



# WRITING

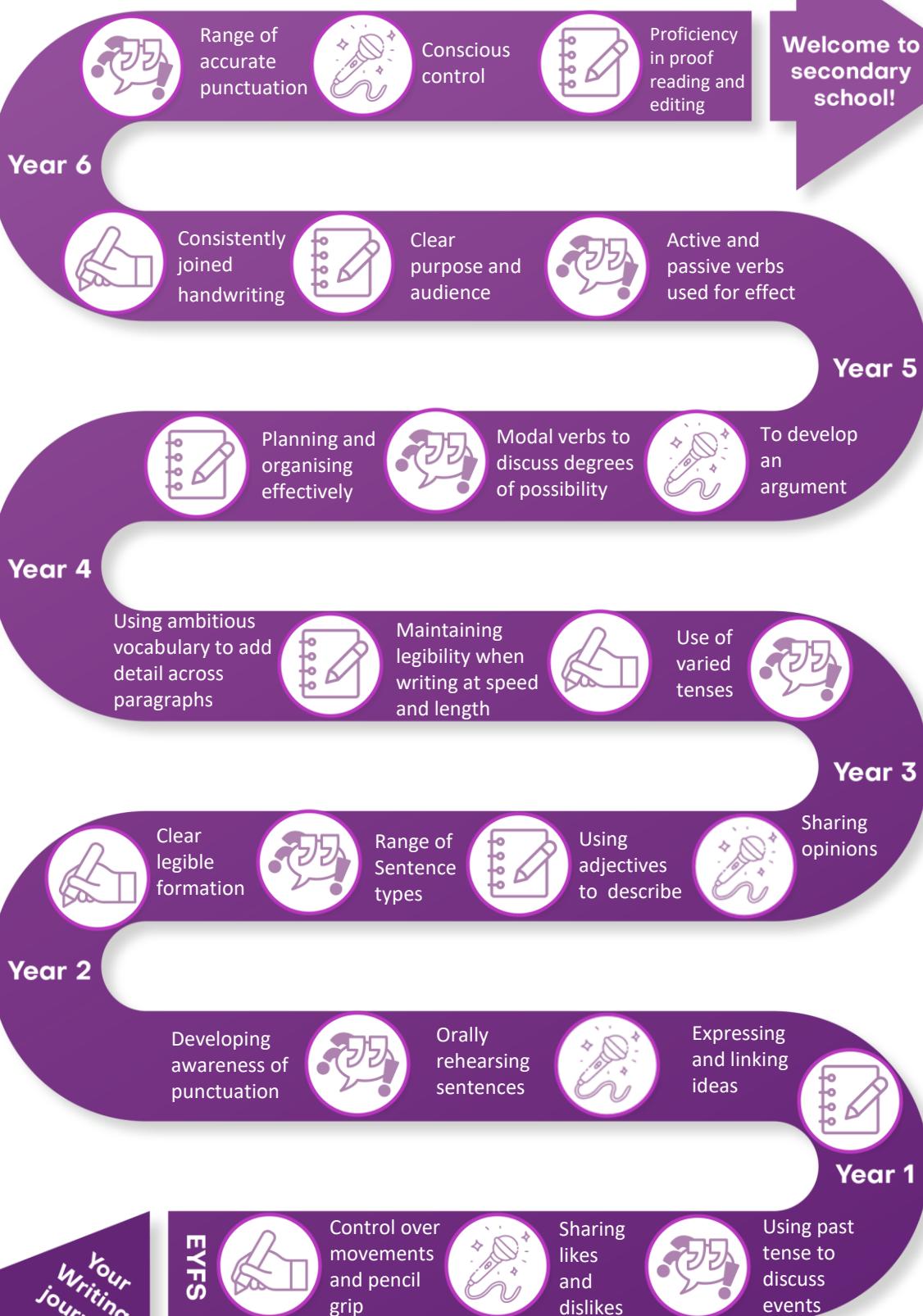
## CURRICULUM: ENGLISH WRITING



**St. John the Evangelist  
Catholic Primary School**

*Christ at the Centre, Children at the Heart*

# CURRICULUM NARRATIVE



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## Intent

Our intent is that all pupils will be able to write fluently, develop and use a vivid imagination which makes readers engage with, and enjoy their writing. To achieve this, we aim to develop a deep understanding and use of a range of vocabulary appropriate to the genre and form of writing. We want the children to have an excellent knowledge of writing techniques to extend details or description. We aim for our children to be able to organise and structure their writing, ensuring it is well-presented and with the correct use of punctuation and spelling. Overall, we aim for our children to develop a love of writing, to understand and use it as a way to communicate and an appreciation of its educational, cultural and entertainment values.

To develop these characteristics, they will explore the following key concepts:

- **Write with purpose**, understanding the purpose or purposes of a piece of writing.
- **Use imaginative description**, developing an appreciation of how best to convey ideas through description.
- **Organise writing appropriately**, developing an appreciation of how best to convey ideas through description.
- **Use paragraphs**, understanding how to group ideas to guide the reader.
- **Use sentences appropriately**, using different types of sentences appropriately for both clarity and for effect.
- **Present neatly**, understanding of handwriting and clear presentation.
- **Spell correctly**, understanding the need for accuracy.
- **Punctuate accurately**, understanding that punctuation adds clarity to writing.
- **Analyse writing**, understanding how grammatical choices give effect and meaning to writing.
- **Present writing**, learning to reflect upon writing and reading it aloud to others.

# CURRICULUM NARRATIVE

## Implementation

Within each unit of work, carefully sequenced lessons ensure that prior learning of grammar, punctuation and spelling is revisited and developed. We have a yearly overview of writing across a range of genres, ensuring that children are able to write for a range of purposes and audiences.

We ensure that children are aware of their strengths and areas for development in writing so that learners can take ownership of their progress. Teachers share next steps using verbal feedback and through their marking to ensure that children know exactly what they need to do to make progress. We also ensure that appropriate scaffolds and adaptive teaching techniques are put in place for children who need it.

We follow the EEF's 'Five a Day Approach', particularly for children who are identified as working below age-related outcomes, those on the SEN register or those with English as an additional language. These children are provided with interventions or support to help them develop their writing, at a level that is matched to their individual needs. The nature of the intervention will be decided by the teacher, with support from the SENDco. Provision in class may include working in a small group with an adult, using scaffolds or using technology to assist with completion of work.

## Impact

Children leave St. John the Evangelist School as happy, confident writers, who have the key skills and knowledge necessary for the next stage of their learning.

### **The impact of our writing curriculum will be measured through:**

The subject lead ensures that the National Curriculum requirements are met

- Pupil outcomes are monitored through deep dives, where evidence is gathered in the following ways: pupil voice interviews, book scrutinies, drop- ins, discussions with staff etc.
- Assessing children's knowledge of key component learning as set out within schemes of work
- Assessing children's understanding of grammatical vocabulary and rules
- Summative assessment of grammatical knowledge and spelling using GPS tests NFER (3 x per year)
- Moderation and scrutiny of pupils' books and professional dialogue between teachers to assess the quality of children's learning
- Sharing good practice among staff
- Marking of written work in books against the school's marking policy
- The writing lead identifies clear next steps, which are determined by a cycle of monitoring, evaluating and reviewing
- Teacher assessment of writing using independently-written pieces to provide evidence of national curriculum skills and understanding using St John's Continuous Writing Assessment Tool based on the TAFs.
- Monitoring of progress from year to year ensuring pupils remain 'on track' from their starting point

## Mixed Year Groups

In mixed year groups, staff will consider both year group objectives for writing and identify the progression between them to plan effectively for all learners in their class. Staff must teach flexibly to ensure each year group is supported and challenged successfully. School leaders, whilst completing monitoring, must be able to see parity between the year groups in separate classes.

# WRITING CYCLE

**Hook** – We use a ‘hook’ to engage the pupils’ interest, to inspire and to captivate their interest. The hook ignites interest and, depending on the hook used, it can perform a range of functions including but not limited to; introducing children to characters, setting and plotlines; stimulating discussion on key themes; offering first-hand experience and greater understanding of events/the context of the text and establishing the audience and purpose for the writing.

## Introduction of text

We immerse children in what they are writing about. Our children gain context for their writing i.e. what to write about. This will involve in-depth discussion and exploration of the core text of the unit. Teachers plan tasks, activities and approaches in this phase depending on the written outcome of the unit e.g. if the written outcome is a character description, tasks in the introduction will focus on getting to know the character really well; if the written outcome is a discussion, the introduction will focus on understanding differing viewpoints of a situation; and if the written outcome is a non-chronological report, the immersion phase will focus on understanding and learning facts, ideas and information that can be used in a report etc. A modelled example (a WAGOLL) is used to develop the understanding of the features and structure of each individual text type, highlighting common elements and reinforcing throughout, the importance of understanding the audience and purpose of the piece and the effect this has on the written work. Key grammatical elements alongside key vocabulary are also emphasised with clear links made to its purpose within the writing.

## Reading comprehension

A well-chosen text provides rich language models and structures from which children can learn how writing works and the effect it can have on a reader. To create confident young writers, we read aloud and share high quality texts across a range of genres, reflecting a range of writing styles. We choose texts that are rich in vocabulary and enable children to comprehend beyond their own reading fluency level, create a rich reading environment that demonstrates the written word in all its forms and shares how writing can be used for thinking, for communication and as a means of expression. With a rich diet of quality texts and enriching experiences, our children are able to find their own reasons to write and develop a style that fits the purpose, audience and form intended.

## Grammar and Punctuation

The language and grammar structures appropriate for different audiences, purposes and forms of writing are a fundamental part of the teaching of writing. We create a language-rich environment, focusing on enriching vocabulary, understanding what words mean and how and why they are used and ways language is used effectively for impact on a reader. Our pupils appreciate first-hand the impact of authorial choices on them as a reader and demonstrate a more assured use of grammatical structure themselves. We provide rich models for talk and writing, both through texts and as language users and writers themselves.

## Writing and Redrafting

The early stages of each writing unit equips our children with the ideas/content, vocabulary and grammar knowledge needed for their writing. However, to support children to be successful writers, we ensure that they are taught how to bring the different elements together in cohesive text. Direct instruction, modelling and demonstrating how to craft writing is used effectively to ensure that children understand to create a cohesive piece within ‘short burst writing’ as well as more sustained and developed pieces. We use regular modelled and shared writing to provide our children with explicit instruction and demonstration of how to compose before they write independently. In line with our cyclical approach to teaching writing, feedback, editing and redrafting happen at each stage of the process and not just with the end product. Lesson time is routinely set aside for the teacher to model and for the children to carry out this important element of the writing process.

# CURRICULUM NARRATIVE

## ORACY

Vocally discussing ideas with others before putting pen to paper helps children work through their thoughts and structure them before writing. We use oracy to boost children's writing, making it more structured and organised. Speaking and listening supports our children to learn from each other and their different ways of thinking. It allows them to develop types of talk within the continuum of exploratory to presentational which impacts significantly on their writing success. Our writing curriculum reflects the DfE's National Curriculum for English which identifies that the curriculum should "reflect the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically." It also notes that "the quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding of reading and writing."

### Planning for high-quality talk



Plan

In order to engage in meaningful discussions, pupils need something worth talking about and therefore we identify discussion points that encourage exploration and debate. We achieve this by asking pupils to debate whether key statements are true, false or sometimes true. We also provide worked examples to prompt pupils to unpick, compare and contrast multiple approaches and strategies. Our open-ended tasks like these provide time and space for pupils to engage in extended discussions, with different audiences, about different concepts and strategies, critically evaluating these in a way that will ultimately deepen their understanding.

### Encouraging pupils to extend and elaborate on their responses



Probe

We use probing questions to encourage pupils to develop their thinking further. Pupils are supported to; Extend and elaborate upon their ideas, make links between their own responses and those of others and discuss and debate opposing opinions and viewpoints. Questions such as "Can you tell me more about that?"; "How did you check your work to improve accuracy?" or "Why did you choose to use that particular approach there?"; "Who can build on what has been said here?" prompt children to move beyond superficial responses, to provide deeper insights into their thinking and understanding as well as establishing a culture of "challenge" within the classroom.

### Encouraging active engagement in discussion and debate



Participation

We encourage a culture of participation in talk for learning, with particular focus on supporting those pupils who are reluctant to engage or who initially feel uncomfortable about discussions and debate, particularly where this requires them to challenge others' ideas. We ensure that children have sufficient thinking time before taking part in discussion, allowing them to gather their thoughts and ideas and consider possible responses. We make clear expectations around participation in classroom talk, so ground rules are set to ensure clarity.

### Developing and scaffolding pupil talk

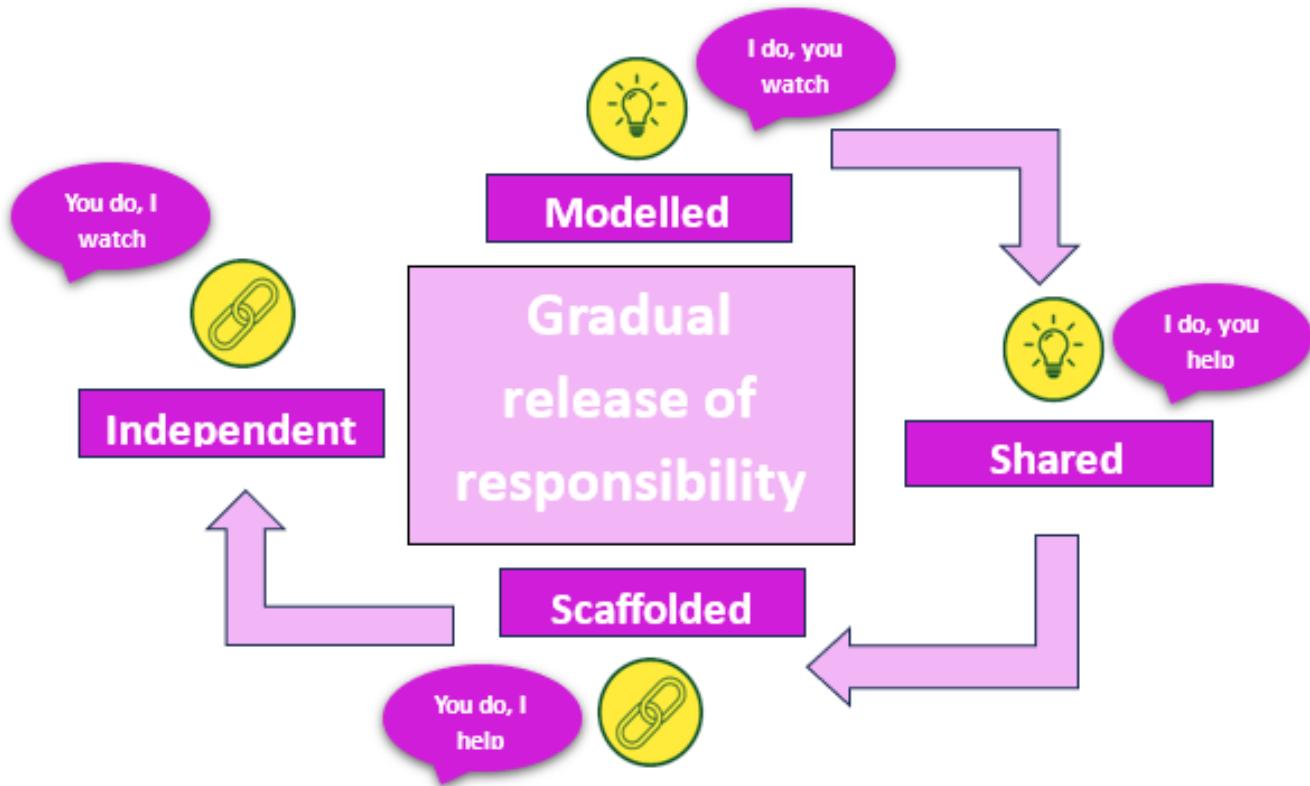
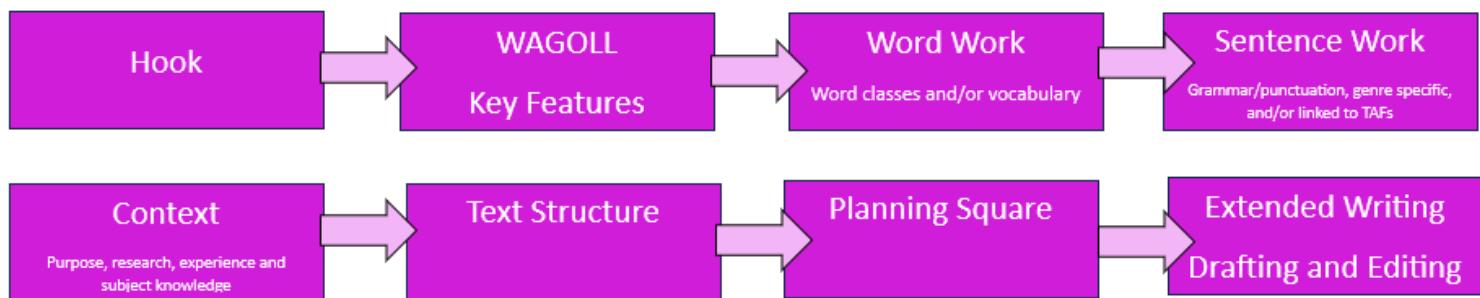


Prompts & Pointers

Scaffolds such as question prompts and sentence stems are used within school to give pupils the language structures and vocabulary they need to communicate their thinking clearly. Our teachers consider their own talk and how they can consistently provide opportunities for modelling any target structures or vocabulary. This provision of high-quality examples allow pupils to draw upon these exemplars in their own explanations and discussions.

Based on - **Talk for learning: a 5-point checklist for teachers – Dr Kirstin Mulholland**

## Writing Unit Components



# WRITING PROGRESSION

## COMPOSITION

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Nursery</b>  Express their ideas and feelings and their experiences using simple sentences and begin to use conjunctions to connect thoughts e.g. and, because, or.  To recognise familiar print in their environment and to become more aware of spoken language.  Begin to segment and blend simple CVC words.  To begin to give meaning to their mark making.	To say out loud what they are going to write about.  To compose a sentence orally before writing it.  To sequence sentences to form short narratives. Use a story map. Use 5-part story plan opening, build up, problem, resolution, ending.	To write about personal experiences and those of others (real and fictional).  To write about real events.  To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. Use story maps and mountains and 'boxing up' text.  To encapsulate what they want to say, sentence by sentence.	To begin to use ideas from their own reading and modelled examples to plan their writing.  Use story mountains, maps and 'boxing up' of texts.  To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.  To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. Use story mountains, maps and 'boxing up' of texts.	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.	To note down and develop initial ideas, drawing on reading and research where necessary.  To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).  To use a wide range of devices to build cohesion within and across paragraphs.
<b>Reception</b>  To begin to develop their own narratives and explanations by connecting ideas or events.  Express their ideas and feelings and their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.  To reread their writing to check that it makes sense and to independently begin to make changes.  To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.	To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.  To reread to check that their writing makes sense and that the correct tense is used throughout.  To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	To begin to organise their writing into paragraphs around a theme.  To compose and rehearse sentences orally (including dialogue).	To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	To habitually proofread for spelling and punctuation errors.  To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.

# WRITING PROGRESSION

## COMPOSITION

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Nursery</u></b>  To express themselves effectively, showing awareness of listeners' needs.  To invent narratives with peers and teachers.	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.  To start to engage readers by using adjectives to describe.	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.  To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.  To read aloud what they have written with appropriate intonation to make the meaning clear.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).  To write a range of narratives that are well-structured and well-paced.  To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.  To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).  To distinguish between the language of speech and writing and to choose the appropriate level of formality.  To regularly use dialogue to convey a character and to advance the action.
<b><u>Reception</u></b>  To express their ideas and feelings about their experiences using full sentences, with modelling and support from their teacher.  To invent, adapt and recount narratives with peers and their teachers.			To make deliberate ambitious word choices to add detail.  To begin to create settings, characters and plot in narratives.	To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

# WRITING PROGRESSION

## GRAMMAR AND PUNCTUATION

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Nursery</b>  To answer 'how' and 'why' questions about their experiences and in response to stories or events. To write simple words or phrases that can be read by others.	To use simple sentence structures.  To explore language and vocabulary in stories and the environment and begin to use them accurately.	To use the present tense and the past tense mostly correctly and consistently.  To form sentences with different forms: statement, question, exclamation, command.	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.  To use 'a' or 'an' correctly throughout a piece of writing.	To always maintain an accurate tense throughout a piece of writing.  To always use Standard English verb inflections accurately, e.g. 'we were'.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.  To ensure the consistent and correct use of tense throughout all pieces of writing.	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
<b>Reception</b>  To use past, present and future tenses accurately when talking about events that have happened or are to happen in the future. To make use of conjunctions, with modelling and support from their teacher.		To use some features of written Standard English.				
To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').	To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.	To using co-ordination (or/and/but).  To use some subordination (when/if/that/because).  To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including; when, if, because and although.  To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.  To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.  To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).  To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffler, who was a famous inventor, had made a new discovery.	To use the subjunctive form in formal writing.  To use the perfect form of verbs to mark relationships of time and cause.  To use the passive voice.  To use question tags in informal writing.

# WRITING PROGRESSION

## GRAMMAR AND PUNCTUATION

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences. To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> <li>- capital letters, full stops, question marks and exclamation marks;</li> <li>- commas to separate lists; apostrophes to mark singular possession and contractions.</li> </ul>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
<p>Nursery</p> <p>To begin to show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Reception</p> <p>To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>	<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points.</p>

# WRITING PROGRESSION

## HANDWRITING AND PRESENTATION

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Nursery</b>						
To show some control and coordination in large and small movements.	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	To use a neat, joined handwriting style with increasing accuracy and speed (pen licences can be earned from Y3)	To increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.	To write legibly, fluently and with increasing speed by:
To move in a range of ways, beginning to safely negotiate space.					To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;
To start to handle equipment and tools, including pencils for writing.	To sit correctly at a table, holding a pencil comfortably and correctly.	To form lower case letters of the correct size, relative to one another.	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.			- choosing the writing implement that is best suited for a task.
Use letter formation when ready						
To write simple words and phrases which can be read by themselves and others.	To form digits 0-9.	To use spacing between words that reflects the size of the letters.				
<b>Reception</b>						
To show good control and coordination in large and small movements.	To understand which letters, belong to which handwriting 'families' (i.e. letters that are formed in similar ways)	To begin to use the diagonal and horizontal strokes needed to join letters.	To always start at the margin and leave a line between paragraphs			
To move confidently in a range of ways, safely negotiating space.	and to practise these.					
To handle equipment and tools effectively, including pencils for writing.	To use finger spaces.	To use joined writing by the end of Y2				
Use letter formation when ready						
To write simple sentences which can be read by themselves and others.	Cursive writing to be used as a model in Y1 promoting children to join as and when they are ready.	To write full date and underline on each piece of work (short date maths)				

# WRITING PROGRESSION

## ORACY AND VOCABULARY

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I like... I don't like... like... One day... Next... Finally... I think...because I went to... The.... is ...	I like/don't like... because... I think... happened because... because... I know this because... I found... I feel that... Next time I ... First, next... I agree/disagree because... I like the part where.... I predict that.	I think...because... They are similar/different because... because... I understand, however... It appears to be... I enjoyed it because... Maybe next time you could try... My opinion is... Building on... I remember that...	An argument for/against is... I understand, however... It appears to be... I enjoyed it because... Maybe next time you could try... My opinion is... Building on... I remember that...	An argument for/against is... I understand, however... It appears to be... I understand that depending on... I understand your point of view however... You could improve this work by... It was successful because... Due to the fact that... Most reasonable people would agree that... Due to... Subsequently...	In my opinion... I have two main reasons for... In some ways... Another feature... However, they also differ... Perhaps some people would argue... Furthermore they... It is clear that... I deduce that... In conclusion... Perhaps the reason... Therefore, in my opinion...	On the one hand... I am convinced that... Given that... Another feature they have in common... The similarities/differences are significant because... Based on... Having considered... This infers... This suggests... Having considered... This is supported by the fact that... Possible improvements may include... Evidently... Owing to... After consideration On reflection... In summary... The consequences of...
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Letter, capital letter, word, label, phrase, sentence, full stop	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	determiner, pronoun, possessive pronoun and adverbial	Classic, figurative language, imagery, climax, theme, personification, humorous, free verse, rap, couplets, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Flash back, epilogue, prologue, protagonist, antagonist, convention, twist, mood, style, parody, cliché, biography, autobiography, tragedy, comical, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

# WRITING Thematic Curriculum Map

Purpose For Writing	To Entertain	To inform	To persuade	To discuss
Year 1/2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3/4 (LKS2)	Narrative Description Poetry	Recount Report Newspaper	Advert Letter Poster	
Year 5/6 (UKS2)	Narrative Description Poetry	Biography Explanation Newspaper	Advertising Speech Campaign	Argument Newspaper Review

 <b>St John the Evangelist</b> Writing Overview – Purpose for Writing Thematic Approach 						
Year 1/2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text/s A:	<b>Text:</b> Ruby's Worry Tom Percival  <b>Text:</b> The Colour Monster Anna Llenas (Resistant)	<b>Text:</b> Lost and Found Oliver Jeffers (Resistant)  <b>Text:</b> Dinosaurs and all that Rubbish Michael Foreman (Complexity of Plot/ Symbol)  <b>Text:</b> Twas the night before Christmas Clement Clarke Moore (Archaic)	<b>Text:</b> Traditional tales- Cinderella  <b>Text:</b> The Tiger who Came to Tea Judith Kerr	<b>Text:</b> The Day the Crayons Quit Drew Daywalk (Complexity of Narrator)	<b>Text:</b> George's Marvellous Medicine Roald Dahl  <b>Text:</b> The Owl and the Pussy Cat Edward Lear (Archaic)	<b>Text:</b> The Boy who Grew Dragons Andy Shepherd  <b>Text:</b> Scissors Allen Ahlberg (Complexity of Plot/Symbol)
Core Text/s B:	<b>Text:</b> The Gruffalo  <b>Text:</b> The Smartest Giant in town Julia Donaldson  <b>Text:</b> Percy the Park Keeper; After the Storm  <b>Text:</b> Where the poppies now grow	<b>Text:</b> Information texts on Guy Fawkes and Firework Safety  <b>Text:</b> Traditional Tales - The Three little pigs  <b>Text:</b> The Christmasaurus	<b>Text:</b> Grandad's Island Benji Davies (Complexity of Plot)	<b>Text:</b> Traditional tales- Goldilocks and the Three Bears	<b>Text:</b> The Summer My Father was Ten Pat Brisson (Non-linear time sequence)  <b>Text:</b> Wolves Emily Gravett (Resistant)	<b>Text:</b> Where the Wild Things Are Maurice Sendak (Archaic text)  <b>Text:</b> The boy who cried wolf. Aesop (Archaic)
Text Types	Writing to entertain	Writing to inform	Writing to entertain	Writing to inform	Writing to entertain	Writing to inform

# WRITING Thematic Curriculum Map

	<ul style="list-style-type: none"> <li>Story/ Narrative</li> <li>Description- Character and setting (Poster / advert)</li> <li>Recount</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Letter (informal)</li> <li>Instructions</li> <li>Information Poster</li> </ul>	<ul style="list-style-type: none"> <li>Story/ Narrative Description- Character and / or setting</li> <li>Recount</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Non-Chronological Report</li> <li>Instructions</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Story</li> <li>Diary</li> <li>Playscript</li> </ul>	<ul style="list-style-type: none"> <li>News report</li> <li>Letter (Formal)</li> <li>Recount</li> <li>Non-Chronological Report</li> </ul>
Year 3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text/s A:	<b>Text:</b> She Wolf	<b>Text:</b> The Lion Witch and the Wardrobe C.S. Lewis	<b>Text:</b> The Butterfly Lion Michael Morpurgo	<b>Text:</b> Varjak Paw SF Said  (Complexity of Narrator)	<b>Text:</b> The Song Walker – Zillah Bethell	<b>Text:</b> Greta Thunberg and the climate crisis
Core Text/s B:	<b>Text:</b> Stone Age Boy – Satoshi Kitamura  <b>Text:</b> A bear called Paddington – Michael Bond	<b>Text:</b> The Snowman – Raymond Briggs/ Michael Morpurgo  <b>Text:</b> You are old Father William Lewis Carroll	<b>Text:</b> The Great Kapok Tree – Lynne Cherry  <b>Text:</b> There's a Pharaoh in our bath – Jeremy Strong	<b>Text:</b> Chocolate Tree – A Mayan Tale - Lynda Lowry	<b>Text:</b> The Iron Giant Ted Hughes	<b>Text:</b> Farm Boy Michael Morpurgo
Text Types Y3/4	<p>Writing to entertain</p> <ul style="list-style-type: none"> <li>Narrative</li> <li>Description - setting</li> <li>Recount</li> </ul>	<p>Writing to inform</p> <ul style="list-style-type: none"> <li>Explanation text</li> <li>Report</li> <li>Letter (formal)</li> <li>Biography</li> </ul>	<p>Writing to persuade</p> <ul style="list-style-type: none"> <li>Letter of persuasion (formal/informal)</li> <li>Advert</li> </ul>	<p>Writing to Inform</p> <ul style="list-style-type: none"> <li>Non-Chronological Report</li> <li>Explanation text</li> <li>Instructions</li> </ul>	<p>Writing to entertain</p> <ul style="list-style-type: none"> <li>Narrative</li> <li>Poetry</li> <li>Diary Entry</li> <li>Narrative – adventure /dilemma</li> <li>Newspaper</li> </ul>	<p>Writing to persuade</p> <ul style="list-style-type: none"> <li>Newspaper article</li> <li>Letter</li> <li>Persuasive poster</li> </ul>
Year 5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text/s A:	<b>Text:</b> Clockwork Phillip Pullman	<b>Text:</b> The Greatest Gift in the World Michael Morpurgo  <b>Text:</b> Flanders Field	<b>Text:</b> When Hitler Stole Pink Rabbit Judith Kerr	<b>Text:</b> When Hitler Stole Pink Rabbit Judith Kerr	<b>Text:</b> Holes Louis Sachar	<b>Text:</b> Cosmic Frank Cottrell-Boyce
Core Text/s B:	<b>Text:</b> Room 13 Robert Swindells	<b>Text:</b> The Highwayman Alfred Noyes  <b>Text:</b> The Grinch	<b>Text:</b> Letters from the Lighthouse Emma Carroll	<b>Text:</b> Letters from the Lighthouse Emma Carroll	<b>Text:</b> Skellig David Almond	<b>Text:</b> Kensuke's Kingdom Michael Morpurgo
Text Types Y5/6	<p>Writing to entertain</p> <ul style="list-style-type: none"> <li>Character description</li> <li>Setting Description</li> <li>Diary entry</li> <li>Narrative – fantasy / Tense</li> <li>Poetry</li> </ul>	<p>Writing to inform</p> <ul style="list-style-type: none"> <li>Recount (Newspapers)</li> <li>Biography</li> <li>Instructions</li> </ul>	<p>Writing to persuade</p> <ul style="list-style-type: none"> <li>Advertisement</li> <li>Persuasive letter</li> <li>Persuasive article or leaflet</li> <li>Speech</li> </ul>	<p>Writing to entertain</p> <ul style="list-style-type: none"> <li>Setting description</li> <li>Narrative – Dilemma</li> <li>Narrative – Traditional Tales</li> <li>Narrative – setting description</li> <li>Narrative – Diary Entry</li> </ul>	<p>Writing to inform</p> <ul style="list-style-type: none"> <li>Letter</li> <li>Newspaper</li> <li>Explanation</li> <li>Non-chronological report</li> <li>Newspaper Report</li> </ul>	<p>Writing to discuss</p> <ul style="list-style-type: none"> <li>Letter – Informal</li> <li>Speech – informal</li> <li>Debate</li> <li>Balanced argument</li> <li>Discussion Report</li> </ul>

# SEND

St. John the Evangelist's Writing Curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the BHCET curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology.

## **Scaffolding**

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

## **Explicit Instruction**

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching" One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'. Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

## **Cognitive and Metacognitive Strategies**

Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning. Examples: Chunking the task will support pupils with SEND. This may be through provision of checklists, instructions on a whiteboard or providing one question at a time which helps reduce distractions to avoid overloading working memory. Prompt sheets help pupils to evaluate their progress with ideas for further support.

## **Flexible Grouping**

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met.

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning for example, to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact or understand a concept. Pre-teaching key vocabulary is a useful technique.

## **Use of Technology**

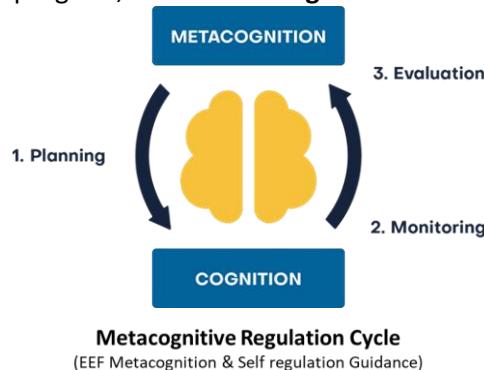
Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents, can be effective, especially when the pupil can act on this feedback.

Examples: Use a visualiser to model worked examples. Technology applications, such as online quizzes, can prove effective. Speech-generating apps to enable note-taking and extended writing can be helpful.

# ASSESSMENT

Assessment comprises two linked processes:

**Formative Assessment** provides Assessment **for Learning**, is a continuous process and an integral part of teaching and learning. Informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment **as Learning**. Self-regulated learners are aware of their strengths and weaknesses and can motivate themselves to engage in and improve their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



**Summative Assessment** provides Assessment **of Learning** and is a judgement of attainment at key points throughout the year using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupils' prior learning.

**Assessment** is a continuous process which is integral to teaching and learning and:

Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.

Incorporates a wide range of assessment techniques to be used in different contexts/purposes.

Is accompanied by **clear assessment criteria** that enable effective marking and feedback, give a reliable progress evaluation and demonstrate clearly what a pupil must do to improve.

Provides feedback recognising achievement and increasing pupil confidence/motivation.

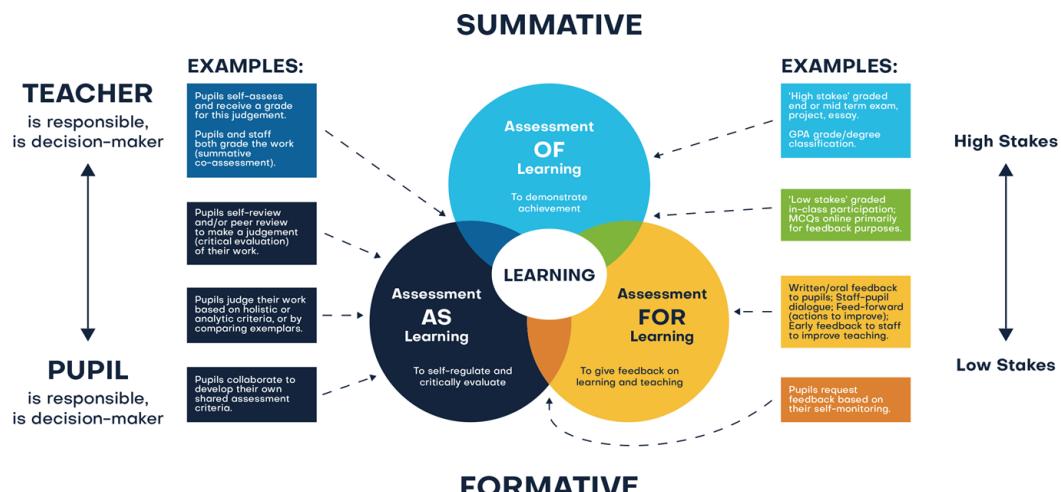
Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.

Allows regular subject-specific extended writing and access to high quality texts/reading.

Should be moderated and standardised to ensure **purposeful, meaningful and timely feedback**.

Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.

Allows leaders and staff to make timely adaptations to the curriculum.



# BHCET TAF

At St John's we use the BHCET TAF format forms an assessment framework for writing within, across and at the end of the year. This format of assessment provides consistency across current assessment of Maths and Reading within the Trust and links to the structure of assessment judgements, assessing writing at WTS, WTS+, EXS and GDS. This links to the reporting language that is used to assess writing across the year. It provides clear distinction between the assessment of writing at each standard and particularly between WTS and WTS+. The overview of objectives are fundamentally linked to NC expectations, creating year group specificity for the programmes of study. Each year group covers elements of cohesion, sentence structure, composition and effect, punctuation, spelling and handwriting.

## **The TAF is provided in two forms.**

1 – A progressive overview from Year 1 to Year 6.

As a refined, logical set of year group specific objectives this provides clarity of progression across year groups. These clear descriptors lead to an understanding of expectations between year groups. Such expectations allow staff to focus on the key elements that form the revision of previous learning and the year group specific new learning.

2 - Year group specific.

Focusing on year group specificity, this provides clear focus on the end of year expectations for writing. It provides a simple but thorough set of objectives to assess a collection of writing.

## **St. John the Evangelist Continuous Writing Assessment Tool**

St. John the Evangelist Continuous Writing Assessment Tool uses the TAFs to create a continuous framework for assessing work of time allowing teachers to plan follow gap analysis and generate a bank of evidence to support their assessments.