

Intent

At The Duston School Primary Phase, we aim for our children to become independent and creative writers. We encourage them to write clearly and with confidence over a range of genres, for specific audiences and purposes. Throughout their writing, we place great value on the importance of accurate grammar, punctuation and spelling as well as the development of correct letter formation and neatly presented handwriting. Through our Writing Curriculum, we aim to nurture in the children a love of literature and language, and the confidence to continue writing throughout their lives. Writing across all subject areas will enable our children to have a more in-depth approach to analysing, planning and innovating their writing.

- The aims of our Writing curriculum are for children to:
- have a range of writing opportunities and experiences
- use a wide and challenging vocabulary in their written work
- understand the importance of spelling accurately by using their phonic and spelling knowledge alongside classroom scaffolds
- be confident in using grammar and punctuation correctly
- write clearly and coherently, adapting their language and style depending on the context, purpose and audience
- take pride in the neat presentation of their work
- have a challenging and progressive curriculum which builds upon previous learning

Children are expected to transfer their vocabulary, spelling and grammar and punctuation knowledge into their writing across the curriculum. The Duston School intends to develop writing as a transferrable skill across all subjects taught in the curriculum and we expect the high standards for writing to be evident in all books.

Implementation

Phonics

Phonics is taught systematically using the Read, Write, Inc (RWI) Programme, which is a DfE-validated systematic synthetic phonics programme. This is our whole-school approach to teaching early reading and writing. We subscribe to the RWI portal which provides training and guidance to support teachers in their planning and teaching of phonics. Children are assessed regularly and are then placed in the appropriate phonics group to support their learning. We use the 'keep up, not catch up' approach to phonics learning and identified children have targeted intervention.

Expectations of Progress RWI

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter set 1 sounds	Read purple storybooks Read some set 2 sounds	Read blue storybooks with increasing fluency and comprehension
End of Autumn 2	Read all set 1 sounds Blend sounds into words orally	Read pink storybooks Read all set 2 sounds	Read grey storybooks
End of Spring 1	Blend sounds to read words Read short ditty stories	Read orange storybooks Read some set 3 sounds	Read grey storybooks with fluency and comprehension
End of Spring 2	Read red storybooks	Read yellow storybooks	Access RWI spelling programme
End of Summer 1	Read green storybooks Read some set 2 sounds	Read yellow storybooks Read all set 3 sounds	Access RWI spelling programme
End of Summer 2	Read green or purple storybooks	Read blue storybooks	Access RWI spelling programme

Spelling

At The Duston School, phonic knowledge continues to underpin spelling after key stage 1 and this is achieved through the daily 15 minute teaching of the Read Write Inc spelling programme. Teachers use this spelling programme to teach grapheme phoneme correspondence that do not fit in with what has been taught so far. Regular Read, Write, Inc spelling assessments take place to support teachers in their planning and interventions.

Subject specific vocabulary is introduced during relevant lessons with the spelling of the words discussed and then displayed for children to refer to. In addition, proofreading is a skill which is taught explicitly as part of The Duston School teaching of writing.

Spelling is taught using the Read, Write, Inc. Spelling Programme with the below lessons taught each week. There are between 12-15 units for each year group (years 2 -6). Some units may take more than one week to teach.

Session	Activities
1	Speed spell – this recaps the children's knowledge of previously taught units. Retrieval practice. Spelling zone (online) – video and transcript
2	Rapid recap (online) – short recap. Revisit the spelling patterns taught yesterday. Dots and dashes (printable online) – look for phonemes and identify individual sounds and special friends. Children then identify these in the spelling words. Word changers (online whole class or can be printed) – Add suffixes or root word to change the word.
3	Word to log and learn – look at spelling lists. Find additional words which contain the same spelling pattern. Challenge dictation sentences (examples online) – A range of sentences containing that week's spelling pattern. Teacher to read sentences aloud while children write. Special focus (worksheet online) – Red and Orange words
4	Choose the right word (online) – Put the correct word into the sentences. Special focus (printable online) – Red and Orange words
5	Speed spell – use the printable word bank to revisit the words. Team teach – children test each other in small groups. Whiteboard work. Special focus (worksheet online) – Jumping Red/ Orange words

Handwriting

The key principles from The Handwriting Association's 'Good Practice for Handwriting Toolkit' underpin our practice. The 'P checks' are used to support the process of handwriting and cover Posture, Pencil grasp, Paper position and Pressure and fluency.

The order and groupings of the phonemes taught is in line with the Read, Write, Inc Handwriting Guidance so that it links to children's phonics teaching.

Presentation expectations are taught explicitly, at the beginning of each year, and then referred to whenever children are writing. Daily handwriting teaching and practice takes place during the first 5 minutes of each Writing lesson.

Children present their final pieces of English writing in their Presented pieces books and are keen to share their work with others. 'Best work' is displayed in classrooms.

Writing Units

Writing lessons take place each day and quality texts are used as the basis for units of work unless the writing stimulus is previous learning from across the curriculum. The writing curriculum has been carefully sequenced and is progressive, ensuring that children learn to write in a range of genres and for different purposes and audiences.

Some Primary Knowledge Curriculum writing units are used throughout the Primary Phase. These support teachers in the sequence of learning which is used when planning subsequent units. See below

The Writing Process	
Purpose/situating the learning	<ul style="list-style-type: none"> Context of the text Purpose Audience Language Layout
Analyse Model	<ul style="list-style-type: none"> Identify key features – layout, plot, characters, settings etc. Teach new vocabulary – correct pronunciation (My turn, your turn, child friendly definition (My turn, your turn), how it is connected to other words (homophones, antonyms etc), how it can be used (contexts), talk task to apply. Teach grammar for this unit Short burst writing to apply grammar taught Retell story – KS1 rewrite
Planning	<ul style="list-style-type: none"> How will children's version differ? KS1 change of character or setting? Further innovation in KS2?
Innovation	<ul style="list-style-type: none"> Teacher models own innovation in small chunks (could be one sentence or one paragraph) Vocabulary generation – Teach rather than ask. Choices can be given. Children complete their own chunk Repeat, over time, until piece is complete
Edit/Revise	<ul style="list-style-type: none"> Edit/revise one element at a time Eg. Spelling, punctuation, effect on the reader
Publish	<ul style="list-style-type: none"> Publish final piece either in books or on 'special paper' for display or class book
Independent Application	<ul style="list-style-type: none"> Revisit genre for children to complete independent application across the curriculum

Assessment

Teachers use the Writing Core Curriculum document to assess writing. Moderation, within teams and across phases, is planned throughout the year (on three occasions alongside data collection) to ensure that the teaching of writing is consistent and that all children are challenged appropriately. Information from these meetings is used to plan next steps for the children and for effective interventions. Next steps and any support required are identified and delivered through quality first teaching and/or targeted intervention.

Year 6 teachers attend regular cluster moderation sessions with our local primary schools and the Local Authority moderation training.

EYFS

The Early Learning Goals below are those that link the most closely to the Writing programme of study. In line with EYFS practice, opportunities are planned for children to learn about the world around them through adult led tasks and independent exploration through continuous provision.

Physical Development (Fine Motor Skills)

Children at the expected level of development will: hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. They will use a range of small tools, including scissors, paint brushes and pencils.

Literacy (Writing)

Children at the expected level of development will be able to write recognisable letters, most of which are correctly formed. They will spell words by identifying sounds in them and representing the sounds with a letter or letters. Children will be able to write simple phrases and sentences that can be read by others.

Curriculum Map, Key Knowledge Goals and Key Vocabulary

Genre coverage:

Fiction	
Non-fiction	
Poetry	

Curriculum Map and Key Knowledge Goals						
EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Transport – Past and Present	Space	Growing and Changing	Kings and Queens	Stories From the Past
	<p>All about me. (4 weeks) (cc UOW, PSED, PD, Lit)</p> <p><u>Guided focus:</u> Fine motor skills. Lower case letter formation. Name writing. Simple CVC family words- Mum, Dad. Simple CVC words- cat, dog, hat, sad. Family trees. <u>Continuous provision:</u> Letter formation writing practise, name cards and variety of paper. Mark making- pattern following- stickers. Threading, tweezer activities. House outlines. My family- family tree. Simple CVC word activities.</p>	<p>Autumn (2 weeks) (cc CLL, UOW, PD, Lit)</p> <p>Non-fiction- fact files. <u>Guided focus:</u> Autumn- What can you see? Describing Autumn objects. CVC object labelling. <u>Continuous provision:</u> Autumn objects to describe. Autumn fiction stories to explore. Small world enhancements to encourage re-telling of stories. Curiosity area to examine and explore Autumn objects and write/ label them.</p>	<p>Planets/Rockets (3 weeks) (cc CLL, UOW, PD, Lit)</p> <p>Non-fiction- fact files. <u>Guided focus:</u> Where we live- Earth. Earth- land and sea labelling. My favourite planet. <u>Continuous provision:</u> Mini-books to create planet books. Rocket to label. 10 things to take to space list writing. Non-fiction planet books and writing lines.</p>	<p>The Tiny Seed (2 weeks) (cc CLL, UOW, PD, Lit)</p> <p>Fiction- Story recount. Non-fiction- labelling. <u>Guided focus:</u> What does a plant need to grow? Create a story map of what happened to the Tiny Seed. Spring-what can you see? <u>Continuous provision:</u> Label parts of a plant. Plant growing diary. Story images for captions. Spring flower books. Spring flower perfume recipes.</p>	<p>Little People Big Dreams- King Charles III. (2 weeks) (cc CLL, UOW, PD, Lit)</p> <p>Non-Fiction- recount, facts about kings. <u>Guided focus:</u> My holiday news. Labelling King Charles portrait. Recount the coronation. King John & the magna carta- what did King John do? <u>Continuous provision:</u> Coronation objects to label and describe. King fact file. Invitations to the coronation. Royal family member labelling. King John writing frames. In class re-enactment of Magna carta signing for children to recount.</p>	<p>Traditional tales. The Gingerbread man/ The three little pigs. (2 weeks) (cc CLL, UOW, PD, Lit)</p> <p>Fiction- Story map and caption writing. <u>Guided focus:</u> Speech captions for key characters- the gingerbread man, Letter from Goldilocks and the three bears. <u>Continuous provision:</u> Story characters to caption speech. Story images to write. Story maps to make. Book templates. Other traditional tales to explore</p>
	<p>Where's my Teddy? (2 weeks) (cc PSED, Lit, PD, UOW, EAD)</p> <p>Fiction- description. <u>Guided focus:</u> Write their teddy bears name and add some description. Missing poster for teddy- description words- big, soft, etc. <u>Continuous provision:</u> Pictures of teddy bears to describe. Invites to invite Teddy bear to picnic. CVC images to form words.</p>	<p>Naughty bus/ The wheels on the tuk tuk. (2 weeks) (cc CLL, UOW, PD, Lit)</p> <p>Fiction- character description. <u>Guided focus:</u> Write and draw a red bus. Write and draw a tuk, tuk. <u>Continuous provision:</u> Story pictures and caption writing. Various modes of transport to explore and describe. Fiction and non-fiction transport books. Create bus tickets. Maps for the bus.</p>	<p>How to catch a star. (1 week) Fiction <u>Guided focus:</u> How would you catch a star? <u>Continuous provision:</u> Story pictures to add captions. Book templates to create a story. Star information texts and writing lines.</p>	<p>The Enormous Turnip. (1 weeks) (cc CLL, UOW, PD, Lit)</p> <p>Fiction- Retelling. <u>Guided focus:</u> Retell the story of the Enormous Turnip. How to grow a turnip? Label the parts of a plant. <u>Continuous provision:</u> Story pictures and caption writing. Vegetable list and labelling. Describe a turnip. Instructions to grow a turnip. Create a story map. Puppets to retell story.</p>	<p>Zog/ Zog and the flying doctor. (2 weeks) (cc CLL, UOW, PD, Lit)</p> <p>Fiction- Story writing. <u>Guided focus:</u> Describe Zog. To write their own simple story for Zog. <u>Continuous provision:</u> Story pictures and caption writing. Magic potion recipes. Dragon labelling. Zog character labelling. Zog character writing frames.</p>	<p>Traditional folk tales/ fables/ Legends Saint George & the dragon/Anansi and the Spider/ Aesops fables/ Greek myths. (2/3 weeks) (cc CLL, UOW, PD, Lit)</p> <p>Fiction- Story skills and retelling. <u>Guided focus:</u> I was brave when.. Describing Anansi Create their own fable. <u>Continuous provision:</u> Story images and caption writing. Story map frames. Character speech bubbles. Mini book templates.</p>

		One snowy night (2 weeks) Fiction- character retelling. <u>Guided focus:</u> CVC animal pictures to label. What can you see in the winter? CVC Christmas words. <u>Continuous provision:</u> Story pictures to add captions. Winter- what can we see? What winter clothes do we need to wear? Winter- what can you spot? Christmas CVC words. Christmas cards and labels for mark making.	Whatever next! (1 weeks) (cc CLL, UOW, PD, Lit) Fiction- Recount. <u>Guided focus:</u> What does baby bear ask Mum? What would you pack for a trip to the moon? <u>Continuous provision:</u> Story pictures and caption writing. Picnic shopping list. What to pack for the moon? Books about the moon. Moon fact files. Mini-books to create their own story. Puppets and enhancements to retell the story.	Life cycles (3 weeks) Non-fiction. <u>Guided focus:</u> Creating/ labelling a life cycle. Parts of a chick- description of a chick. When I grow up I want to be... How to care for chicks/ ducks/ caterpillars, etc? <u>Continuous provision:</u> Life cycle templates. Diary sheets to record changes. Create a poster to tell people about the animals. Equipment list to care for the animals. Other animal life cycle books and templates.	Trip (2 weeks) Non-Fiction- Recount. <u>Guided focus:</u> Recount our trip to Woburn Safari Park. <u>Continuous provision:</u> Safari animal labelling. Safari park maps. Animal fact files. Zoo posters. Recount templates for exploration after guided task.	Discovering Shakespeare. (2 weeks) (cc CLL, UOW, PD, Lit) Fiction- A Midsummer night's dream. <u>Guided focus:</u> Story writing- own character story using character themes from the story e.g. fairies, My favourite part on reception (PSHE link) <u>Continuous provision:</u> Character labels Fairy potions Mini-book templates Shakespeare books to explore Setting pictures to caption and describe
	Year 1					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	All About Me (3 weeks) (cc Science – The Human Body & PSHE - Being Me in My World) Information text <u>Features:</u> Subject specific vocabulary Description Opening Present tense Statements <u>Grammar</u> Capital letters Capital letter for the pronoun I and for names Full stops Spaces between words	The Paper Bag Princess (3 weeks) (cc PSHE – Celebrating Difference) Fiction – Description <u>Features:</u> Use of senses Description Past tense Statements Conjunctions 'and, because' <u>Grammar</u> Capital letters Full stops Joining clauses using 'and' Leaving spaces between words.	Spring Poetry (3 weeks) (cc Science – Seasons and weather) Poetry - Spring is... <u>Features:</u> Description Subject specific vocabulary Similes Statements <u>Grammar</u> Capital letters Leaving spaces between words.	Beegu (3 weeks) Fiction – Characterisation <u>Features:</u> Character change Descriptive language Journey language Past tense Statements Similes <u>Grammar</u> Capital letters Full stops Joining clauses using 'and' Capital letters for the names of people Question marks	Jack and the Beanstalk (3 weeks) Fiction – Setting (cc Science – Plants) <u>Features:</u> Past tense Similes Setting change Time and weather language Journey language Statements <u>Grammar</u> Capital letters Full stops Joining clauses using 'and' Leaving spaces between words.	One Day on Our Blue Planet – Savannah (PKC) (3 weeks) (cc Geography – 7 Continents) Fiction – Description <u>Features:</u> Description Opening Build-up Climax Ending Past tense Joining words 'and, because' <u>Grammar</u> Capital letters Full stops Joining clauses using 'and'
	The Gruffalo (3 weeks) Fiction – description <u>Features:</u> Develop use of senses Descriptive language Past tense Sentence types – statements <u>Grammar</u> Capital letters Capital letter for the pronoun I and for names of people Full stops Leaving spaces between words	Animals and their Needs PKC (3 weeks) (cc Science – Animals and their Needs) Non-fiction – information text <u>Features:</u> Opening Sentence signposts Subject specific vocabulary Present tense Statements Questions <u>Grammar</u> Capital letters Full stops Joining clauses using 'and' Leaving spaces between words.	The Bog Baby (3 weeks) Non-fiction – Instructions (how to care for a Bog Baby) <u>Features:</u> Opening List Chronological order Time language Imperatives Commands Technical vocabulary Present tense <u>Grammar</u> Capital letters Full stops Leaving spaces between words.	Human Impact on Earth PKC (3 weeks) (cc Science - Taking Care of the Earth) Non-fiction – Information <u>Features:</u> Opening Closing Subject specific vocabulary Conjunctions 'and, because' Statements Questions Commands Present tense <u>Grammar</u> Capital letters Full stops Joining clauses using 'and'	Trip (3 weeks) Non-fiction – Recount <u>Features:</u> Chronological order Subject specific vocabulary Time language Description Develop use of senses Conjunctions 'and, because' <u>Grammar</u> Capital letters Full stops Joining clauses using 'and' Capital letter for the personal pronoun I Exclamation marks	The Tempest PKC (3 weeks) Fiction – Setting <u>Features:</u> Third person Past tense Simple sentence Word class: adjectives and nouns Increasing tier 2 vocabulary Descriptive language focus <u>Grammar</u> Capital letters Full stops Joining clauses using 'and'

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Tell me a Dragon & The Night Dragon (3 weeks) Fiction – Characterisation <u>Features:</u> Similes Sentence of 3 <u>Grammar</u> Revisit Yr 1 core curriculum Precise verbs Adjectives Full stops and capital letters	All About Me (1 weeks) (cc PSHE - Being Me in My World) Poetry – Kenning <u>Features:</u> Noun Adjective Verb Adverb Preposition <u>Grammar</u> Grammar word classes – noun, adjective, verb, adverb Apostrophes for contractions	The BFG Alternative beginning Literacy Shed - Dreamgiver (3 weeks) Fiction – Suspense + change of character <u>Features:</u> Repetition Isolate character Show characters reaction eg. She shivered Exclamations for impact Adverbials for dramatic effect eg suddenly, Past tense Similes <u>Grammar</u> Exclamation marks Adverbs Coordinate – and, or, but Expanded noun phrases	Hansel and Gretel (3 weeks) PKC Fiction – Setting (change of setting) <u>Features:</u> Sentence of 3 Adjectives to suit the mood Similes Adverbials – time of day and weather <u>Grammar</u> Commas in lists Adverbs Adjective Expanded noun phrases Past tense Capital letters and full stops	Twelfth Night PKC (3 weeks) Fiction – Characterisation <u>Features:</u> Use of similes (like or as) Sentence of 3 Precise verbs <u>Grammar</u> Word class: noun, adjective, adverb, verb Expanded noun phrases Past tense ed	Malala's Magic Pencil PKC (3 weeks) (cc History – Powerful Voices) Non-Fiction – Speech writing <u>Features:</u> Rhetorical questions Emotive language Sentence of 3 Opening Main body Closing <u>Grammar</u> Apostrophes for possession singular Coordination and subordination Verbs, adjectives
	Treasure Island PKC (3 weeks) (cc Geography – Spatial Sense) Non-Fiction – Instructions <u>Features:</u> Opening List Chronological order Time language Imperatives Commands Technical vocabulary Present tense <u>Grammar</u> Revisit Yr 1 core – capital letters ad full stops Commands Coordination – and, or, but Verbs	Issun Boshi (Japanese Fairytale) PKC (3 weeks) (cc Yr1 Geography – continents) Fiction – Description <u>Features:</u> Precise nouns Adjectives Commas in lists Sentence of 3 Adverbs Similes <u>Grammar</u> Past tense Expanded noun phrases Commas in lists Coordinate – and, but, or	Roald Dahl Museum Trip (3 weeks) Non-Fiction – Recount <u>Features:</u> Chronological order Subject specific vocabulary Time language Description Develop use of senses Conjunctions <u>Grammar</u> Statements Past tense (progressive) Subordinate – when, if, that, because Adjective, adverbs, verbs Apostrophe for contractions	Plants (3 weeks) (cc Science – plants) Non-Fiction – Information <u>Features:</u> Opening Closing Subheadings Subject specific vocabulary Conjunctions <u>Grammar</u> Present tense - progressive Questions, statements Conjunctions – coordination and subordination	Travel Leaflet PKC (3 weeks) (cc Geography - Northern Europe) Non-Fiction – Information <u>Features:</u> Opening Closing Persuade Precise adjectives Subject specific vocabulary <u>Grammar</u> Present tense Questions, exclamations Adverbs Coordination – and, but, or	Powerful Voices (3 weeks) PKC (cc History – Powerful Voices) Non-Fiction – Information <u>Features:</u> Opening Closing Subheadings Subject specific vocabulary Conjunctions Statements Questions Present tense <u>Grammar</u> Present tense Apostrophes for singular possession. Conjunctions – coordination and subordination
		How did the Romans Change Britain Over Time? (2 weeks) (cc History – The Romans in Britain) Non-Fiction – Information <u>Features:</u> Opening Closing Subject specific vocabulary Present tense <u>Grammar</u> Subordinate – when, if, that, because Statements Questions				

	Lower Key Stage 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	All About Me (2 week) (cc PSHE – Being Me In My World) Non-fiction – Information <u>Features:</u> Beginning, middle, end Headings Subject specific vocabulary <u>Grammar</u> Precise nouns or pronouns Conjunctions and adverbs Commas after fronted adverbials Revisit year 2 grammar CC	Human body The Digestive System (2 weeks) PKC (cc Science – The Human Body) Non-fiction – Explanation <u>Features:</u> Present tense Formal Range of sentence types Paragraphs <u>Grammar</u> Fronted adverbials (sequencing) Conjunctions – simple, compound, complex	Egyptian Myth - The Girl With the Rose-Red Slippers (Cinderella) (3 weeks) (cc History – Ancient Egypt) Fiction – Dialogue (a few exchanges within the story) <u>Features:</u> Verbs eg 'No,' he hissed, shaking his head Dialogue to suggest feelings <u>Grammar</u> Punctuating direct speech Appropriate pronouns	Light (3 weeks) PKC (cc Science – Light) Non-fiction – Information <u>Features:</u> Subject specific vocabulary Concluding phrases <u>Grammar</u> Conjunctions – coordinating and subordinate Conjunctive adverbs Present and future tense	The Anglo-Saxons, Scots and Vikings (1 week) (cc History) Non-Fiction – Information Independent <u>Features:</u> Beginning, middle, end Headings Subject specific vocabulary <u>Grammar</u> Precise nouns or pronouns Conjunctions and adverbs Commas after fronted adverbials Paragraphs	Peter Pan PKC (3 weeks) Fiction – Characterisation <u>Features:</u> Show, not tell emotions eg a shiver shot up her spine Verbs and adverbs to add effect Short sentences for effect – suspense Third person <u>Grammar</u> Precise expanded noun phrases Past tense – present perfect Adverbs Prepositions
	Stone Age Boy (2 weeks) (cc History - The Stone Age to the Iron Age) fiction – action (change – how change in time happened) <u>Features:</u> Dramatic fronted adverbials Vary sentence length Show, not tell eg. <u>Grammar</u> Trudged, sighed – verbs - feelings Present perfect form of verbs Apostrophes for possession singular Revisit Year 2 CC	Recipe to Make a Wolf (Pie Corbett) (2 weeks) (cc Science - Cycles in Nature) Poetry (change animal) <u>Features:</u> Metaphors Personification Similes <u>Grammar</u> Possessive apostrophes Expanded noun phrases (precise) Commas after fronted adverbials Conjunctions Prepositions	Wangari's Trees of Peace (2 weeks) Fiction – Dialogue (a few exchanges within the story) Independent <u>Features:</u> Verbs eg 'No,' he hissed, shaking his head Dialogue to suggest feelings <u>Grammar</u> Punctuating direct speech Appropriate pronouns Adverbs	Voices in the Park (Anthony Browne) (3 weeks) Fiction – dialogue (rewrite story in the third person) <u>Features:</u> Verbs eg 'No,' he hissed, shaking his head Dialogue to suggest feelings <u>Grammar</u> Punctuating direct speech Appropriate pronouns Past tense Conjunctions	Iron Man (3 weeks) Fiction – Characterisation (Chapter 1 alternate character) <u>Features:</u> Short sentences for effect – suspense Past tense Onomatopoeia Questions <u>Grammar</u> Present perfect form of verbs Verbs and adverbs to add effect Precise expanded noun phrases	Richard III PKC (2 weeks) Fiction – Characterisation <u>Features:</u> Characterisation Precise adjectives Adverbs <u>Grammar</u> Commas in a list Inverted commas Simple sentences Extending sentences with but, and, or (conjunction) Extended noun phrases
	Trip Recount (2 weeks) (cc History - The Stone Age to the Iron Age) Non-fiction – Recount <u>Features:</u> Chronological order Beginning, middle, end Subject specific vocabulary Personal – expression <u>Grammar</u> Conjunctions Time adverbials Headings and subheadings Introduction to paragraphs	Ancient Egypt (2 weeks) (cc History - Ancient Egypt) Non-Fiction – Information (independent) <u>Features:</u> Beginning, middle, end Headings Subject specific vocabulary Introduction to paragraphs <u>Grammar</u> Precise nouns or pronouns Conjunctions and adverbs Commas after fronted adverbials	Rivers (1 week) Non-fiction – Explanation Independent <u>Features:</u> Present tense Formal Range of sentence types Headings and subheadings <u>Grammar</u> Fronted adverbials (sequencing) Conjunctions Paragraph Clause and subordinate clause		Little People, Big Dreams: Marcus Rashford (2 weeks) Non-fiction - Biography <u>Features:</u> Beginning, middle, end Headings Subject specific vocabulary <u>Grammar</u> Conjunctions and adverbs Commas after fronted adverbials Paragraphs Clause and subordinate clause	Hopes, Dreams and Achievements (1 week) (cc PSHE - Dreams and Goals) Non-Fiction – Information <u>Features:</u> Beg, middle, end Headings Subject specific vocabulary <u>Grammar</u> Precise nouns or pronouns Conjunctions and adverbs Commas after fronted adverbials Paragraphs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Children who Changed the World (3 weeks) (cc PSHE - Being Me in My World) Non-Fiction – biography <u>Features:</u> Beginning, middle, end Headings Subject specific vocabulary <u>Grammar</u> Precise nouns or pronouns Conjunctions and adverbs fronted adverbials revisit Year 3 CC paragraphs	The Human Body (2 weeks) (cc Science – The Human Body) Non-Fiction Explanation <u>Features:</u> Formal Range of sentence types <u>Grammar</u> Fronted adverbials (sequencing) Conjunctions – simple, compound, complex Paragraphs Standard English Present tense	Mediterranean Europe (3 weeks) (cc Geography – Mediterranean Europe) Holiday Brochure Non-fiction – persuasion <u>Features:</u> Beg, middle, end Emotive language Description to persuade Viewpoint Imperative <u>Grammar</u> Appropriate nouns and pronouns Paragraph Standard English	Life in Ancient Rome (3 weeks) (History- Ancient Rome) Non-Fiction – Information Independent <u>Features:</u> Opening Subheadings Ending Generaliser – most, many Subject specific vocabulary Formal Third person Sentence signposts –also, <u>Grammar</u> Present tense Paragraphs Determiners Standard English	The Man That Walked Between Two Towers (3 weeks) Fiction – Suspense Independent <u>Features:</u> Let the threat get closer and closer Show characters feeling eg. She froze Short sentences Rhetorical questions to worry the reader <u>Grammar</u> Powerful verbs Dramatic openers eg without warning, in an instance Paragraphs Inverted commas	The Gunpowder Plot PKC (cc History – The Stuarts) (3 weeks) Non-Fiction – Newspaper Report <u>Features:</u> Relative clauses Direct speech Journalistic vocabulary Standard English <u>Grammar</u> compound nouns punctuation for speech past, present and future tense paragraphs
	Theseus and the Minotaur (2 weeks) (cc History - Ancient Greece) Fiction – action <u>Features:</u> Show, not tell eg. Tiptoes, sighed – feelings Personification Vary sentence length <u>Grammar</u> Dramatic fronted adverbials including verbs Inverted commas and speech punctuation Express time and place using adverbs paragraphs	The River by Valerie Bloom (2 weeks) (cc Geography – Rivers Yr3) Poetry <u>Features:</u> Metaphors Precise nouns Personification <u>Grammar</u> Adverbs and verbs Noun phrases	The Last Bear (3 weeks) (cc Science – Ecology) Fiction – Characterisation Independent <u>Features:</u> Similes Metaphors Range of sentence types and lengths <u>Grammar</u> Coordination and subordination Noun phrases Fronted adverbials Choose pronoun or noun for clarity	How to Train Your Dragon (3 weeks) (dragon unit Yr2) Fiction – Action <u>Features:</u> Show, not tell eg. Tiptoes, sighed – feelings Personification Vary sentence length <u>Grammar</u> Dramatic fronted adverbials including verbs Inverted commas and punctuation for speech Precise adjectives Difference between plural 's' and possessive apostrophe 's'	London (3 weeks) PKC (cc Geography – UK. London and SE) Non-Fiction – Letter <u>Features:</u> <u>Standard English</u> <u>Grammar</u> Commas for parenthesis Conjunctive adverbs Fronted adverbials of sequence Proper nouns Conjugating tenses Simple, complex compound, sentence	Julius Caesar PKC (2 weeks) Fiction – characterisation <u>Features:</u> Pathos, logos, ethos <u>Grammar</u> Use of subordinating and coordinating conjunctions Personal pronouns Possessive pronouns Adjectives and adverbs Inverted commas Fronted adverbials Conjunctive adverbs
	Inspirational People (1 weeks) (cc PSHE - Being Me in My World) Non-fiction – biography (independent – own choice) <u>Features:</u> Beginning, middle, end Headings Subject specific vocabulary <u>Grammar</u> Precise nouns or pronouns Conjunctions and adverbs fronted adverbials paragraphs	Alice in Wonderland (2 weeks) PKC Fiction – Characterisation <u>Features:</u> Similes Metaphors Range of sentence types and lengths <u>Grammar</u> Coordination and subordination Differences between plural 's' and possessive apostrophes Noun phrases				Letter to my new teacher (1 week) (Transition unit) Non-fiction – Letter Independent <u>Features:</u> <u>Grammar</u> Commas for parenthesis Conjunctive adverbs Fronted adverbials of sequence Conjugating tenses Determiners

	Upper Key Stage 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Groosham Grange (2 weeks) Fiction – Alternative ending <u>Features:</u> Use contrast Use dilemma, desire or unexpected event Suggest something dangerous might happen Create mood Dramatic speech <u>Grammar</u> Revisit apostrophes from year 4 CC – apostrophes, speech punctuation, paragraphs Expanded noun phrases Modal verbs	Silent Music PKC (3 weeks) (cc History – Baghdad AD900) Non-fiction – Information <u>Features:</u> <u>Formal language</u> <u>Grammar</u> Coordinating & subordinating conjunctions Conjunctive adverbs Modal verbs Commas, brackets & dashes for parenthesis Formal speech Devices to build cohesion across paragraphs	Shakespeare - Macbeth (3 weeks) Fiction – Setting <u>Features:</u> Show characters reaction to the setting eg Jo shivered Prepositions to extend description Pick out unusual details Change atmosphere by altering the weather <u>Grammar</u> Brackets, dashes or commas to indicate parenthesis Formal speech Using commas to clarify meaning	Battle of Trafalgar (2 weeks) PKC (cc History – The French Revolution) Non-fiction - Newspaper report <u>Features:</u> Journalistic vocabulary Formal language <u>Grammar</u> Simple, complex compound, sentences Conjunctive adverbs Relative clauses Reported and direct speech Parenthesis Past, present and future tenses	Speech – As an abolitionist (3 weeks) (cc History - The Transatlantic Slave Trade) <u>Features:</u> First person Persuasion Repetition for purpose Logical order Opinions presented as facts Emotive sentence signposts Imperative <u>Grammar</u> Formal language Modal verbs and adverbs to show degrees of possibility Using commas to clarify meaning Devices to build cohesion within and across paragraphs	Astronomy (3 week) (cc Science – Astronomy) Non-fiction – Explanation <u>Features:</u> Logical explanatory steps Topic adverbials Causal sentence signposts Generalisations Detail to understand points Technical vocabulary <u>Grammar</u> Formal language Bullet points Brackets, dashes and commas for parenthesis Colons for a list Devices to build cohesion across and within paragraphs
	The Hill We Climb – Amanda Gorman (2 weeks) Poetry <u>Features:</u> Metaphors Similes Personification Onomatopoeia <u>Grammar</u> Expanded noun phrases Poetic devices: Anaphora Enjointment Alliteration	Hatchet (2 weeks) Fiction – Characterisation <u>Features:</u> Show (not tell) how characters feel eg 'Get out' he snapped, slamming the door Reveal characters thoughts Show character development <u>Grammar</u> Expanded noun phrases Using commas to clarify meaning Relative clauses Devices to build cohesion within and across paragraphs	The Fall of the Blade (2 weeks) (cc History - The French Revolution) Fiction – Setting Independent <u>Features:</u> Show characters reaction to the setting eg Jo shivered Prepositions to extend description Pick out unusual details Change atmosphere by altering the weather <u>Grammar</u> Relative clauses Using commas to clarify meaning Parenthesis – brackets, dashes, commas,	The Wind in the Wall – A dark fairy tale. (2 weeks) Fiction – characterisation <u>Features:</u> Show not tell character's feelings Reveal characters thoughts Use a contrasting character Show character development Use character actions or dialogue to move story forward <u>Grammar</u> Relative clauses Degrees of possibility using adverbs Use of commas to clarify meaning Parenthesis	Dragon Mountain – Katie and Kevin Tsang. (3 weeks) (Cc Asia: India and China yr 3) Fiction – Description <u>Features:</u> Use character reaction Onomatopoeia Precise detail Describe for a purpose eg to score the reader Personification Metaphors Similes <u>Grammar</u> Brackets, dashes and commas to show parenthesis Relative clauses Colons for a list Dialogue Expanded noun phrases	Oliver Twist PKC (3 weeks) (cc History – The Victorian Age) Fiction - Setting <u>Features:</u> Synonyms and co-locates <u>Grammar</u> Commas, brackets and dashes for parenthesis Relative clauses Coordinating and subordinating conjunctions Prepositional phrases Subject-verb agreement
	History of Baghdad (2 week) (cc History - Baghdad AD900) Non-fiction – Information <u>Features:</u> Opening Paragraphs starting with topic sentences Formal Generalisers Subject specific vocabulary Detail and precise description Comparisons <u>Grammar</u> Paragraphs Formal language Brackets, dashes and commas Relative clauses Bullet points punctuated consistently	The Ice Man (cc Geography – Mountains) (1 week) Non-fiction – information Independent <u>Features:</u> Opening Paragraphs starting with topic sentences Generalisers Subject specific vocabulary Formal Detail and precise description Comparisons <u>Grammar</u> Building cohesion within and across paragraphs Relative clauses Use of commas to clarify meaning	Living Things (1 weeks) (cc Science – Living Things) Independent <u>Features:</u> Opening Paragraphs starting with topic sentences Generalisers Subject specific vocabulary Formal Detail and precise description Comparisons <u>Grammar</u> Devices to build cohesion across and within paragraphs Brackets, dashes and commas to show parenthesis Formal speech	The Wolves of Willoughby Chase (2 weeks) Fiction – Suspense Independent <u>Features:</u> Hide the threat Personify the setting Character use senses to sense something ominous Surprise the reader Reveal character thoughts Slow the action <u>Grammar</u> Modal verbs Expanded noun phrases Semi-colon to mark boundaries between clauses Dialogue		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Manifesto writing (1 week) (cc PSHE - <i>Being Me in My World</i>) Non-fiction - speech persuasive writing <u>Features:</u> Logical order Building one viewpoint Informal friendly Emotive signposts Opinions presented as facts Imperative First person Repetition <u>Grammar</u> Revisit Year 4 CC for grammar Modal verbs and adverbs to show degrees of possibility Relative clauses Using commas to clarify meaning	Animals in WW1 PKC (3 weeks) (cc History – <i>World War 1</i>) Non-fiction – Information <u>Features:</u> <u>Grammar</u> Third person pronouns Tenses: past, present, future Coordinating & subordinate conjunctions Connective adverbs Commas and brackets for parenthesis Relative pronouns/clauses Use of semi-colons	Rose Blanche (2 weeks) (cc History – <i>WW1</i>) Fiction – Recount – Diary <u>Features:</u> Chronological order Opening paragraph to hook and orientate the reader <u>Grammar</u> Past tense Time adverbials Modal verbs and adverbs to suggest degrees of possibility Subjunctive form Using hypens	I did Knock First (Literacy Shed) (2 weeks) Fiction - Suspense narrative – a retelling. Features: Techniques to build suspense. <u>Grammar</u> Cohesion within and across paragraphs Tenses: past, present and future Relative pronouns and clauses. Using a range of devices to integrate dialogue.	Alma (Literacy Shed) (3 weeks) Literacy shed Fiction – Suspense <u>Features:</u> Show character's reaction Onomatopoeia Precise detail to bring scene alive Personification Metaphors and similes Hide the threat Personification Dramatic adverbials Punchy short sentences Let the threat get closer and closer Independent. <u>Grammar</u> Passive and active Linking ideas across and within paragraphs. Hyphens Modal verbs	Romeo & Juliet (3 weeks) Fiction – Characterisation <u>Features:</u> Quotations Oxymoron Sonnet Verse Prose <u>Grammar</u> Colons Semi-colons Expanded noun phrases Relative clauses
	Kensuke's Kingdom (2 weeks) Fiction – Setting <u>Features:</u> Time of day adverbials Characters reaction to setting eg Jo shivered Prepositions Highlight unusual details Change atmosphere – weather, place or time Reflect characters feelings in the setting <u>Grammar</u> Relative clauses Linking ideas across and within paragraphs Expanded noun phrases Using commas to clarify meaning	Poetry WW2 In Flanders Fields (1 week) <u>Features:</u> Prepositional language Metaphors Similes <u>Grammar</u> Past tense Expanded noun phrases Synonyms and antonyms	Maya Angelou (2 weeks) Non-fiction – Information - Biography (cc PSHE - <i>Dreams and Goals</i>) <u>Features:</u> Paragraphs Formal voice Standard English <u>Grammar</u> Third person pronouns Tenses: past, present, future Coordinating & subordinate conjunctions Connective adverbs Commas and brackets for parenthesis Relative pronouns/clauses Use of semi-colons	Kristallnacht (3 weeks) (cc History - <i>World War 11 and the Holocaust</i>) Non-Fiction – Newspaper report <u>Features:</u> Journalistic vocabulary <u>Grammar</u> Past, present & future tense Fronted adverbials of time & sequence Relative clauses Reported and direct speech Colons and semi-colons. Synonyms and antonyms	The Railway Children (4 weeks) Fiction – Diary recount Features: Word classes Phrases & clauses <u>Grammar</u> Subordinate clauses Semi-colons Colons Dashes for parenthesis Subjunctive form (2 weeks) Narrative – retelling Features: Precise detail to bring scene alive. Personification. <u>Grammar</u> Commas, brackets and dashes for parenthesis. Relative pronouns and clauses. Using a range of devices to integrate dialogue. Formal and informal speech Independent.	Evolution (2 weeks) (cc Science – Evolution) Non-fiction information text. <u>Features:</u> <u>Grammar</u> Third person pronouns Tenses: past, present, future Coordinating & subordinate conjunctions Connective adverbs Commas and brackets for parenthesis Relative pronouns/clauses Use of semi-colons
	Human Body (2 weeks) (cc Science – The Human Body) Non-fiction <u>Features:</u> Coordinating and subordinating conjunctions Commas, dashes and brackets for parenthesis. Colons for a list. Features of formal writing. <u>Grammar</u> Using commas to clarify meaning Using brackets, dashes, commas	Behind the Lines (cc History WW2) (1 week) Narrative – flashback element. Features: Use dialogue to advance the action and to convey character. Using commas to clarify meaning. Use of brackets, dashes and commas to show parenthesis. Relative clauses	North America (2 weeks) Non-Fiction – Geography information text <u>Features:</u> Features of formal writing <u>Grammar</u> Coordinating and subordinating conjunctions Commas, dashes and brackets for parenthesis. Colons for a list. Active and passive sentences Bullet points	WW11 and The Holocaust (1 week) Non-Fiction – Information <u>Features:</u> Formal, standard English Third person pronouns Tenses: past, present, future Coordinating & subordinate conjunctions Commas and brackets for parenthesis Relative pronouns/clauses		The History of Human Rights (1 week) (cc History - <i>The History of Human Rights</i>) Non-Fiction – Information <u>Features:</u> <u>Grammar</u> Third person pronouns Tenses: past, present, future Coordinating & subordinate conjunctions Commas and brackets for parenthesis

Writing Curriculum Genres

We aim for a balance of fiction and non-fiction in our writing curriculum across our school. Genres are revisited to enable children to independently apply what they have learnt across the curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Totals:
Year 1	All About Me – non-fiction information text	The Paper Bag Princess- fiction description	The Bog Baby – non-fiction instructions	Beegu - Fiction characterisation	Jack and the Beanstalk – fiction setting	One Day on our Blue Planet – fiction descriptive	Fiction units: 6 Non-fiction units: 5 Poetry units: 1
	The Gruffalo – fiction description	Animals and their needs – non-fiction information text	Spring Poetry	Human Impact on Earth Non-fiction information text	Trip – non-fiction recount	The Tempest – fiction setting	
Year 2	Tell Me a Dragon and The Night Dragon – fiction characterisation	All About Me - poetry	The BFG – fiction alternative beginning	Hansel and Gretel – fiction setting	Twelfth Night – fiction characterisation	Malala's Magic Pencil – non-fiction speech writing	Fiction units: 6 Non-fiction units: 6 Poetry units: 1
	Treasure Island – non-fiction instructions	Issun Boshi – fiction – description	Roald Dahl trip – non-fiction recount	Plants – non-fiction information text	Travel Leaflet – non-fiction information	Powerful Voices – non-fiction information text	
		How Did Romans Change Britain? Non-fiction information text					
Year 3	All About Me – non-fiction information	The Human Body – non-fiction explanation	Egyptian Myth – fiction dialogue	Light – non-fiction information	The Anglo-Saxons, Scots and Vikings – non-fiction information	Peter Pan – fiction characterisation	Fiction units: 7 Non-fiction units: 9 Poetry units: 1
	Stone Age Boy – fiction characterisation	Recipe to Make a Wolf - Poetry	Wangari's Trees of Peace – fiction dialogue		Iron Man – fiction characterisation	Richard III – fiction characterisation	
	Trip recount – non-fiction information text	Ancient Egypt – non-fiction information	Rivers – non-fiction explanation	Voices in the Park – fiction dialogue	Little People, Big Dreams: Marcus Rashford – non-fiction biography	Hopes and Dreams – non-fiction information	
Year 4	Children Who Changed the World – non-fiction biography	The Human Body – non-fiction information	Mediterranean Europe – non-fiction persuasive holiday brochure	Life in Ancient Rome – non-fiction information	The Man That Walked Between Two Towers – fiction suspense	The Gunpowder Plot – non-fiction newspaper report	Fiction units: 6 Non-fiction units: 8 Poetry units: 1
	Theseus and the Minotaur – fiction action	The River - poetry	The Last Bear – fiction characterisation	How to Train Your Dragon – fiction characterisation	London – non-fiction letter	Julius Caesar – fiction characterisation	
	Inspirational people – non-fiction biography	Alice in Wonderland – fiction characterisation				Letter to My New Teacher – non-fiction letter	
Year 5	Groosham Grange – fiction alternative ending	Silent Music – non-fiction formal letter information	Macbeth – fiction setting	Battle of Trafalgar – non-fiction newspaper report	As an Abolitionist – non-fiction speech writing	Astronomy – non-fiction explanation text	Fiction units: 8 Non-fiction units: 7 Poetry units: 1
	Amanda Gorman - poetry	The Lost Thing – fiction characterisation	The Fall of the Blade – fiction setting	The Wind in the Wall – fiction characterisation	Dragon Mountain – fiction description	Oliver Twist – fiction retelling	
	History of Baghdad – non-fiction information	The Ice Man – non-fiction information	Living Things – non-fiction Information text	The Wolves of Willoughby Chase – fiction suspense			
Year 6	Manifesto writing – non-fiction speech persuasive writing	Animals in WWI – non-fiction information	Rose Blanche – fiction recount	The Island – fiction description	Alma – fiction – suspense writing	Romeo and Juliet – fiction - characterisation	Fiction units: 8 Non-fiction units: 9 Poetry units: 1
	Kensuke's Kingdom – fiction setting description	Flander's Field - poetry	Maya Angelou – non-fiction biography	Kristalnacht – non-fiction newspaper report	The Railway Children – fiction recount	Evolution - non-fiction information text	
	Human Body – non-fiction information leaflet	I Did Knock First – fiction suspense writing	North America – non-fiction information	WWII and the Holocaust – non-fiction information	The Railway Children - fiction retelling	The History of Human Rights – non-fiction information text	
Total	Fiction – 41 units		Non-fiction – 44 units		Poetry: 6 units		91 units in total

Key

Non-fiction

Information (23)	Biography (4)	Persuasion (4)	Letter (3)	Newspaper (3)	Instructions (2)	Recount (1)
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Fiction

Setting (7)	Description (6)	Suspense (4)	Retelling (2)	Recount (diary) (2)	Character (14)	Alternative ending or beginning (2)	Dialogue (3)	Action (1)
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Impact

When children leave The Duston School, they should take with them a range of skills that they have learnt, refined and developed across our whole school curriculum. They should have a love of learning and the desire and ability to communicate effectively using the written word.

The teaching of writing is consistent across the school, with handwriting and spelling being taught systematically. Children enjoy writing, can use spelling strategies confidently and handwriting is fluent, enabling children to concentrate on the content of their writing. Children will reach, at least, the expectations for their year group or phase of the National Curriculum and this will be evident across the curriculum. Children and teachers will show pride in the writing produced and writing displayed will be of a high quality across the school.

Values

All Children demonstrate the Primary Phase values of Care, Challenge and Succeed throughout their Writing learning.



Care:

Books have been carefully chosen as a starting point to Writing units to encourage children to see themselves and begin to understand the lives of others. Care begins in children's Writing learning when learning handwriting and spellings. Children encourage each other and work together in pairs. A diverse range of texts are chosen to challenge children's thinking and see other viewpoints. Some of these include: The Paper Bag Princess, Beegu, Issun Boshi, Malala's Magic Pencil, The Girl with the Rose Red Slippers, Wangari's Trees of Peace, Rose Blanche, The Island, Silent Music, and The Hill We Climb.



Challenge:

All children are challenged to learn new knowledge throughout the Writing curriculum. Some texts are chosen to link with their learning across different subjects and these include challenging vocabulary and ideas. Threaded throughout the curriculum are significant people who have, themselves, faced and overcome challenges to bring about change. Some of these people are: Malala, Marcus Rashford, Children Who Changed the World and Maya Angelou.



Succeed:

All children have opportunities to succeed in all their Writing learning. Scaffolding and assessment for learning is used effectively so that all children can succeed in their lessons. Throughout the Writing curriculum, children have opportunities to apply their knowledge and skills when writing in a range of genres and explain their learning through talk tasks. Regular assessments take place in spelling and writing where children are able to demonstrate their knowledge and skills.