

**Belton Church of England Primary School**

WRITING CURRICULUM STATEMENT

Achieving the Best Together

I have come that they may have life in all its fullness – John 10:10

# Curriculum Vision

# Intent

At Belton CE Primary School, we intend to create confident writers who develop stamina for writing throughout school. We aim for all of our children to be independent writers, building on a range of skills as they work through each journey of writing. Throughout this journey, we ensure the children of Belton CE Primary School are immersed in a range of genres and have a clear understanding of purpose. Our learners will have a secure understanding of the purpose of a text type, the purpose and intended impact of writing skills/tools and the ability to carefully select vocabulary with careful attention to the desired effect on the readers’ thoughts and feelings. Our learners are challenged and encouraged to take risks and view mistakes as another part of the learning process. Our learners will always set high expectations for themselves where they take pride in all aspects of learning and in everything they produce.

# Implementation

At Belton CE we use carefully chosen text from ‘Real Writing’ that reflects our mixed aged classes and rigorously matched again the National Curriculum Grammar objectives. Each Real Writing unit gives guidance on how the text type could be taught. Teachers have the flexibility to change the sequence, add or remove learning tasks depending on the needs of the class. There are opportunities to revisit writing skills from previous year groups to consolidate learning and deepen understanding for pupils working at greater depth.

Writing lessons are taught daily five days a week through the use of high-quality and inspiring model texts. Pupils will be exposed to a wide range of vocabulary and writing skills that can be explored further where appropriate. There are opportunities to write for a wide range of audiences and purposes and challenge activities for pupils working at a greater depth are identified within planning.

Grammar and punctuation are identified in annotated versions of the model texts used to assist teachers when exploring and developing these writing skills in context. The teaching of explicit skills will be included within the unit, linked to the model text. Where appropriate, the teaching of specific spelling patterns, prefixes and suffixes, morphology and etymology of words and the use of a dictionary will be taught, linked to the model text.

# Impact

Attainment in writing is measured consistently throughout the year by moderating pieces of writing both at the end of each ‘Real Writing’ unit (3-4 pieces of writing per term) and through independent topic-related pieces of work. Regular moderations also take place between teachers to quality assure judgements made. These are either in house, or as part of a cluster of local schools. Exemplification materials and the Teacher Assessment Framework are used to support judgements made.

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2 children have developed a writer’s craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation

# SEN Statement

To enable all children to reach their potential and work independently, we use a range of strategies and techniques including:

* Supporting visuals
* Phonics mats
* Word banks (with sound buttons or pictures)
* Talk tins

Children that would benefit from extra support in-order to reach their full potential will also receive small group interventions which might include pre-teaching and over-learning.  This means that they may be exposed to relevant vocabulary before the lesson so that they are familiar with certain words before their new learning begins. The classrooms are tailored to the topics that the children are working on with working walls that display vocabulary, topic information and writing examples that the children can use to support their learning. Teachers give children verbal feedback throughout lessons so that they receive appropriate support at the time of need and can implement the feedback in their work straight away.  Children can also use laptops and other aids to support their ability to write at pace.

# British Values

**Democracy** is taught through the opportunities for classroom debates. This helps to emphasise that all opinions should be heard in a respectful way. Class discussions and group work model how to collectively work towards a goal. All children are given an opportunity to speak and all ideas are accepted, unless ideas promote hatred and inflict harm on others. Children are taught to explore both sides of an argument and are taught how to identify fact and opinions students are taught to form opinions and ideas based on evidence and facts provided to them.

**Rule of Law** – Children will explore moral implications of choices made by characters in texts and will use writing or speaking to explore the reasons for their choices and the consequences of some of the choices made.

**Individual Liberty** – Children are able to express themselves through poetry, creative and non-fiction writing across all year groups. Children are regularly asked their opinion and are asked to express their opinions to others.

**Tolerance and Mutual Respect** – Children have to respectfully listen to other students and then in turn will be respectful. Texts have been chosen to show a wide range of cultures, backgrounds and faiths for the children to explore within their lessons.



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WRITING PROGRESSION STATEMENT

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Vocabulary Progression

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| **Oracy and Vocabulary** | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Sentence stems**  I like…  I don’t like… One day… Next…  In the end...  I think...because | **Sentence stems**  I like/don’t like... because…  I think… happened because… I feel that…  Next time I … First, next…  I agree/disagree because... | **Sentence stems**  I think...because… They are similar/different  because…  I know this because… I found…  Next time I could…  It was interesting because...  I like the part where....  I predict that... | **Sentence stems**  An argument for/against is… I understand, however...  It appears to be…  I enjoyed it because… Maybe next time you could try…  My opinion is… Building on…  I remember that... | **Sentence stems**  An argument for/against is… I understand, however...  It appears to be…  I understand that depending on… I understand your point of view however…  You could improve this work by… It was successful because…  Due to the fact that… Most reasonable people would  agree that… Due to… Subsequently... | **Sentence stems**  In my opinion…  I have two main reasons for… In some ways… Another feature…  However, they also differ… Perhaps some people would argue…  Furthermore they… It is clear that…  I deduce that… In conclusion…  Perhaps the reason… Therefore, in my opinion... | **Sentence stems**  On the one hand…  I am convinced that… Given that…  Another feature they have in common…  The similarities/differences are significant because…  Based on… Having considered…  This infers… This suggests…  Having considered… This is supported by the fact  that…  Possible improvements may include… Evidently…  Owing to…  After consideration/reflection… In summary…  The consequences of... |
| Letter, word, sentence | letter, capital letter, word, singular, plural, sentence,  punctuation, full stop, question mark and exclamation mark. | To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. | conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). | determiner, pronoun, possessive pronoun and adverbial | modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity | subject, object, active, passive, synonym, antonym,  ellipsis, hyphen, colon, semicolon and bullet points. |

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| **Writing Transcription - Handwriting and Presentation** | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| To show good control and coordination in large and  small movements.  To move confidently in a range of ways, safely negotiating space.  To handle equipment and tools effectively, including pencils for writing.  Use Letter join letter formation when ready  To write simple sentences which can be read by themselves and others  Cursive writing to be used as a model- children to join as and when they are ready. | To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.  To sit correctly at a table, holding a pencil comfortably and correctly.  To form digits 0-9.  To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.  To use finger spaces.  . | To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.  To form lower case letters of the correct size, relative to one another.  To use spacing between words that reflects the size of the letters.  To begin to use the diagonal and horizontal strokes needed to join letters.  To use joined writing by the end of Y2  To write full date and underline on each piece of work (short date maths) | To use a neat, joined handwriting style with increasing accuracy and speed  To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.  To always start at the margin and leave a line between paragraphs | To increase the legibility, consistency and quality of their handwriting [e.g 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].  To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. | To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.  To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.  To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. | To 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.  To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form). |

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| **Writing composition: Planning, Editing, Purpose and Audience** | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| To develop their own narratives and explanations by connecting ideas or events.  To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | To say out loud what they are going to write about.  To compose a sentence orally before writing it.  To sequence sentences to form short narratives. Use a story map.  Use 5 part story plan opening, build up, problem, resolution, ending  To discuss what they have written with the teacher or other pupils.  To reread their writing to check | To write about personal experiences and those of others (real and fictional).  To write about real events.  To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. Use story maps and mountains and ‘boxing up’ text.  To encapsulate what they want to say, sentence by sentence.  To make simple additions, revisions and corrections to their own writing by evaluating their | To begin to use ideas from their own reading and modelled examples to plan their writing.  Use story mountains, maps and ‘boxing up’ of texts  To proofread their own and others’ work to check for errors (with increasing accuracy) and to make improvements.  To begin to organise their writing into paragraphs around a theme.  To compose and rehearse sentences orally (including dialogue). | To compose and rehearse sentences orally (including dialogue), progressively building a varied and  rich vocabulary and an increasing range of sentence structures.  To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.  Use story mountains, maps and ‘boxing up’ of texts  To proofread consistently and amend their own and others’ | To 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.  To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.  To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. | To note down and develop initial ideas, drawing on reading and research where necessary.  To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).  To use a wide range of devices to build cohesion within and across paragraphs.  To habitually proofread for spelling and punctuation errors.  To propose changes to vocabulary, grammar and |

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|  | that it makes sense and to independently begin to make changes.  To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe. | writing with the teacher and other pupils.  To reread to check that their writing makes sense and that the correct tense is used throughout.  To proofread to check for errors in spelling,  grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). |  | writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. | To consistently link ideas across paragraphs.  To proofread their work to assess the effectiveness of their own and others’ writing and to make necessary corrections and improvements. | punctuation to enhance effects and clarify meaning.  To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. |
| To express themselves effectively, showing awareness of listeners’ needs. | To use a number of simple features of different  text types and to make relevant choices about subject matter and appropriate vocabulary choices.  To start to engage readers by using adjectives to describe. | To write for different purposes with an awareness of an increased amount of fiction and  non-fiction structures.  To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.  To read aloud what they have written with  appropriate intonation to make the meaning clear | To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).  To make deliberate ambitious word choices to add detail.  To begin to create settings, characters and plot in narratives. | To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including  genre-specific layout devices).  To write a range of narratives that are well- structured and well-paced.  To create detailed settings, characters and plot in narratives to  engage the reader and to add atmosphere.  To begin to read aloud their own writing, to a group or the whole  class, using appropriate intonation and to control the tone and volume so that the meaning is clear. | To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.  To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.  To regularly use dialogue to convey a character and to advance the action.  To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. | To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).  To distinguish between the language of speech and writing and to choose the appropriate level of formality.  To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). |

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| **Grammar and Punctuation** | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  To use past, present and future forms accurately when talking about events that have happened or are to happen in the future | To use simple sentence structures. | To use the present tense and the past tense mostly correctly and consistently.  To form sentences with different forms: statement, question, exclamation, command.  To use some features of written Standard English | To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.  To use ‘a’ or ‘an’ correctly throughout a piece of writing | To always maintain an accurate tense throughout a piece of writing.  To always use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’ and ‘I did’ rather than ‘I done’. | To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.  To ensure the consistent and correct use of tense throughout all pieces of writing. | To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. |
| To begin to use more complex sentences to link thoughts when | To use the joining word (conjunction) ‘and’ to link ideas | To using co-ordination (or/and/but). | To use subordinate clauses, extending the range of sentences | To use subordinate clauses, extending the range of sentences | To use a wide range of linking words/phrases | To use the subjunctive form in formal writing. |

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| speaking (e.g. using ‘and’ and ‘because’). | and sentences.  To begin to form simple compound sentences. | To use some subordination (when/if/ that/because).  To use expanded noun phrases to describe and specify (e.g. the blue butterfly). | with more than one clause by using a wider range of conjunctions, including when, if, because, and although.  To use a range of conjunctions, adverbs and prepositions to show time, place and cause. | with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.  To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.  To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. | between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).  To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g.  Professor Scriffle, who was a famous inventor, had made a new discovery**.** | To use the perfect form of verbs to mark  relationships of time and cause. To use the passive voice.  To use question tags in informal writing. |
|  | To use capital letters for names, places, the days of the week and the personal pronoun ‘I’.  To use finger spaces.  To use full stops to end sentences.  To begin to use question marks and exclamation marks. | To use the full range of punctuation taught at key stage 1 mostly correctly including:  - capital letters, full stops, question marks and exclamation marks;  - commas to separate lists; apostrophes to mark singular possession and contractions. | To use the full range of punctuation from previous year groups.  To punctuate direct speech accurately, including the use of inverted commas. | To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.  To consistently use apostrophes for singular and plural possession. | To use commas consistently to clarify meaning or to avoid ambiguity.  To use brackets, dashes or commas to indicate parenthesis | To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. |



**Belton Church of England Primary School**

Writing Rolling Programme

Cycle A

Red – Narrative Green- Non Fiction Blue - Poetry

Model texts are taken from ‘Real Writing’. ‘Real Writing’ is a complete writing curriculum for years 1-6, that puts the highest quality model texts at the heart of great literacy teaching. For each year group, units have been arranged to build progression of skills, whilst ensuring there is spaced repetition wherever possible and skills build upon themselves.

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| **Cycle A** | **Autumn** | | **Spring** | | **Summer** | |
| **R** | The Tiger who came to tea  The Colour Monster  Were Going on a Bear Hunt  The Smeds and the Smoos  Goldilocks and the Three Bears  Hedgehogs | Night Monkey, Day Monkey  How to Catch a Star  Stickman  Rama and Sita  The Gingerbread Man  Autumn | Geronimo  After the Fall  The Great Gran Plan  Last Stop on Market Street  The Three Little Pigs  Snow and Ice | Scarecrows Wedding  Olivers Vegetables  Farmer Duck  The Name Jar  Little Red Hen  On the Farm | The Snail and the Whale  Lost and Found  The Train Ride  Jack and the Beanstalk  Look inside – things that go | Tiddler  Making a Splash  The Singing Mermaid  Julian is a Mermaid  Hansel and Gretel  See Under the Sea |
| *Children should be working at a level which sees them:*   * Beginning to form lowercase and capital letters correctly * Being more confident in writing identifiable letter shapes * Segmenting and blending the sounds in simple words and naming sounds taught. * Spelling words by identifying the sounds and then writing the sounds with letters * Talking about sentences and starting to write short sentences * Showing an awareness of full stops | | *Children should be working at a level which sees them:*   * Using their phonic knowledge to write words in ways which match their spoken sounds * Writing some common exception words * Writing simple sentences that can be read by themselves and others * Spelling small, familiar words correctly and making phonetically plausible attempts at more complex words * Re reading what they have written to make sure it makes sense. | | *Children should be working at a level which sees them:*   * Write recognisable letters, most of which are correctly formed * Spell words by identifying sounds in them and identifying the sounds with a letter or letters * Write simple phrases and sentences that can be read by   others. | |
| **Comprehension:** understand what has been read by retelling stories and narratives in their own words. Anticipate key events in stories. Use and understand introduced vocabulary.  **Word Reading**: say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with phonics knowledge. Read aloud simple sentences and books consistent with phonic knowledge. Writing: write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sound with a letter. Write simple sentences that can be read by others | | | | | |
| Y 1/2 | The Enormous Turnip  How to Make a Delicious Honey Sandwich  Information about Tigers  Autumn Themed Story (about an animal)  Firework Poem  A Letter to Father Christmas | | The Three Little Pigs  Poems about toys  A Magic Key type story (home-away-home)  Poetry of the Four Seasons | | Carnival of the Animals  Postcard from the seaside  Diary in role as a person in The Great Fire of London  Explanation Text; How to keep yourself healthy | |
| Y 3/4 | Text 2: How to make a healthy fruit salad  Text 18: Baba Yaga  Text 17: Cave Painting Story  Text 11: Queenie Mackenzie  Text 21: Life in the Tropics | | Text 18: Cowboy  Text Present Perfect Poem  Text 23: Volcano Poem  Text 25: Diary of a Fossil Hunter | | Text 12: Protect Ancient Woodland  Text 3: Life Cycle of a Flower  Text 25: Stay Safe with Electricity  Text 23: Echo and Narcissus | |
| Y 5/6 | Beowolf v Grendel  Visit Florida  Wrath of the Vulcan – Beating the Monster  A magazine report | | Samosa Recipe – Instructional Writing  A Trip to Blackpool – Historic Narrative  Peppered Moth – Scientific Report  On board the Beagle | | Job applications – formal and informal letters  Coventry Blitz  Newspaper Recount  Stuck – A wishing story set in Victorian times  A River Speaks | |

Cycle B

Red – Narrative Green- Non Fiction Blue - Poetry

Model texts are taken from ‘Real Writing’. ‘Real Writing’ is a complete writing curriculum for years 1-6, that puts the highest quality model texts at the heart of great literacy teaching. For each year group, units have been arranged to build progression of skills, whilst ensuring there is spaced repetition wherever possible and skills build upon themselves.

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| **Cycle B** | **Autumn** | **Spring** | **Summer** |
| **R** | Reception are on a one-year cycle. The texts above will be repeated in cycle B | | |
| **Y 1/2** | Little Red Hen  Jungle Adventure  Simple info text about Autumn  Gingerbread Man  What am I?  A Letter to Father Christmas | Fairy-tale which includes a magic spell  How to Make a Rain stick  Weather poem  Non chron Florence Nightingale | Travel Brochure  Ultra-Kid and the Terrible Tornado  Biography of a famous Author  Fantasy story – Out of this World |
| **Y 3/4** | Text 14: Come to Small Town Academy  Text 19: Mardi Gras Story  Text 14: Gustav Halst  Text 1: How to look after your teeth  Text 10: Staffordshire Hoard | Text 8: Biomes  Text 22: Changing States  Text 24: Boudicca  Text ? Around the World Emails | Text ?The First Elephant  Text 24: Rucksack  Text 9: What are time zones?  Text? Cinquains  Text ? Story Set on Hadrian’s Wall |
| **Y 5/6** | Beddgelert  Biography of Katherine Johnson  I am worried about my brother – Agony Aunt letters  Diary of Alessadbdro Volta | Water Cycle Haiku  Grey Wolf Captured – Newspaper Recount  Narrative – Jaguar in the chicken coop  Human Heart | Alien Invasion – A Chilli Day  School Report  Glittering Collar  Trainer Advertisement – Persuasion  Crime and Punishment  Daydreaming Poem |

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