



# Whimble Primary School

## Writing Curriculum Statement

**Subject Vision: “You don't write because you want to say something, you write because you have something to say.”**

**F. Scott Fitzgerald**

### **Statement of Intent:**

We firmly believe that writing is a skill for life both in and outside of school, and that is why it features so heavily across all the subjects in our school's curriculum. Our aim is to provide all children with key transferable skills, which develop as they move through each year group, and can be used with confidence when writing for a wide range of purposes.

At Whimble we intend to teach children to communicate effectively through writing, and share ideas and emotions with growing confidence. We want children to have a rich vocabulary, and have the opportunity to use this in different subject areas across the curriculum.

We want them to write clearly, accurately, coherently, and creatively by making suitable choices of language and style for a range of meaningful contexts, purposes and audiences. We believe that children should take pride in all their written work and so model and encourage high standards of presentation and handwriting.

At Whimble we share the 'writing process' with children and guide practise through all phases of planning, drafting, editing and publishing and give the children the chance to share their work across our school and with the wider community.

### **Statement of Implementation:**

Our writing curriculum is delivered through the use of carefully selected teaching sequences, which expose the children to a wide range of genres, including fiction, non-fiction and poetry. This means that throughout each year group, the taught content reflects and revisits previously taught skills and continues to build throughout both key stages.

The teaching of writing focuses on the different elements where appropriate, and teachers use a variety of strategies with their class. These include:

- Immersion tasks to engage the children in the writing process
- Text talk, to unpick the features of the genre
- Guided and shared writing
- Modelling of sentence types and grammatical structures appropriate to the genre
- Handwriting practice
- Spelling sessions which investigate rules and patterns within language
- Independent writing
- Modelled and independent editing

We understand the need to give children a real audience for their work and so it is our intention that every child will have at least one piece of their work displayed for other children, parents and members of our school community to visit. Teachers will also recommend good examples of work to be read in whole school assemblies.

**Statement of Impact:**

Assessment of writing is ongoing and teachers use end-of-term tracking sheets to mark progress over the year. Each term includes two opportunities for writing to be assessed against this criteria, and cross-class moderation involving other schools and school governors allows good practice to develop amongst staff. Any outcome of this monitoring is shared across all staff working with children, and evidence from research helps to inform curriculum development. Teachers also use formative assessment following taught lessons to build a complete picture of what children in their classes can do, and need to develop further; marking and conversations with students help children to understand this.

Children at Whimple maintain high standards across all writing in the curriculum, and teachers model technical and scientific vocabulary where appropriate.

## Willow Class - A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Progression of core texts (Teaching Sequences)</b>	<b>Kensuke's Kingdom</b> Michael Morpurgo Fiction – Yr 5/6	<b>A Drove of Bullocks</b> Patrick George Non-Fiction – Yr 6	<b>Everest</b> Alexandra Stewart Non-Fiction – Yr 6	<b>Varjak Paw</b> SF Said Fiction – Yr 5/6	<b>I am Cat</b> Jackie Morris Poetry – Yr 5/6	<b>The Works</b> Pie Corbett Poetry – Yr 3/4
<b>Optional independent purposeful writing outcomes</b>	To write an extended story based on chapter four	To write a short report about a collective noun	To write an account of another significant exploration	To write an adventure for Varjak Paw	To mimic the style and write a poem	To create a presentation about a poem of choice
<b>Grammar and punctuation</b>	Devices to build cohesion, Degrees of possibility, using adverbs and modals, Brackets and dashes Colons	Complex sentences starting with –ed and –ing Multi-clause sentences punctuated correctly	Cohesion, particularly adverbials Verb forms: perfect, passive and modal Expanded nouns	Expanded noun phrases Semi-colons Paragraphs and cohesion	Power of three, Complex sentences, clauses	No Grammar Oracy and presentation skills
<b>Spelling</b>	Children are expected to spell with accuracy and this should form part of their independent editing work. Spelling rules are taught in every grammar session and the Year 5/6 word list is referred to throughout the teaching above.					
<b>Handwriting</b>	All children are expected to join their handwriting in every aspect of writing. Computing software will be used to support children who have specific difficulties with motor skills. All children will practise their handwriting weekly.					

## Willow Class - B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Progression of core texts (Teaching Sequences)</b>	<b>How to Live Like a Stone Age Hunter</b> Anite Ganeri Non-Fiction – Yr 6	<b>Black and White</b> David Macauley Fiction – Yr 5	<b>The Day the Crayons Quit</b> Drew Daywalt Fiction – Yr 5	<b>Dragonology</b> Dugald Steer Non-Fiction – Yr 5/6	<b>Stuff You Should Know</b> John Farndon Non-Fiction – Yr 6	<b>The Lost Words</b> Jackie Morris Poetry – Yr 5/6
<b>Optional independent purposeful writing outcomes</b>	To write an information text about a time in history or school trip	To write a structured narrative story	To tell a story through a sequence of letters	To write an '-ology' text about a chosen topic	To write an explanation about how something works	To write a poem about something from the natural world
<b>Grammar and punctuation</b>	Differing formality Wide range of punctuation Passive Range of sentence types, e.g. commands, questions	Revision of adverbial phrases and fronted adverbials Expanded noun phrases	Noun phrases Adjectives Clauses, complex sentences	Formal, impersonal writing Noun phrases Commas, brackets and dashes Subjunctive	Passive voice, subject and object Complex sentences Expanded noun phrases	Expanded noun phrases, Hyphens Vocabulary choice onomatopoeia, alliteration, sibilance, assonance
<b>Spelling</b>	Children are expected to spell with accuracy and this should form part of their independent editing work. Spelling rules are taught in every grammar session and the Year 5/6 word list is referred to throughout the teaching above.					
<b>Handwriting</b>	All children are expected to join their handwriting in every aspect of writing. Computing software will be used to support children who have specific difficulties with motor skills. All children will practise their handwriting weekly.					

## **Beech Class - A**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Progression of core texts (Teaching Sequences)</b>	<b>The Tear Thief</b> Carol Anne Duffy Fiction – Yr 5	<b>Beyond the Stars: The Snow Globe</b> Sarah Webb Fiction – Yr 3/4	<b>Blue John</b> Berlie Doherty Fiction – Yr 4	<b>The Secrets of Stonehenge</b> Manning and Granstrom Non- Fiction – Yr 5/6	<b>Ripley's Mighty Machines</b> Robert Ripley Non-Fiction – Yr 5/6	<b>The Works</b> Pie Corbett Poetry – Yr 3/4
<b>Optional independent purposeful writing outcomes</b>	To write a story about a feelings thief	To create a story based around a magical object	To write own story about the creation of a gemstone	To create a book about a place in time and its secrets	To create a page to include in a class book	To create a presentation about a poem of choice
<b>Grammar and punctuation</b>	Prepositions, prepositional phrases, adverbial phrases Power of three Dialogue to convey character	Expanded noun phrases to build description and atmosphere Sentence length Dialogue and speech	Noun phrases Speech Similes (adverbials) Patterning of words, phrases and clauses Verbs	Complex sentences Colons to introduce lists Modals and adverbs of possibility, verbs	Relative clauses, relative pronouns Links between paragraphs	No Grammar Oracy and presentation skills
<b>Spelling</b>	Children are expected to spell known words with accuracy, while attempting to develop their use of vocabulary across the curriculum. While some mistakes may appear with more ambitious choices, editing time is given (where appropriate) to correct in longer pieces.					
<b>Handwriting</b>	All children are expected to join their handwriting in every aspect of writing. Those who require further development have specific handwriting sessions to improve. Computing software will be used to support children who have specific difficulties with motor skills.					

## **Beech Class - B**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Progression of core texts (Teaching Sequences)</b>	<b>The Ice Bear</b> Jackie Morris Fiction – Yr 5	<b>Everything You Need To Know About Snakes</b> John Woodward Non-Fiction – Yr5/6	<b>Bill's New Frock</b> Anne Fine Fiction – Yr 4	<b>Carry Me Away</b> Matt Goodfellow Poetry – Yr 3/4	<b>Jungle Survival Handbook</b> Jen Green Non-Fiction – Yr 5	<b>Story Path</b> Kate Baker Fiction – Yr 5
<b>Optional independent purposeful writing outcomes</b>	To write a story that shows the links between humans, animals and nature.	To write a hybrid text about a subject of own choice or from across the curriculum	To write a short story in which a character is transformed into a contrasting character and the issues they have to deal with.	To write a poem about a chosen animal using some of the poetical devices explored.	Write instructions about how to survive, either in a familiar situation or an extreme place.	To create a story path around a different story pattern and to write a story based on it.
<b>Grammar and punctuation</b>	narrative, subject, object, paragraphing for impact, expanded noun phrases	Verb tense and choice Noun phrases Layout for meaning	Rhetorical questions Sentence patterning Adverbials Dialogue	Words and phrases for conveying precise imagery including metaphor, rhyme and alliteration	Complex sentences Adverbials Verb choice	Relative clauses Modal verbs Commas to avoid ambiguity
<b>Spelling</b>	Children are expected to spell known words with accuracy, while attempting to develop their use of vocabulary across the curriculum. While some mistakes may appear with more ambitious choices, editing time is given (where appropriate) to correct in longer pieces.					
<b>Handwriting</b>	All children are expected to join their handwriting in every aspect of writing. Those who require further development have specific handwriting sessions to improve. Computing software will be used to support children who have specific difficulties with motor skills.					

## Oak Class - A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Progression of core texts (Teaching Sequences)</b>	<b>Beyond the Stars: King of the Trees</b> Sarah Webb Fiction – Yr 3/4	<b>Oliver and the Seawigs</b> Philip Reeve Fiction – Yr 3/4	<b>A River</b> Marc Martin Poetry – Yr 3	<b>Meerkat Mail</b> Emily Gravett Fiction – Yr 3	<b>A Walk in London</b> Salvatore Rubbino Non-Fiction – Yr 3	<b>The Works</b> Various Poetry – Yr 3/4
<b>Optional independent purposeful writing outcomes</b>	To write own 'King of the ...' story	To write the story from a different view point	To write about a journey through different landscapes	To write a story based on a voyage and return story pattern	To write an information text about a place visited	To deliver a piece of performance poetry
<b>Grammar and punctuation</b>	Adverbs, adverbials, fronted adverbials Speech, inverted commas Expanded noun phrases	Perfect form Speech	Adverbials Sentence construction including complex sentences	Revision of simple and compound sentences and punctuation Possessive apostrophe	Dialogue Clauses, complex sentences Expanded noun phrases Commas Speech punctuation	Exploring the features of various poems
<b>Spelling</b>	Children are expected to use taught common exception words from KS1 with accuracy and are starting to broaden their language choices. Children are able to spell words with known prefixes and suffixes and are developing their ability to edit their own work.					
<b>Handwriting</b>	Children are expected to join their handwriting but some may still be grappling with all joined letters. There may be some children who join <i>most</i> of the time and are working at developing their consistency and fluency. Computing software will be used to support children who have specific difficulties with motor skills.					

## Oak Class - B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Progression of core texts (Teaching Sequences)</b>	<b>The Beasties</b> Jenny Nimmo Fiction – Yr 3	<b>13 Words</b> Lemony Snicket Fiction – Yr 3/4	<b>Paint Me a Poem</b> Grace Nichols Poetry – Yr 3/4	<b>Fantastically Great Women that Changed the World</b> Kate Pankhurst Non-Fiction – Yr 3/4	<b>An Anthology of Intriguing Animals</b> Ben Hoare Non-Fiction – Yr 3/4	<b>Leon and the Place Between</b> Angela McAlister Fiction – Yr 3/4
<b>Optional independent purposeful writing outcomes</b>	To write a 'Beastie' story to go into a class book in no more than 10 sentences	To produce your own story based on 13 random words	To respond to art through poetry	To write a biography of a famous person, choosing elements of layout, presentation and language	To write an information text about 3 different animals organised in a specific way	To write a versions of Leon's story from the point where he enters nowhere.
<b>Grammar and punctuation</b>	Adverbials, fronted adverbials Complex sentences, main and subordinate clause Punctuation within sentences	Vocabulary Expanded noun phrases Prepositional phrases Adverbials Speech	Noun phrases	Expanded noun phrases Adverbials of time and place (prepositional phrases) Paragraphing/sections	Single and multi-clause sentences Prepositional phrases as adverbials Cohesion through use of nouns and pronouns	Speech Adverbials Noun phrases
<b>Spelling</b>	Children are expected to use taught common exception words from KS1 with accuracy and are starting to broaden their language choices. Children are able to spell words with known prefixes and suffixes and are developing their ability to edit their own work.					
<b>Handwriting</b>	Children are expected to join their handwriting but some may still be grappling with all joined letters. There may be some children who join <i>most</i> of the time and are working at developing their consistency and fluency. Computing software will be used to support children who have specific difficulties with motor skills.					



## Ash and Elm Classes - A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Progression of core texts (Teaching Sequences)</b>	<b>Stuck</b> Oliver Jeffers Fiction – Yr 2	<b>The Disgusting Sandwich</b> Gareth Edwards Fiction – Yr 2/3	<b>Chinese New Year</b> Grace Jones Non-Fiction – Yr 1/2	<b>Little Red Riding Hood</b> Ed Bryan Fiction – Yr 2	<b>Zim Zam Zoom</b> James Carter Poetry – Yr 1	<b>Penguins</b> Emily Bone Non-Fiction – Yr 2
<b>Optional independent purposeful writing outcomes</b>	To write own story about something getting stuck somewhere	To write a story about some food that becomes more and more disgusting until it is eaten.	To write an information text about a festival	To rewrite the story of Little Red Riding Hood changing some key details.	To learn and perform some poetry. To write a kenning poem.	To write a non-chronological report about an animal of choice
<b>Grammar and punctuation</b>	Capital letters, full stops, exclamation marks Past tense Complex sentences	Speech Expanded noun phrases	information texts, conjunctions, questions	Sentence types Choosing verbs to add precise details for the reader Past tense	A collection of poems especially written for performance.	Complex sentences Verbs – past and present
<b>Spelling</b>	Children are expected to spell many common exception words (by the end of Year Two) and should be having phonetically plausible attempts at new or unknown words.					
<b>Handwriting</b>	Children are continuing to develop their ability to join handwriting. Children are expected to write legibly and maintain appropriately sized gaps between letters.					

## Ash and Elm Classes - B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Progression of core texts (Teaching Sequences)</b>	<b>The Day Louis Got Eaten</b> John Fardell Fiction – Yr 2	<b>The Boy Who Cried Ninja</b> Alex Latimer Fiction – Yr 2	<b>What Do You Do With a Tail Like This?</b> Steve Jenkins Non-Fiction – Yr1/2	<b>Wanted</b> Fiona Robertson Fiction – Yr 2	<b>Tell Me A Dragon</b> Jackie Morris Poetry – Yr 1/2	<b>How To Wash A Woolly Mammoth</b> Michelle Robinson Non-Fiction – Yr 1/2
<b>Optional independent purposeful writing outcomes</b>	Write a story following the pattern of the text	To write a story about a character who finds that telling the truth is best.	To create a book based on special clothing	To write a simple story about a child who wants something but ends up with something different	To write a poem about own dragons	Write own set of instructions about caring for an imaginary pet
<b>Grammar and punctuation</b>	Verbs, past tense Punctuation Subordination using <i>when</i>	Conjunctions Questions	Subordination Questions and question marks Punctuating sentences Verbs	Expanded noun phrases Commas in lists Speech	Noun phrases	Verbs Punctuation Commands, questions, statements
<b>Spelling</b>	Children are expected to spell many common exception words (by the end of Year Two) and should be having phonetically plausible attempts at new or unknown words.					
<b>Handwriting</b>	Children are continuing to develop their ability to join handwriting. Children are expected to write legibly and maintain appropriately sized gaps between letters.					