



Saint Mary's Catholic Primary Academy

Writing Curriculum 2023-2024

What do we want for our pupils?

Intent

At St Mary's Catholic Primary Academy, we strive to give our children the best start in establishing secure foundations in writing. Our primary intent is to create avid readers which we believe is the foundation for any greater depth writer.

We recognise the importance of nurturing a culture where children take pride in their writing and write clearly and accurately whilst selecting and adapting their language and style to suit a range of contexts, purposes and audiences.

It is our intention that by the end of their primary education, all of our pupils will be able to speak and write fluently so that they can communicate their ideas effectively and with a developed awareness for purpose and audience.

Implementation

At St Mary's Catholic Primary Academy, from Y1 to Y6, we use the Jason Wade writing cluster approach in order to support our children's literacy skills. This approach focuses on the key skills of vocabulary and sentence structure, using texts as a starting point. Early Years use Pie Corbett's 'Talk for Writing' approach.

We plan engaging units of work in order to enthuse, inspire and motivate our children, which are underpinned by core texts from our carefully developed reading spine. Our learning environments are stimulating but supportive and calming to ensure children are able to access the scaffolds needed to support their developing talk and writing.

Writing Clusters

The learning sequence of writing clusters is split into three clusters, across four weeks, where the children focus on knowledge, vocabulary, grammar and sentence structure. Each cluster follows these stages: Read, Focus, Write and Polish. A range of text types are explored and written across the year.



Early Years Talk for Writing

This approach enables children to imitate the key language they need for a particular topic orally before they try reading it and analysing it. Through fun activities to help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their genre, children are helped to write in the same style. It works well from the Early Years up to Year 6. Early Years 'Talk for Writing' builds on the stages of Imitation and Innovation.

Spellings

Through regular spelling sessions, pupils embrace the knowledge of spelling conventions – patterns and rules; giving opportunity to promote the learning of spelling, including statutory words, common exceptions and personal spellings.

Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. During the foundation stage, the children are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct position and develop a legible handwriting style. In KS1, we use a handwriting scheme which develops both a child's gross and fine motor skills and their knowledge of letter formation. It is a systematic, differentiated and progressive approach which supports children of all ability levels. Teachers are expected to role model the school's handwriting style when marking children's work, writing on the board and on displays around the school.

What is our goal?

Impact

By the time the children leave Saint Mary's, they will:

- write for a purpose
- see themselves as real writers
- take ownership of their writing
- see writing as an interesting and enjoyable process
- acquire the ability to organise and plan their written work
- have a love for writing and write for enjoyment
- be able to produce written work in all areas of the curriculum to a high standard
- be confident to write for a range of different purposes

Assessment in Writing

A constant cycle of assessing, monitoring, target setting and pupil feedback are instrumental in supporting children's writing development.

Teacher-pupil conferencing is a key strategy used in writing lessons to assess pupils' understanding and ensure all pupils receive valuable verbal feedback from teachers on successes and next steps. The results of such discussions have a direct impact on the teaching materials and strategies employed immediately following the assessment. Marking of pupils' work is important part of on-going assessment and all writing is marked in line with the school marking policy. This helps children to see what they have done well, note errors and know the 'next steps' in their learning.

Assessment of each piece of writing at the end of a teaching sequence is completed using the Writing Assessment grids. Pupils will also use these during discussions with peers and adults. Moderation of teacher assessment is undertaken regularly for quality assurance and ongoing staff development. St Mary's staff moderate writing using national exemplification materials. In addition, pupils' writing is also moderated by other teaching professionals in local clusters of schools. Formal assessment is recorded on the school assessment tracking system.

NATIONAL CURRICULUM

By the end of primary school, pupils will:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

WRITING OVERVIEW			
Writing	Advent	Lent	Pentecost
Year 1	<ul style="list-style-type: none"> • Narrative – descriptive setting • Information – fact file • Narrative – Character description • Structured Poetry – Acrostic 	<ul style="list-style-type: none"> • Recount – letter • Information –non-chronological report • Narrative – traditional tale 	<ul style="list-style-type: none"> • Narrative – story from other cultures • Persuasion – advert • Information –non-chronological report • Performance Poetry
Year 2	<ul style="list-style-type: none"> • Narrative – descriptive setting • Information - fact file • Narrative – character description • Structured Poetry – Diamante and Haiku 	<ul style="list-style-type: none"> • Recount – letter • Information - non-chronological report • Narrative – traditional tale 	<ul style="list-style-type: none"> • Narrative – story from other cultures • Persuasion – advert • Information –non-chronological report • Performance Poetry
Year 3	<ul style="list-style-type: none"> • Narrative – descriptive setting • Information - non-chronological report • Narrative – character description • Structured Poetry – Clerihew and Limerick 	<ul style="list-style-type: none"> • Recount – diary • Instruction • Narrative – myths / legends 	<ul style="list-style-type: none"> • Narrative – story from other cultures • Persuasion – formal letter • Information - non-chronological report • Performance Poetry
Year 4	<ul style="list-style-type: none"> • Narrative – descriptive setting • Information - non-chronological report • Narrative – character and dialogue • Structured Poetry – kenning and tetracyts 	<ul style="list-style-type: none"> • Recount – diary • Instruction • Narrative – myths / legends 	<ul style="list-style-type: none"> • Narrative – story from other cultures • Persuasion – formal letter • Information - non-chronological report • Performance Poetry
Year 5	<ul style="list-style-type: none"> • Narrative – descriptive setting • Information - non-chronological report • Narrative – character and dialogue • Structured Poetry – senryu and renga 	<ul style="list-style-type: none"> • Recount – newspaper report • Explanation • Narrative – story with historical setting 	<ul style="list-style-type: none"> • Narrative – story from other cultures • Persuasion - argument • Discussion • Performance Poetry
Year 6	<ul style="list-style-type: none"> • Narrative – descriptive setting • Information - non-chronological report • Narrative – contrasting characters and dialogue • Structured Poetry – Ottava rima and cinquain 	<ul style="list-style-type: none"> • Recount – newspaper report • Explanation • Narrative – story with historical setting 	<ul style="list-style-type: none"> • Narrative – story from other cultures • Persuasion - argument • Discussion • Performance Poetry

YEAR ONE

TRANSCRIPTION

revise Reception words:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week requirements
- the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck
- the /ŋ/ sound spelt n before k
- division of words into syllables
- tch
- the /v/ sound at the end of words

name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest)

apply simple spelling rules and guidance, as listed in English Appendix 1

write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

HANDWRITING

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters

- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

COMPOSITION

write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher

VOCABULARY, GRAMMAR AND PUNCTUATION

develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing.

YEAR TWO

TRANSCRIPTION

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones

add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

HANDWRITING

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters

COMPOSITION

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

read aloud what they have written with appropriate intonation to make the meaning clear.

VOCABULARY, GRAMMAR AND PUNCTUATION

develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

YEAR THREE

TRANSCRIPTION

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

HANDWRITING

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

COMPOSITION

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

proof-read for spelling and punctuation errors

read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

VOCABULARY, GRAMMAR AND PUNCTUATION

develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

YEAR FOUR

TRANSCRIPTION

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

HANDWRITING

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

COMPOSITION

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

proof-read for spelling and punctuation errors

read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

VOCABULARY, GRAMMAR AND PUNCTUATION

develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

YEAR FIVE

TRANSCRIPTION

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

HANDWRITING

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

COMPOSITION

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

proof-read for spelling and punctuation errors

perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

VOCABULARY, GRAMMAR AND PUNCTUATION

develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 in English Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

YEAR SIX

TRANSCRIPTION

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

HANDWRITING

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

COMPOSITION

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

proof-read for spelling and punctuation errors

perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

VOCABULARY, GRAMMAR AND PUNCTUATION

develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 6 in English Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.