imitation Stage

Key Process...	Key Points
Creative Hooks/Cold Task	<ul style="list-style-type: none"> <li>• Opening <b>hook</b> to grab interest and establish purpose for subsequent learning.</li> <li>• Make significant hooks regular and often through presentation of task etc</li> <li>• Include long term hook i.e role play area</li> <li>• <b>Cold task</b> - in order to set individual targets, deciding on whole class or group teaching.</li> </ul>
Learn and Model Text	<ul style="list-style-type: none"> <li>• <b>Story mapping and actions.</b> Complete story map and generate accompanying actions - this should be completed daily during the imitation stage for about 10 minutes at the beginning of each literacy lesson - revisit throughout the day during the imitation week to embed the story fully so as to ensure all children are orally equipped to retell. <i>Internalise the text - little and often!</i></li> <li>• Ensure model task has opportunities for progression, toolkit and underlying structure. Build in several relevant grammar focus points.</li> <li>• Include activities to <b>deepen understanding</b> - discussion, drama, images etc</li> </ul>
Spelling, Grammar and Paragraph Practice	<ul style="list-style-type: none"> <li>• Generate <b>grammar focus</b> from either cold task assessment or through ongoing formative assessment, link to model text and use model text as a vehicle to teach the grammar feature. Rehearse generic spellings, relevant grammar (Practising sentence and paragraphs - e.g creating suspense)</li> <li>• Short burst writing to promote key focus e.g. describing sentences</li> <li>• Make it fun! - <b>Vocabulary exploration</b> - Select ambitious vocabulary from text, discuss meaning of ambitious, play word bingo to reinforce meaning of new words, use dictionary/iPad to find word meaning, use thesaurus to find a synonym or antonym for each word, create a short story using new words, create new sentences using new words</li> </ul>

Reading as a Reader	<ul style="list-style-type: none"> <li>• Deepen <b>comprehension</b>.</li> <li>• Read <b>other model texts</b> that meet the same focus and draw upon a wider scope of literature.</li> <li>• Use <b>book talk</b> strategy to annotate/comment upon text.</li> <li>• Model <b>annotating</b> text through '<b>read aloud, think aloud</b>' strategy, annotate text with key questions, stretch with key question focus such as annotating text with inference questions or language style questions, plan inference, deduction, authorial style questions.</li> <li>• <b>Box it up</b> strategy.</li> </ul>
Reading as a Writer	<ul style="list-style-type: none"> <li>• Co-construct <b>writing toolkit</b> -linked to the genre of model text.</li> <li>• Box up any underlying pattern - Use images/role play to represent 'scenes', section up story map, use boxing up template or create your own. <i>Remember</i> - only focus on the 'bare bones' - the key features of each paragraph/scene. Avoid including too much detail. (*teach the skill of summarising and note making using bullet points)</li> <li>• Reinforce <b>grammar focus</b> - word and sentence level work.</li> </ul>
Making the learning visible	<ul style="list-style-type: none"> <li>• Display useful learning and tools for further progression i.e washing lines/working walls/magpie books.</li> </ul>



**Innovation Stage**

Plan and Retell	<ul style="list-style-type: none"> <li>• <i>EY and KS1</i>: Change class map and retell (Children may change their maps (alter or adapt/ draw new ones) Retell in pairs/groups or individually.</li> <li>• <i>KS2</i>: Complete class boxed plan and retell (Children may complete their boxed plan) Retell in pairs/groups or individually.</li> <li>• Share examples and develop retellings.</li> </ul>
Daily shared/guided and independent writing	<ul style="list-style-type: none"> <li>• <b>Stage writing section by section.</b></li> <li>• Daily interactive, shared writing to develop class composition - emphasise the use of the toolkit and underlying pattern.</li> <li>• Daily guided writing for children displaying a similar need.</li> <li>• Vary the level of innovation challenge.</li> </ul>
Feedback and editing	<ul style="list-style-type: none"> <li>• What is working - How to improve (teach the editing process)</li> <li>• Daily group/paired/individual editing opportunities.</li> </ul>
Making the learning visible	<ul style="list-style-type: none"> <li>• Display useful learning and tools for further progression i.e washing lines/working walls/magpie books.</li> <li>• Display and use shared writing, spellings, vocabulary, sentence examples.</li> </ul>



### Independent Application

New stimulus	<ul style="list-style-type: none"><li>• Provide exciting stimulus for writing.</li></ul>
Plan and Retell	<ul style="list-style-type: none"><li>• <i>EY and KS1</i>: Draw map and retell in pairs/groups or individually.</li><li>• <i>KS2</i>: Complete boxed plan and retell in pairs/groups or individually.</li><li>• Share examples and develop retellings.</li></ul>
Daily shared/guided and independent writing	<ul style="list-style-type: none"><li>• <b>Stage planning, writing and editing.</b></li><li>• Most children will now plan, draft and edit independently using magpie books, underlying pattern and toolkits.</li><li>• Some children may still require guided teaching.</li></ul>
Feedback and editing	<ul style="list-style-type: none"><li>• Share examples - Discuss: What is working? How to improve?</li><li>• Daily group/paired/individual editing opportunities.</li></ul>
Making the learning visible	<ul style="list-style-type: none"><li>• Display useful learning and tools for further progression i.e washing lines/working walls/magpie books.</li><li>• Display and use shared writing, spellings, vocabulary, sentence examples.</li></ul>
Hot Task	<ul style="list-style-type: none"><li>• Complete hot task independently with no further new teaching. Discuss feedback for future units</li></ul>