Holy Family RC Primary School

Writing Curriculum

Intent/CLM

Writing at Holy Family assumes the same priority as reading. Proficient writing enables pupils to demonstrate a deep learning across a broad curriculum. Pupils who can articulate what they know in writing can evidence what they have understood. We want our pupils not only to be able to write proficiently, with accurate spelling, punctuation and grammar, but to be able to do so in a manner that enables them to develop their individual flair and character within their writing across a variety of formal and informal genres so they are able to write for a sense of purpose.

To do this, pupils need a strong command of vocabulary. An understanding of a wide range of words enables our pupils to use them in context. At Holy family, we believe that if our pupils can not only can articulate and explain what they think, they can ask the right questions to learn more across the curriculum. We want out pupils to use a variety of varied high quality texts to aid their writing. A wide range of experience will determine a personal writing style. It is only through reading a broad variety of genres that our pupils will develop their own style, which often becomes the signature of the writer.

Implementation

At Holy family, we implement a writing rich curriculum which enables our learners to demonstrate their understanding through writing across the curriculum. Writing is evidenced in the vast majority of subject areas, and the standard expected from children in writing is the same standard as that expected in English writing lessons themselves.

We use a progressive text based writing scheme in order to enable our children to develop confidence and precision in their writing. Over the academic year, the children will be exposed to a minimum of six key texts through which writing skills are taught. Within the units of work, there is a focus on developing the grammar skills needed to become a proficient writer. This is developed sequentially allowing the children to embed key skills and develop their writing style.

Spelling is taught through a progressive scheme of work which matches the National Curriculum and provides lessons which teach key spelling patterns. Gross and fine motor skills are taught in EYFS to develop the necessary muscle control for writing and from Nursery to Year 6 we develop writing skills through a progressive curriculum.

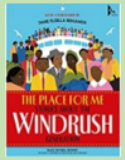
Impact

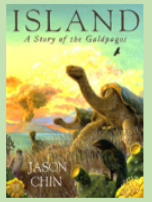
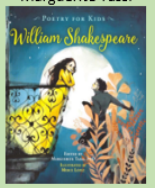
Our writing curriculum enables our children to become confident written communicators who are able to share their knowledge and understanding using the written word. Opportunities for writing are made available in all subject areas. There is an expectation that writing is of the same standard in all subject areas, ensuring that children are able to use and practice the skills acquired in the curriculum for a variety of different purposes.

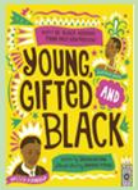
As pupils transition from year group to year group and ultimately to secondary school, pupils are able to acquire a solid based of skills which they are able to use at all stages of their writing journey. The skills that are learned here at Holy Family enable the children to become authors; writers who are able to demonstrate their skills in a variety of different ways, writing formally, informally in a creative way to both inform and stimulate the reader. At Holy family, we aim for all children to develop an authors voice which can be applied in a variety of different contexts.

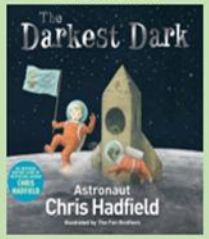
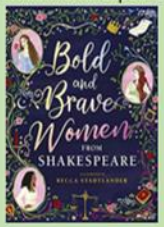
Whole school overview

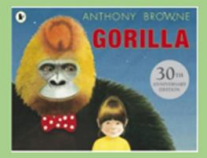
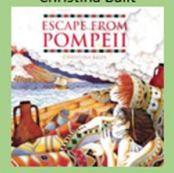
The table below outlines the curriculum for the teaching of English Writing at Holy Family.

Year	Autumn Term One	Autumn Term 2	Spring Term 1
6			
Focus text	Star of Fear and Hope Jo Hoestlandt 	A Place for Me Stories about the Wind rush Generation K.N.Chimbiri 	The Selfish Giant Oscar Wilde
Other Reading Texts	Erika's story by Ruth Vander Zee When we were warriors by Emma Carroll	Windrush Child by Benjamin Zephaniah Black and British by David Olusoga	The Happy Prince and Other Tales by Oscar Wilde
Poetry		The British by Benjamin Zephaniah	If I were a giant by Jackie Hosking
Writing	• Write narrative of a scene • Write a description of a scene • Write a diary entry in role • Write a newspaper report • Write a letter • To write a story with a flashback from another character's point of view	• Write and information text • Write a persuasive letter • Create a persuasive poster • Write a Diary in role • Write persuasive recount paragraphs • To write an information leaflet about a period in Black history	• Write a narrative based on clues from the text • Write a formal poem • Write a first-person letter • Write a formal monologue • Write a newspaper report • To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view • Plan, draft and write an explanation text - A guide for humans in a giant world

Spring 2	Summer 1	Summer 2
The Island Jason Chin and Jemmy Button 	Manfish Jennifer Berne 	Poetry for Kids William Shakespeare Marguerite Tassi 
Jemmy Button by Jennifer Uma The Explorer by Katherine Rundell	Great Adventurers by Alastair Humphreys Swimming with Seals by Gillian Clarke The Fantastic Undersea Life of Jacques Cousteau by Dan Yaccharino (optional)	A Stage Full of Shakespeare Stories by Angela McAllister
		Poetry for Kids William Shakespeare Sonnet 29 Sonnet 18- Shall I compare thee to a summer's day? Under the Greenwood Tree Thomas Hardy
• Write short newspaper report paragraphs • Write a field log in the role of a scientist • To write a journalistic report (hybrid) about Charles Darwin's discoveries • To write a discussion text	• Pupils write a section for a biography • Write a persuasive paragraph • Write a diary or journal entry • To write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text • Pupils plan and write an imaginary adventure story	• Write a biography • Write an invitation • Write a poem based on personal experience • Write a short speech • To write a sonnet as a goodbye to a teacher, a friend or the primary school itself.

Year	Autumn 1		Autumn 2	Spring 1
5				
Focus text	Race to the Frozen North: The Matthew Wilson Story Catherine Johnson 	Young, gifted and black Jamia Wilson 	The Lost Happy Endings Carol Ann Duffy 	Arthur and the Golden Rope Joe-Todd Stanton
Other Reading Texts			Hansel and Gretel by Neil Gaiman	Odd and the Frost Giants by Neil Gaiman Myths of the Norsemen by Roger Lancelyn Green DK Avengers: The Ultimate guide Norse myths: Tales of Odin, Thor and Loki by Kevin Crossley-Holland
Poetry				Write e poem about a magical object
Writing	• Write an in role short diary entry • Write a character profile • Write a recount • Compose an email • Write a letter • Write a setting description • Write a recount of an event • To write a series of diary entries about significant events in Matthew Henson's life.		• Write a 100 word story in the past tense • Write a poem containing similes and personification • Write a letter • To write a traditional tale focusing on describing settings, characters and an alternative ending	• Write a character profile • Write e poem about a magical object • Write a recount • To write a myth: to create characters (heroes, villains and monsters) and settings

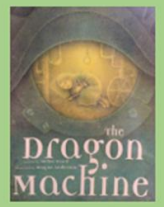
Spring 2	Summer 1	Summer 2
The Darkest Hour Chris Hadfield 	The Brilliant Deep Kate Messner 	Bold and brave women from Shakespeare William Shakespeare 
Cosmic by Frank Cottrell Boyce One Giant Leap by Robert Burleigh	*Coral Reefs* by Jason Chin	A Stage Full of Shakespeare Stories by Angela McAllister
• Write a recount • To write a formal biography	• Write a fact file • Write a pledge • Write and information text • Write an information leaflet • To write an information leaflet to persuade children to consider the effects of climate change on coral reefs.	• Write a description • Write a play script • Write a diary • Write a speech • To write and perform a soliloquy in role as one of Shakespeare's bold and brave characters.

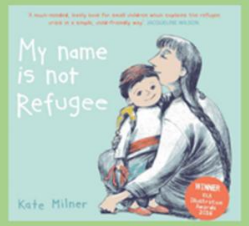
Year	Autumn 1	Autumn 2	Spring 1
4			
Focus text	Gorilla Anthony Browne 	Greek Myths Jean Menzies 	Escape for Pompeii Christina Balit 
Other Reading Texts	Ape by Martin Jenkins and Vicky White A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister The One and Only Ivan by Katherine Applegate		Pompei: A Roman Girl's Diary by Sue Reid
Poetry	Silverback' by Ian Redmond		
Writing	• Write a short Narrative • Create a fact file • Write a diary entry • Write a speech • Write a third person description • To write a narrative based on the story of 'Gorilla'	• Write a story • Write a description • Write a short section of a story • Write a set of instructions • To make a mini-book of their own Odyssey adventure	• Write a story • Write a diary • Write a speech • Write an explanatory letter • Write the story from the point of view of one of the children

Spring 2		Summer 1		Summer 2
Amazing Islands Sabrina Weis and Kerry Hyndman 	Koji's Island The Literacy Company 	Where the forest meets the sea Jeannie Baker 	Jungle Explorer The Literacy Company 	Berlie Doherty
Moana (DVD) Ariki and the Island of Wonders by Nicola Davies		DVD - The Blue Planet BBC		Alternative Berlie Doherty novel Cave Challenge by Bear Grylls
• Write a setting description • Write a letter • Create a Travel Poster • To write their own version of 'Koji's Island' in the first person from the point of view of the boy in the story.		• Write a description • Write an information leaflet • To make a zoo information board for a rainforest exhibit		• Write a letter • Write an explanation • Write a descriptive paragraph • Write a letter in role as an expert containing an explanation about cave formation

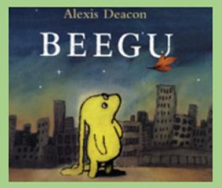
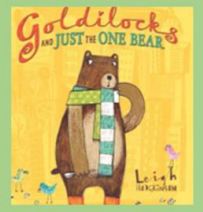
Year	Autumn 1	Autumn 2	Spring 1
3			
Focus text	Coming to England Floella Bejamin 	Winter's Child Grahame Baker-Smith 	Stone Age Boy Satoshi Kitamura
Other Reading Texts		The Ice Palace by Robert Swindells	The Iron Man by Ted Hughes
Poetry		How I made a snowman	
Writing	• Write a description • Write a biographical description • Write a recount • Write a diary entry • Write a leaflet • Write a fact file • To write letters from Floella to her Grandmother telling her about settling into life in the UK	• Write a list poem • Write a story based on predictions • Write a diary entry • Write a letter • Write a scene description • To write a fantasy story based on a fable •	• Write a story • Write a setting description • Write a report • Write the story from the point of view of the boy

Spring 2	Summer 1	Summer 2
The Big Blue Wale Nicola Davies 	Journey Aaron Becker 	Zeraffa Giraffa
This Morning I Met a Whale by Michael Morpurgo	Tilly Mint Tales by Berlie Doherty	The White Fox by Jackie Morris A Giraffe Goes to Paris by Mary Tavener Holmes The Giraffe That Walked to Paris by Nancy Milton Zarafa by Michael Allin
	The Tiger Literacy Company Whale Poem Tony Bradman	
• Write a recount • Write a letter or email • Write a poem • Write an informative article about whales persuading for the protection of the blue whale •	• Write a letter • Write a diary • Write a note • Write a description • Write an adventure story based on 'Journey' using the language of Berlie Doherty	• Write letters from different perspectives • Write eye witness accounts • Plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris

Year	Autumn 1	Autumn 2	Spring 1
2			
Focus text	Look Up Nathan Byron 	The Great Fire of London Emma Adams and James Weston Lewis 	The Dragon Machine Helen Ward 
Other Reading Texts	Mae Among the Stars by Roda Ahmed Blast off into Space Like Mae! by Caroline Moss Grandpa was an Astronaut by Jonathan Meres	Vlad and The Great Fire of London by Kate Cunningham	The Dragonsitter Disasters - Josh Lacey How to Train your Dragon (2010 film) by DreamWorks Animation and distributed by Paramount Pictures
Poetry		London's Burning	
Writing	• Write a setting description • Write a set of instructions • Write a menu • Write a diary • To write a diary entry about a space flight.	• Write a description • Write a set of instructions • Write a pyramid poem • Write a diary • Write a fact file • To write a fact sheet about London and the events of the fire	• Create a poster • Write a character description • Write a diary • Sreate a leaflet • To write an adventure story based upon the model text using own ideas for a change of character and machine

Spring 2	Summer 1	Summer 2
My name is not refugee Kate Milner 	The Last Wolf Mini Grey 	Grandad's Secret Giant David Litchfield
A Bear Called Paddington by Michael Bond	Fantastic Mr Fox by Roald Dahl (poetry to complement the theme) Into the Woods (2014 film) by Walt Disney Pictures	The BFG by Roald Dahl
	Apes to Zebras: An A-Z of Shape Poems by Liz BrownleeSue Hardy-Dawson, Roger Stevens	The Crayon bow that Talked Shane DeRolf
• Create a poster • Write a letter • Write a character description • Write a poem • Write a message • To write a recount of events from the text from the character's point of view	• Write a speech • Write a guide • Write a list of rules • Write a setting description • Write a character description • Write directions • Write instructions • To write a letter in role persuading characters to save the trees	• Write a leaflet • Write a character description • Write a diary entry • Write a letter • Write a setting description • To write own version of the story with a focus on morals and acceptance of others

Year	Autumn 1	Autumn 2	Spring 1
1			
Focus text	Lost and Found Oliver Jeffers 	Katie in London James Mayhew 	Grandpa's Gift Fiona Lumbers
Other Reading Texts	Penguins (Usborne) by Emily Bone Zoo-ology by Joelle Jolivet Lost and Found DVD	All about London by The Literacy Company	
Poetry			
Writing	• Construct own sentences • Write missing labels • Write about your own animal • Write factual sentences • Write speech bubbles • To write an adventure story based on the structure of 'Lost and Found' with a new animal	• Write a postcard • Write sentences about London • Write about favourite sights • To write a non-chronological report about London using information gathered from the texts.	• Write about a special object • Write statements and questions • Write a description • Write a note • Write a recount • Write a statement • Write a letter • To write a story about a character who finds magic in everyday things based on the structure of the text. Change the main character and the setting.

Spring 2	Summer 1	Summer 2
Beegu Alexis Deacon 	Toys in Space Mini Grey 	Goldilocks and just the one bear Leigh Hodkinson 
	Traction Man by Mini Grey Biscuit Bear by Mini Grey It was a dark and stormy night by Janet and Allan Ahlberg One true bear by Ted Dewan Dr Xargles by Jeanne Willis Toy Story 2 (1999 film) by Disney/Pixar	Goldilocks and the Three Bears by Emma Chichester Clark Me and You by Anthony Browne Old bear stories by Jane Hissey Dogger by Shirley Hughes
• Write a message • Write questions • Write captions • Create a poster • Write a postcard • Write a message • To write their own version of the story with a new lost creature.	• Write a description • Write in the third person about a toy • Write speech bubbles • Write a description • Write a letter • Write an invite • Write a diary • To write a fantasy story about some toys who are taken onto a spaceship. They will be changing some of the characters and the settings in the story	• To write a new version of the story with a new character or new setting • Write a story • Write a setting description • Write labels • Write speech bubbles • Write a diary

English in the Early Years

Year	Autumn 1		Autumn 2	Spring 1
EYFS				
Focus text	Peace at Last Gill Murphy 	Home Carson Ellis 	The Three Little Pigs Mara Alperin 	Let's all creep through Crocodile Creek Jonny Lambert
Other Reading Texts	Goldilocks and the three bears by Lauren Child Whatever Next by Jill Murphy Home by Carson Ellis Lullabyhullabaloo by Mick Inkpen		The Three Ninja Pigs by Corey Rosen Schwartz The Three Little Pigs from Revolting Rhymes by Roald Dahl The Three Little Wolves and The Big Bad Pig by Eugene Trivizas There's a pig up my nose by John Dougherty Little Red Riding Hood by Mara Alperin	Find me a Tiger by Lynley Dodd All Aboard for the Bobo Road by Stephen Davies The Gruffalo by Julia Donaldson Alfie's Feet by Shirley Hughes The Selfish Crocodile by Faustin Charles
Poetry				
Writing	• Draw a pivture showing something that they do before going to bed • Describe their picture orally • Write initial sounds • Draw a house plan and label rooms • Labe using images/mark making • Use story images for pupils to join in with key events and phrases in a retelling of the story. Some pupils may choose to draw/mark make some of the story		• Write initial phoneme • Add labels • Draw ideas • Sequence a story • Label art work • Write in a speech bubble • Role play characters • A representation of a favourite character in the story. Able to say which character it is and express some information about the character.	• Mark Make to show a journey • Draw a favourite animal • Write a word to describe an animal • Create a warning sign • Make a crocodile and describe its features orally • To draw/make a crocodile and be able to describe some of its features to a familiar adult.

EYFS	Spring 2	Summer 1	Summer 2
Focus text	The Journey Home Emma Levey 	Gigantosaurus Jonny Duddle 	The See Saw Tom Percival
Other Reading Texts	The Pirates Next Door by Jonny Duddle Ten Little Pirates by Mike Brownlow How I became a Pirate by Melinda Long Commotion in the Ocean by Giles Andreae Peter Pan (1953 film) by Disney	Dinosaur Roar by Paul and Henrietta Stickland Katie and the Dinosaurs by James Mayhew The big book of dinosaurs by Usborne How big is a million? by Anna Milbourne Volcanoes Usborne Beginners	That rabbit belongs to Emily Brown by Cressida Cowell The Teddy Robber by Ian Beck Where's my teddy? By Jez Alborough Under the same sky by Britta Teckentrup
Poetry		Gigantosaurus	
Writing	• Write a list • Draw treasures and write labels • Write simple sentences • Label pictures • Write a welcome banner • Write speech in speech bubbles • Write a letter	• Label a poster • Write a simple message • Write a simple warning • Write labels • Write simple sentences • To draw/paint/make an imaginary dinosaur individually or in a small group. To be able to contribute orally to a short story about their dinosaur.	• Write a prediction • Write a simple sentence • Write a simple invitation • Practice writing irregular words • Draw a picture and write their name on it • Write in a speech bubble • Write a letter • To rewrite the story

SMSC and British Values

SMSC	
Spiritual	English supports spiritual development by engaging children with poetry, fiction and drama. Exploring feelings and values found in a wide range of genres. The English curriculum teaches a range of literature that develop spiritual development through discussion and debate. For example, the study of the classic novels, fables, traditional tales and folk tales amongst others, encourages the discussion of the difference between good and evil, considering the impact of conscience and discussion of morals. The study of texts like this gives students the opportunity to think about the consequences of right and wrong behaviour, applying this to their own lives. Creative writing and the study of poetry gives students the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experiment.
Moral	English supports moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in genres. Each year group uses a range of texts,which encourages moral thinking through the recognition of values such as goodwill, humility, kindness and stewardship. Students are able to analyse character and events to explore the consequences of negative actions. During the study of fiction, students are given the opportunity to consider different perspectives and empathise with other characters. For instance, the study of Shakespeare's 'Macbeth' poses a range of topics and themes for debate such as the dangers of power and ambition. Class readers studied in KS2 deal with moral questions, such as race, homelessness, alcoholism, sexism, giving students the opportunity to produce their own writing. Writing non-fiction texts such as newspaper articles, leaflets, reports and reviews help to develop students' ability to apply fiction to real life scenarios.
Social	English supports social development by helping children to understand how written and spoken language has changed over time and also social attitudes to language. For example, when teaching spelling patterns and looking at where words have come from. English lessons promote cooperation and teamwork through being able to work in groups, listening to ideas and asking questions. Real issues encourage students to think about the world outside of school and give opinions on topics that may affect them in the future for example, reviewing school uniform policies and windfarms. Students are required to take on a role and argue a point of view. We also give students the opportunity to speak in different contexts, for example through year group assemblies, whole school assemblies, performance opportunities and at key events throughout the year. Peer assessment is an integral part of our teaching and we encourage focused feedback between students, whereby they support and encourage each other, reflecting and giving advice using their own method for success. Students are all given the opportunity to be independent, self-reliant and responsible for their own learning. Through our school elections we provide opportunities for the sharing of different points of views, which is an important aspect of the subject, giving logical arguments with respect, rationality and thoughtfulness.
Cultural	English supports the cultural development of a child by exposing them to a wide range of written and spoken language from a range of cultures. Students learn about respecting others through the study of poetry from different cultures and period of History (War Poetry in Year 6). The study of historical narratives such as The Boy with the Bronze Axe, Elizabeth 1 and Private Peaceful gives opportunities for students to appreciate British history and culture and stories sharing information about other countries and cultures e.g. Tales from China and Africa is not a Country, enable children to examine differences. Speaking and listening activities promote the opportunity to share their own experiences and appreciate other students' perspectives and experiences. Theatre trips and visits from published authors give all students the opportunity to access cultural activity, which otherwise some students may not have the opportunity to experience. We also promote a wide range of texts that reflect our current society and celebrate equality and diversity. These can be noted around the school as our 'reflective reads'. We celebrate different authors from a range of backgrounds and writing genres through World Book Day, Author of the Week and The Rochdale Children's Literature Festival

British Values in English Writing	
Democracy	In English writing the children at Holy Family are encouraged to write for a variety of different reasons. Through our English writing work, children are encouraged to express their views on equality often based on what they have read. When the children are preparing for student council elections, they write a presentation which they share with their class. This helps the children to understand the democratic process.
Rule of Law	In our British Values work, the children are encouraged to understand the importance of the law. They express their understanding of this by responding to what they have read but also to visitors through external agencies such as Global Policing.
Individual Liberty	Through our PSHE work which often relates to protective characteristic, the children are taught about freedom of choice which they respond to in their writing. The children also respond to religious education in writing when talking about the constraints place on historical religious figures from the past and their right to individual liberty.
Mutual respect and tolerance of those with different faiths and beliefs	Children respond in writing in RE when writing about other faith demonstrating their understanding of other religions and the traditions of those religions. The children respond to these other faiths positively in writing demonstrating their tolerance of people from different faiths and backgrounds.

Inclusion in Writing

Here at Holy Family, the uniqueness of every learner is valued. Lessons within English writing, as with every subject, take careful heed of individuals' starting points, as well as any specific learning needs, be they common or complex.

Lessons are adjusted and adapted to help secure the best possible learning outcomes for all. We realise that not tailoring the lesson correctly can be detrimental to pupil's confidence and self esteem and can inhibit progress of any kind. We make every effort to make learning both accessible, challenging and successful for all.

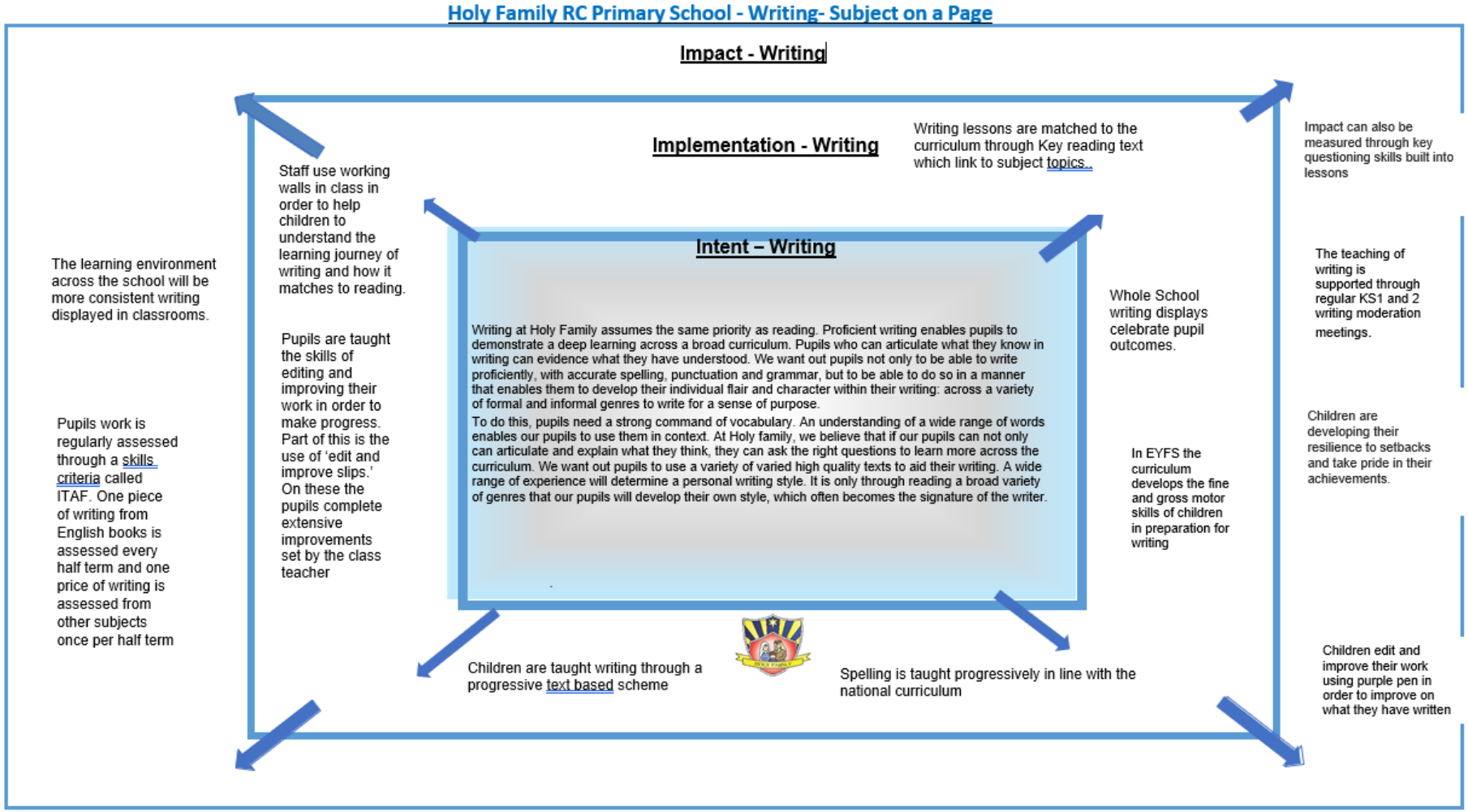
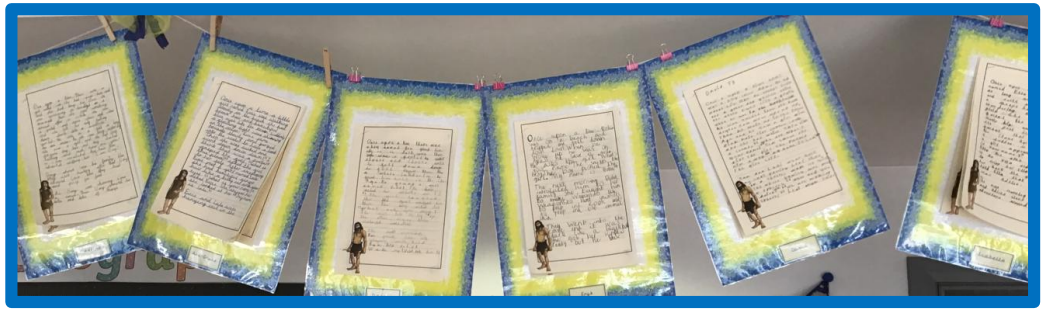
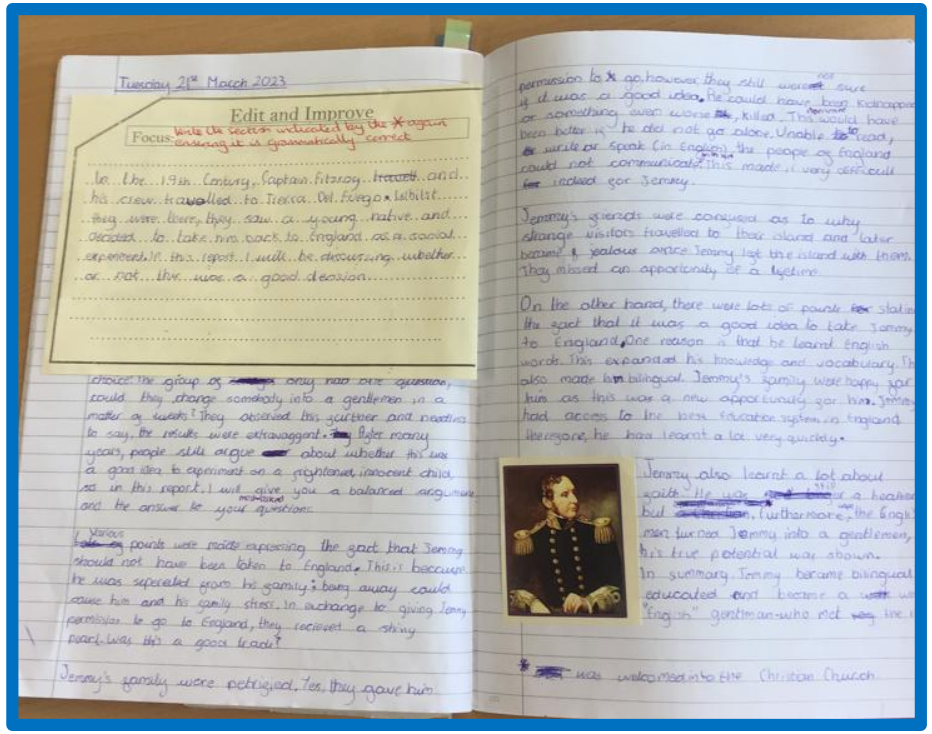
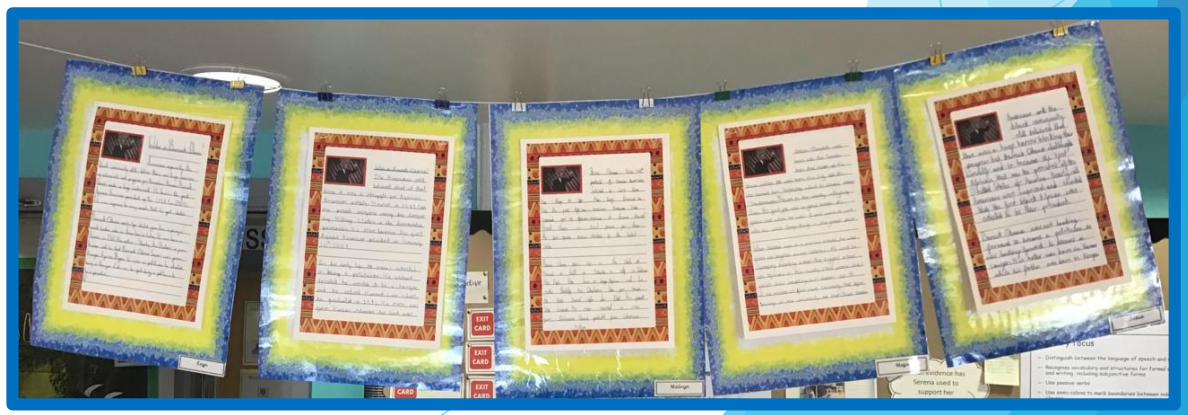
At Holy Family we do not believe that there are any barriers to progress when learning to write. We have high expectations of all pupils and through quality first teaching we work to enable all learners to make the best possible progress.

Reading in English Writing

The importance of being read to, and becoming a reader, is the very essence of our English curriculum. We use high quality books to enrich and empower our pupils and to help them engage with and learn about the real word, as well as entering into the wonderful world of fiction and poetry. We aim for all children to become fluent readers before they reach the juniors, and prioritise and resource the teaching of phonics and wider reading skills to enable this to happen.

Our English curriculum is a book based curriculum where pupils learn through being immersed in a range of high quality books. Key reading books are used as the stimulus for writing in each class. Here the children will engage with a variety of fiction, non-fiction and poetry books and will respond to what they have read in a variety of creative ways.

Writing on a page



I’m a Holy Family writer