

## **Thurlbear Writing Curriculum**

### **Introduction**

At Thurlbear the writing curriculum exposes pupils to high-quality texts and stories which are used to engage children in sequenced lessons which build up knowledge and skills.

### **Writing**

#### **Knowledge Organisation**

English units are organised to ensure a balance of coverage and progression across the year, incorporating key knowledge and skills relating to Phonics, Reading, Writing, Grammar and Spelling. Oracy underpins teaching in all units. All elements of English are embedded within the units, rather than being taught as separate strands. We aim to ensure logical progression and development of knowledge and skills. The curriculum reinforces the reciprocal relationship between Reading and Writing. Although some phonics practice and spelling is embedded, we also follow and teach daily discrete lessons following Unlocking letters and Sounds phonics programme then our spelling programme in key stage 2.

#### **Knowledge Selection**

Our choice of what to teach children follows the guiding principles of The National Curriculum. Our curriculum is inclusive and ambitious. We want to ensure it is able to support all children. Our units will be appropriately scaffolded by teachers and TAs so that children with different starting points can access them. This is supported by developing children's skills in Communication and Language throughout the Primary English Curriculum. Teachers know their pupils best, which is essential in supporting pupils in the best way possible to ensure they make progress during the lessons. During lessons we aim pupils to be thinking - both to engage with the subject and to strengthen memory of what is being learnt. We seek to exercise pupils' minds throughout their lessons. This will involve questions and tasks throughout instruction. We recognise that clear presentation and teaching helps pupils keep motivated and participating in our lessons. We will build intrinsic motivation through children's success and enjoyment within lessons. As English teachers, we believe in the power of storytelling and language to motivate and inspire children, and we aim to capture this through our lessons.

#### **Writing in key stage 1**

Oral stories from around the world to provide the engaging context for teaching fiction, non-fiction, grammar and punctuation at KS1. Each year is divided into units with a focus on either fiction or non-fiction. For fiction, each unit has an overall learning focus designed to provide clear overarching purpose and explicitly teach high-quality fiction writing based on the following areas: action, character, problem, setting, mood, description, openings, middles, and endings. These build progressively over the year. For non-fiction, writing types are taught progressively over the course of each year. This is to provide balance between breadth and depth so that pupils have a strong foundation in these 6 genres before KS2. Oral rehearsal is placed at the heart of learning within every unit to support acquisition of language and fluent, confident communication. We know that pupils are not able to effectively write stories until they can effectively communicate their ideas. We will therefore continue to build upon the

communication and Language skills developed throughout the EYFS as part of our KS1 English Curriculum. Reading also takes place at various other points throughout a unit, in warm-ups, reading as a writer activities and when drafting and editing writing. Skills in reading are taught in relation to the stories and non-fiction pieces used in each unit. Key skills are repeated throughout the year to embed strategies and behaviours. The idea is that reading in context motivates pupils, supports understanding and reinforces the interrelationship between reading and writing. Spelling is taught discretely with a new spelling rule taught every week. Spelling is taught in a fun, interactive way throughout the units. Where possible, application will be linked to words in the story or non-fiction piece used in the corresponding unit.

The idea is that pupils learn to tell stories and non-fiction pieces from memory in their own words which develops memory, sequence and language. Each unit comprises a progressive sequence which builds towards an extended writing outcome for a particular purpose. First, the story or non-fiction piece is learnt orally. The learnt piece is then deepened for understanding and language acquisition using the creative arts including drama, poetry and writing. Once language and structure is internalised, pupils move into writing. Pupils will be taught to think like writers with key tools for planning, drafting (through shared writing) and editing. Pieces can then be recycled/created leading to independence. Over the course of the year, this process of learning will become familiar for pupils, building confidence, motivation and metacognition.

Modelling high-quality examples of writing is fundamental to ensuring that we are demonstrating an example of best practice for writing; writing models will always reflect the language that is appropriate for the specific text type. Teachers will always model on flip chart paper. Teachers ensure that writing is of the highest quality so that they can set the standard of excellence.

Success criteria are developed carefully against National Curriculum objectives, or KS1 Assessment Framework objectives. It is built up progressively within year groups with fewer criteria at the beginning of the year, increasing to more as some criteria become more firmly embedded. As children become more proficient at rereading and checking their own writing, they are gradually taught to edit their own work by making changes using a 'purple polishing pen'. By the end of Key Stage One, the expectation is that all children have had opportunities to develop checking and editing skills against the success criteria.

### **Handwriting**

Daily handwriting sessions are taught from the beginning of Reception following our handwriting policy. Children are taught (unjoined) handwriting based on 'letter families' and how to position these correctly on lined whiteboards, consistent with the lined paper in their writing books. Handwriting is taught in discrete sessions. In Year 1, children continue to be taught handwriting and are further taught to discriminate between ascenders, descenders and small letters. In Year 2, children are taught the cursive joins, with the expectation that the majority of children will be using joined writing when they move into Key Stage 2.

### **Writing in Key Stage 2**

Writing at KS2 comprises several elements that complement each other, and can work together. These are Writing, Reading, Spelling, Grammar and Vocabulary. Writing units are centred around a specific text or theme. The units also incorporate the other skills and knowledge within the wider English curriculum: Reading, Grammar, Spelling and Vocabulary building. They build towards written outcomes with a focus on writing for purpose. The writing units are generally in blocks, building towards written outcomes of specific text types. Spelling is taught discretely following our phonics approach. Key stage specific spelling knowledge is also applied and reinforced throughout writing units. Grammar is taught and reinforced continually through writing and reading units. Units are low threshold, high ceiling, to ensure differentiation is available and all children can access the learning. At Thurlbear we feel it is important in English to expose students to whole stories or texts and therefore require longer sequences of lessons to build up knowledge and skills.

Writing effectively for purpose incorporates significant knowledge and skills: the knowledge of conventions within specific text types, wide ranging vocabulary, awareness of the reader – and using grammar and punctuation precisely and for effect. Writing units ensure that pupils are first clear on the 'what to write' – the content, the sequencing, the ideas, the vocabulary so that they can then focus on 'how to write' – effective use of punctuation, sentence structure, cohesive and stylistic devices in order to achieve the intended purpose on the reader. Knowledge of spelling, grammar and punctuation is applied in context – with specific rules and conventions taught incrementally, to ensure mastery of application. The KS2 writing units are sequenced for logical progression of knowledge and skills across the year - specifically relating to expectations in grammar and punctuation.

Writing Toolkits are used for developing SPAG knowledge, practising application of sentence construction and some early drafting. As editing and re-drafting is such a key area of writing, some pieces of writing are developed over a number of days. Children continue to develop the skills of proofreading and editing during Year 3 and move towards re-drafting larger sections of writing to improve content in Year 4 onwards, ensuring this progression throughout Key Stage 2.

### **Assessment**

Writing is assessed at appropriate times when key skills can be applied in a meaningful way and next steps identified by the teacher and also through self and peer assessment. Objectives for assessment are matched against age related expectations and Key Performance Indicators and our writing opportunities allow children to demonstrate that they have met the standards independently. We record these on our assessment sheets. Year 6 record against end of key stage 2 age related expectations.

## Thurlbear Writing Genres Mapped out

|  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
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| <p>At Thurlbear, the development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, orally rehearsing ideas, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> |  |   |  |  |  |   |
| Reception  | <p><b>We are family</b> – talking about own experiences<br/>Vocabulary around families.</p> <p><b>We are going on a bear Hunt</b> –<br/>Retelling narrative<br/>Learning and using new vocabulary</p> <p><b>The Little Red Hen-fiction</b> Retelling and re-enacting the story focusing on character</p> | <p><b>The Ginger Bread man</b><br/>Join in and retell<br/>Draw and label characters<br/>Recycle and create a story.</p> | <p><b>Supertato</b><br/>Know that some stories have problems<br/>Character focus<br/>Retelling stories with expression</p>     | <p><b>Dear Zoo</b><br/>Retelling and reacting a story. Adjectives to describe.</p> | <p><b>The Very Hungry Caterpillar</b><br/>Action<br/>Retell and write a story showing action</p> | <p><b>The Naughty Bus</b><br/>Narrative<br/>Instructions</p>  |
|  | <p><b>Firework poetry</b> – retelling and performing a poem.</p>   |   | <p><b>Non Fiction</b> – People who help us</p>   | <p><b>Recount</b> – either from trip or recount related to story focus.</p>        | <p><b>The Gigantic Turnip</b><br/>Action<br/>Retell and write a story showing action</p>         | <p><b>Facts about Sea Creatures</b></p>                       |
|  |  |   | <p><b>Brown Bear Brown Bear Poem</b><br/>Retelling and performing poetry<br/>Adjectives to describe and develop characters</p> |  | <p><b>Caterpillar, Caterpillar poem</b><br/>Recycling and creating own poems.</p>                | <p><b>Stanley's Stick</b><br/>Object poem</p>                 |
| Year 1   | <p><b>Narrative</b><br/>Magic Paintbrush</p>   | <p><b>Narrative</b><br/>Monkeys and Hats</p>  | <p><b>Narrative</b><br/>Awonoglema</p>   | <p><b>Narrative</b><br/>Honey and Trouble</p>                                      | <p><b>Narrative</b><br/>Lost and Found</p>   | <p><b>Narrative</b> - fairy tales, Jack and the Beanstalk</p> |
|  | <p><b>Recount</b><br/>Diary entry<br/>Magic Paintbrush</p>   |   | <p><b>Instructions</b><br/>How to make a paper crown</p>   |  | <p><b>Report</b><br/>All About explorers</p>   | <p><b>Explanation</b><br/>How to grow beans</p>               |

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|               |   |  | following Monkey and Hats                                 |  |   |   |
|               | <b>Poetry:</b> rhyming couplets<br>Sparks in the Sky      |  | <b>Poetry:</b> humorous poems: funny poems using Oi Frog! |  | <b>Poetry appreciation</b>  |   |
| <b>Year 2</b> | <b>Narrative</b><br>How Coyote Brought Fire to the Earth? | <b>Narrative</b><br>Baba Yaga                              | <b>Narrative</b><br>Bird and the Forest Fire              | <b>Narrative</b><br>The eagle who thought he was a chicken |   | <b>Narrative</b><br>Persephone            |
|               | <b>Instructions</b><br>How to defeat a giant              |  | <b>Non-Chronological Report</b><br>Witches                |  | <b>Explanation</b><br>How birds fly?                                      | <b>Recount</b><br>news report             |
|               | <b>Poetry:</b> Poems on a Theme<br>Happy Poems            |  |   |  | <b>Poetry appreciation</b>  |   |
| <b>Year 3</b> | <b>Narrative</b><br>Stone Age Boy                         | <b>Narrative</b><br>Polar Express<br>Descriptive paragraph | <b>Narrative</b><br>Fairy Tales Aladdin                   | <b>Narrative</b><br>Lost in the Colosseum                  | <b>Narrative</b><br>Ancient Egypt – Tadeo                                 | <b>Narrative</b><br>The BFG               |
|               | <b>Instructions</b><br>How to wash a woolly Mammouth      | <b>Persuasion</b><br>The Day the Crayons Quit              |   | <b>Report</b><br>non-chronological spiders                 | <b>Recount</b><br>Diary entry<br>Ancient Egypt – Tadeo                    | <b>Explanation</b><br>How bees make honey |
|               | <b>Poetry appreciation</b>                                |  | <b>Poetry:</b> Windmill farmer                            |  | <b>Poetry:</b> festival poems from around the world                       |   |
| <b>Year 4</b> | <b>Narrative poetry</b><br>Jabberwocky                    | <b>Narrative</b><br>Traditional tales<br>Christmas Carol   |   | <b>Narrative</b><br>How to train your Dragon               | <b>Narrative</b><br>Film clip<br>Ride of Passage                          | <b>Narrative</b><br>The Whale Rider       |
|               | <b>Non-chronological Report</b><br>Angler Fish            |  | <b>Persuasive</b> How to train your Dragon                | <b>Instructions</b><br>How to train your Dragon            | <b>Journalistic writing – newspaper report</b> based on traditional tales | <b>Explanation</b><br>Chocolate Making    |
|               |   |  | <b>Poetry:</b> John Lyons riddles                         |  | <b>Poetry appreciation</b>  |   |
| <b>Year 5</b> | <b>Narrative</b><br>Flood                                 | <b>Narrative</b><br>The Odyssey retold by Gillian Cross    | <b>Narrative</b><br>Highway Man                           |  | <b>Narrative</b><br>Historical<br>Macbeth                                 | <b>Narrative</b><br>Beowulf               |

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|               | <b>Non-chronological Report</b><br>The Ultimate Guide to Unicorns and other flying horses |  | <b>Persuasion</b><br>Rooftoppers                      | <b>Newspaper report / recount</b><br>Pandora –film clip | <b>Discussion text</b><br>Hidden Figures<br>Diary / Memoir | <b>Explanation text</b><br>Beetle Boy                          |
|               | <b>Poetry appreciation</b>  |  |   |   | <b>Poetry:</b> city of silence                             |  |
| <b>Year 6</b> | <b>Narrative</b><br>Sherlock Holmes   |  |   | <b>Narrative</b><br>Darwin's Dragons                    | <b>Narrative</b><br>Dream Giver                            | <b>Narrative</b><br>The Golden Compass                         |
|               | <b>Report Non-chronological</b><br>Pandas   | <b>Discussion</b><br>formal letter, diary,<br>balanced argument<br>Suffragette: The Battle for Equality by David Roberts | <b>Recount</b><br>Biographies<br>Important Scientists |   | <b>Persuasion</b><br><i>For the birds</i>                  | <b>Letters</b><br><b>Diary</b><br><b>Report</b><br>The Arrival |
|               | <b>Poetry appreciation</b>  |  | <b>Poetry:</b> monologues<br>I am the dreadful Menace |   | <b>Poetry:</b> On the move by Michael Rosen                |  |

## English Standards

|                  | Presentation   | Writing Stamina   | Writing across the curriculum   | Feedback, marking, editing   | Success Criteria Learning objective   |
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| Foundation Stage | <p>Short date written/stamped by an adult/ on label</p> <p>Wide lined paper to be used</p> <p>The child will hold a pencil correctly using a tripod grip</p> <ul style="list-style-type: none"> <li>• Correct letter formation taught using Unlocking letters and Sounds letter patters</li> <li>• Correct letter formation is a focus in all writing</li> </ul> | <p>All children have daily writing opportunities in phonics.</p> <ul style="list-style-type: none"> <li>• Each child will have 1 teacher directed opportunity to write each week which increases to 2 from January - one in a teacher-led group and the other independent</li> <li>• Guided work marked with G</li> </ul> <p>Underline in green where the children have been shown which grapheme to write</p> <p>An 'I' will be used to indicate where independent writing starts following a guided group input</p> <p>Where no symbol is recorded, the work is independent</p> |   | <p>Feedback will be specific to the success criteria and/or learning objective</p> <ul style="list-style-type: none"> <li>• Success criteria feedback will be in pink and green, using school marking pens</li> </ul> <p>Scribing and other learning notes will be written in black teacher pens</p> | <p>Only use if appropriate to task</p> <p>Pictorial if appropriate</p>  |
| Key Stage 1      | <p>Short date written/stamped by an adult/ on label</p> <p>Correct letter formation secured through Year 1 using letter families</p> <ul style="list-style-type: none"> <li>• When children are secure with letter</li> </ul>  | <p>Throughout the week, children will have at least 2 different opportunities to apply skills in either short or extended writing tasks</p> <ul style="list-style-type: none"> <li>• In Year 1 these writing tasks will often take place within English sessions</li> </ul>   | <p>Children should apply skills learnt in SPAG sessions through independent writing across the curriculum</p> <ul style="list-style-type: none"> <li>• Success criteria may be used as</li> </ul> | <p>Assessment should be very specific to the learning objective and/or success criteria</p> <ul style="list-style-type: none"> <li>• Objective met/ partially met/ not met stickers are used for SPAG tasks (unless success criteria has been used)</li> </ul>                                       | <p>Success Criteria may be used for pupil and teacher assessment of extended writing pieces</p> <ul style="list-style-type: none"> <li>• Child specific targets may be</li> </ul> |

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|  | <p>formation, move on to joins using the school's handwriting policy</p> <ul style="list-style-type: none"> <li>• Wide lined paper to be used until the child has sufficiently advanced fine-motor skills</li> </ul> | <ul style="list-style-type: none"> <li>• In Year 2, there may be an extended writing opportunity in an English session and another piece of writing in a different area of the curriculum</li> <li>• Guided work marked with G An 'I' will be used to indicate where independent writing starts following a guided group input</li> <li>• Where no symbol is recorded, the work is independent</li> </ul> | <p>a prompt for their grammar, punctuation and spelling</p> <ul style="list-style-type: none"> <li>• Text types should be taught in English lessons and learning may be applied in writing across the curriculum (This will increase as the child moves into Year 2)</li> </ul> | <ul style="list-style-type: none"> <li>• Children who have not achieved objective are identified and receive support in a guided group</li> <li>• Misconceptions are recorded on assessment</li> <li>• Checking and editing work will be explicitly taught and opportunities to edit/respond to feedback will be built into lessons as appropriate to task</li> <li>• All teacher marking is in pink and green using school marking pens.</li> <li>• Children edit and mark in purple polishing pen</li> <li>Begin by underlining the word in pink for common exception words and spelling rules that have been taught – children to move towards correcting these independently</li> <li>• When children are more independent in their editing, move to using a pink dot to the start of the line where the mistake has occurred</li> <li>• Repeated misconceptions in spellings/spelling rules should be picked up and practised</li> </ul> | <p>highlighted on success criteria</p> <ul style="list-style-type: none"> <li>• Success criteria may be limited or specific where children have SEND</li> </ul> <p>Every lesson must have a clear LO</p> <ul style="list-style-type: none"> <li>• Work must be ticked / stickered to indicate assessment of the LO but if using Success Criteria, success steps should be ticked (if met) and no sticker is required</li> </ul> |
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|             |   |   |  | with individual children or common misconceptions retaught in spelling teaching sessions  |  |
| Key Stage 2 | <p>Long date at the start of each new piece of work</p> <ul style="list-style-type: none"> <li>• ALL underlining using a ruler</li> <li>• Where a word/sentence needs to be changed or edited by a pupil, it will be crossed through with one line</li> <li>• Main writing in blue pen; editing in purple</li> <li>• Handwriting (including editing) is legible, neat and cursive</li> <li>• Narrow lined paper (once the child has mastered joined writing)</li> </ul> | 'Short writes' completed in a single session may be shorter. Provide opportunities for longer writes - should be at least one page. | <p>Children should apply skills learnt in SPAG sessions through independent writing across the curriculum as well as in their English writing</p> <p>Text types should be taught in English lessons and learning applied across the curriculum</p> <p>The same standards for presentation are expected across the wider curriculum</p> | <p>Guided work marked with G</p> <p>An 'I' will be used to indicate where independent writing starts following a guided group input</p> <p>Where no symbol is recorded, the work is independent</p> <p>Where key spellings are identified, teachers may - use a dot in the margin of a line to guide children towards independently finding spelling errors. This may be recorded on the assessment sheet if it is the focus of the next editing session or guided group - give key spellings for children on the editing page as appropriate</p> <p>Where a single, specific SPAG error is identified, teachers will underline in pink and follow up with a guided group or whole class input as appropriate, recorded on the assessment sheet</p> | <p>Every lesson will have a clear learning objective</p> <p>When using toolkits for extended writing, a clear learning objective should still be communicated to children</p> <p>Toolkits will be used for extended writing pieces</p> <p>Children will be given opportunities to self, or peer, assess their work before the teacher marks it</p> <p>Toolkits may be adapted where children have SEND but will give opportunity for them to meet objectives</p> |

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|  |  |  |  | <p>Assessment should be very specific to the learning objective or toolkit</p> <ul style="list-style-type: none"><li>• All teacher marking is in pink and green, using school marking pens</li><li>• Editing against a toolkit will be completed after teacher marking</li></ul> | <p>taught within the class where possible</p> <p>Toolkits will be stuck in neatly in line with the top line of the page</p> |
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