

Accuracy

I am a writer because I check that my work makes sense. I think carefully about my handwriting, spelling and punctuation.

Writing Curriculum **BIG IDEAS**



Creativity

I am a writer because I make my own choices and use my imagination to invent and explore ideas.

Style

I am a writer because I develop my own style. I experiment with vocabulary, sentence structure and punctuation to create different effects in my writing.



Writing Curriculum

Teaching Approaches: Accuracy

Writing is everywhere. It is creative and complex. We use it to learn, imagine, console, entertain, argue or simply, to communicate. Through the **BIG IDEAS** we aim to ensure that our children are empowered to make the best choices when it comes to their writing.

BIG IDEA	EYFS	KS1	KS2
ACCURACY	<ul style="list-style-type: none"> ◇ Phonics lessons focus on spelling and handwriting. Correct letter formation is modelled and practiced repeatedly so that it becomes automatic, efficient and fluent over time. ◇ Once children have developed the correct strength in their core, shoulders, arms and wrists, small motor skills are developed through the use of different tools and activities. ◇ Children are taught the correct pencil grip and extra help is given when needed. ◇ They listen to and talk about a range of stories, building up familiarity and understanding of plots and characters. ◇ These books are available for children to enjoy in the book corner or at home, giving them the opportunity to retell stories. ◇ Teachers describe events in detail, modelling sequencing skills and sentences. 	<p>As EYFS plus:</p> <ul style="list-style-type: none"> ◇ Year 2 children are introduced to writing for different purposes. ◇ Regular writing opportunities support children to build up stamina and their ability to maintain their accuracy consistently when sequencing multiple sentences. 	<ul style="list-style-type: none"> ◇ Children continue to write for a range of different purposes. ◇ Year group expectations for grammar are taught through each unit of work. Standalone lessons focusing on a key area are used when further practice or explicit instruction is needed. ◇ Spellings are taught in small groups. A whole school progression document ensures coverage. ◇ Each child has access to Wordshark which personalizes spellings for individuals, targeting gaps and weaknesses in their knowledge. ◇ The handwriting rescue scheme is used to support individuals that need more time to develop their control.



Writing Curriculum

Teaching Approaches: Creativity

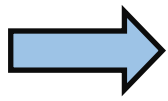
BIG IDEA	EYFS	KS1	KS2
CREATIVITY	<ul style="list-style-type: none">◇ Children are encouraged to draw freely using their imaginations.◇ Through their continuous provision, children engage in role play and small world play.◇ They create stories and share stories together.	<p>As EYFS plus:</p> <ul style="list-style-type: none">◇ Experiences and objects are used to inspire new ideas.◇ COOL time provides opportunities for children to write for pleasure.◇ Creativity is shared and celebrated.	<ul style="list-style-type: none">◇ Children are given time and space to write independently◇ 'Free writing' opportunities encourage writing for pleasure.◇ COOL time provides opportunities for children to write for pleasure.◇ Different stimuli are used to inspire new ideas, such as videos, pictures, objects and experiences.◇ Creativity is shared and celebrated.



Writing Curriculum

Teaching Approaches: Style

BIG IDEA	EYFS	KS1	KS2
Style	<ul style="list-style-type: none">◇ Children are encouraged to draw freely, developing their own early handwriting style.◇ Children learn vocabulary through discussing, sharing and exploring verbally.◇ When reading, teachers pick out interesting words and talk about them with the children.◇ Talk through stories is used to extend and deepen children's vocabulary.	<p>As EYFS plus:</p> <ul style="list-style-type: none">◇ Teachers model the writing process, talking simply about their ideas and the choices they make.	<ul style="list-style-type: none">◇ Open-ended picture prompts are used regularly to inspire short-burst writing in which children experiment with a range of tools and techniques.◇ Word banks are collected collaboratively. When modelling writing, teachers verbalise their thought process aloud, explaining their choices and preferences.◇ The individual styles of different authors and poets are explored and discussed. Children are encouraged to share their opinions.◇ Children are given choices about



Writing Curriculum

Free Writing and Genre Focused Units

All writing is underpinned by the three BIG IDEAS: accuracy, style and creativity. From years 2-6 children learn to write through genre focused units and free writing. Woven into each unit is the teaching of relevant grammar, punctuation and spelling expectations for the year group as well as opportunities for drama and vocabulary exploration.



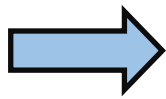
Narrative is taught in small, carefully scaffolded chunks. Modelled sentences provide structure and clarity for all with opportunities to 'deepen the moment' extending more able writers.

Poetry is shared and enjoyed little and often to expose children to the rich language and structure of a variety of pieces. This feeds into short poetry units in which children craft their own.

Films and short clips are used for short, focused pieces of writing. For example, they could be used to: explore extended metaphor in descriptive writing; craft dialogue between characters; experiment with different story endings etc.

Non-fiction writing is inspired by each class' topic. As with narrative, small chunks and modelled sentences provide support and clarity for all. Explicit vocabulary teaching in the wider curriculum supports children to use subject-specific, tier 3 words.

Performance units are drama based. Techniques such as choral speaking are used to express mood and interpret meaning in poetry and prose.



Writing Curriculum

Year Group Scope and Sequence

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Drawing Club Drawing Club - "CAN I GO AND PLAY NOW..?"					
	Mark making					
	Forming letter and sounds	Writing tricky spellings		Application of phonics		
Y1	Application of phonics including tricky word spelling	Ensuring accuracy of formation, finger spacing, punctuation and spelling				
	Drawing Club	Curious Quests				
Y2	Application of spellings in sentence writing ensuring accuracy of formation, finger spacing, punctuation and spelling	The Writing For Pleasure Centre -- promoting research-informed writing teaching (writing4pleasure.com)				
	Free writing and genre focused writing					
Y3	Free Writing, Genre focused units cover: The Writing For Pleasure Centre -- promoting research-informed writing teaching (writing4pleasure.com)					
	Narratives Poetry Playscripts Diaries Letters Recounts					
	Fact Files Instructions Explanations Reports					
	Autobiography Memoir Persuasion Discussion					
	Each half term children undertake a free writing unit and a genre focused unit. Woven into each unit is the teaching of relevant grammar, punctuation and spelling expectations for the year group as well as opportunities for drama and vocabulary exploration.					
Y4	As Y3					
Y5	As Y3					
Y6	As Y3					

Writing Curriculum

Spelling Progression Y2-6

Spelling lessons in years 2-6 are taught a minimum of three times a week and follow the structure of **review, teach, practice and apply** used in Reception and year 1. A range of strategies are used to help children internalise them, such as mnemonics, over-articulating, delving into morphology, finding words within words, creating word art and segmenting into syllables. Adults help children see links between words.

Term	Year 2	Year 3	Year 4	Year 5	Year 6
Overview	<p>Lessons are made up of four key elements: review, teach, practice and apply.</p> <p>Spelling rules, patterns and words are revisited throughout the year to help children commit learning to their long-term memory and build automation, speed and confidence. This includes learning from previous year groups. E.g. Year 2 children will revise objectives from the year 1 curriculum.</p> <p>Words in red are from the common exception word lists. Children are taught to read the words, identify the tricky parts (<i>people</i>) and learn strategies to remember them. Homophones are shown in purple. Both sets of words are taught and then practiced regularly throughout the year.</p> <p>The order of teaching can be adapted to meet the needs of the children or to fit in with specific topics. For example, <i>quarter</i> and <i>minute</i> could be taught alongside a time unit in a different term than the one specified.</p>				
Homophones	<p>blue/blew, night/knight, there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee</p>	<p>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>		<p>advice/advise, affect/effect, licence/license, isle/aisle, desert/dessert, devise/device, practice/practise, allowed/aloud, herd/heard, farther/father, past/passed, guessed/guest, morning/mourning, serial/cereal, draft/draught, descent/dissent, complement/compliment, bridal/bridle, ascent/assent, alter/altar, aloud/allowed.</p>	
Autumn 1	<p>The /l/ or /əl/ sound spelt –le (e.g. little, middle) or spelt –el (e.g. camel, tunnel) or spelt –al (e.g. metal, hospital) or spelt –il (e.g. fossil, nostril);</p> <p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book)</p> <p>The /i:/ sound spelt –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);</p> <p>Word List: poor, door, floor, because, find, kind, mind, behind, child, children, wild</p>	<p>Using apostrophes in contractions.</p> <p>Long /ow/ sound spelt 'ou' (e.g. mouth, found, around).</p> <p>Short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>Most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>Word List: enough, thought, through, occasion(ally, probably, accident(ally), actual(ly), circle, possible, particular, length</p>	<p>Using apostrophes in contractions.</p> <p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity)</p> <p>Word List: possible, regular, material, natural, famous, different, complete, purpose, heard (9)</p>	<p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p> <p>Word List: acc – accommodate, accompany, according, physical, identity, forty, lightning, temperature, language, pronunciation (10)</p>	<p>To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>Word List: available, vegetable, nuisance hindrance, explanation, recognise, queue, recommend, guarantee, sincere(ly)</p>

Writing Curriculum

Spelling Progression Y2-6

<p>Autumn 2</p>	<p>The /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust).</p> <p>The /aɪ/ sound spelt -y (e.g. cry, fly, July).</p> <p>The /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</p> <p>The /b/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)</p> <p>Word List: most, only, both, old, cold, gold, hold, told, every, everybody, Christmas</p>	<p>Long /a/ sound spelt 'ai' (e.g. straight, painter, rain).</p> <p>The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>The /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character, Christmas).</p> <p>The /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>Words that use the possessive apostrophe with singular words (boy's, dog's, unicorn's).</p> <p>Word List: straight, weight, eight, eighth, reign, quarter, minute, question, sentence, learn (10)</p>	<p>Words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>Words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>Words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>Words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>Word List: opposite, possess, possession, mention, calendar, caught, decide, recent (8)</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>Word List: Conscious, conscience, ancient, sufficient, relevant, attached, determined, occur, especially, sacrifice (10)</p>	<p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>Word List: convenience, existence, appreciate, committee, community, desperate, parliament, profession, vehicle, privilege (10)</p>
------------------------	---	---	---	--	---

<p>Spring 1</p>	<p>Words by adding –es to nouns and verbs ending in –y where the ‘y’ is changed to ‘i’ before the –es (e.g. flies, tries, carries);</p> <p>Words with prefixes un and dis.</p> <p>Words by: 1) adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules; 2) adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before (including exceptions); 3) adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including</p> <p>Word List: even, great, break, steak, pretty, beautiful, after, fast, last, past, father</p>	<p>Words with the prefixes un, dis, re, mis and bi.</p> <p>Words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>Words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning)</p> <p>Word List: disappear, bicycle, remember, consider, February, continue, possess, describe, breath, breathe (10)</p>	<p>Rules for plurals</p> <p>Words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls’, boys’, babies’, children’s, men’s, mice’s).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in ‘y’, ‘our’ or ‘e’ and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p> <p>Word List: famous, various, address, arrive, strength, often, popular, women, woman (9)</p>	<p>To spell words with ‘silent’ letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>Word List: bruise, muscle, frequently, immediately, definite, criticize, stomach, suggest, dictionary (9)</p>	<p>To spell words with a long /e/ sound spelt ‘ie’ or ‘ei’ after ‘c’ (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference) .</p> <p>Word List: cemetery, excellent, necessary, correspond, interfere, government, environment, signature, mischievous (9)</p>
------------------------	--	---	---	---	--

<p>Spring 2</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly</p> <p>Words ending in -tion.</p> <p>the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)</p> <p>Word List: class, grass, pass, plant, path, bath, hour, move, prove, improve, sure</p>	<p>Words ending with the /zher/ sound spelt with 'sure' e.g. measure, treasure, pleasure, enclosure).</p> <p>Words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p> <p>Word List: pressure, island 'ee' with y – century, busy, early, history, library, ordinary, probably (9)</p>	<p>Form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>Word List: experiment, imagine, medicine, separate, naughty, notice, perhaps, position, though/ although, (10)</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate)</p> <p>Word List: rhythm, system, achieve, aggressive, symbol, twelfth, variety, identity, disastrous (9)</p>	<p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>Word List: amateur, convenience, environment, equip (ped/ment), persuade, opportunity, curiosity, programme, secretary (9)</p>
<p>Summer 1</p>	<p>The /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);</p> <p>The /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);</p> <p>the /z/ sound spelt 's' (e.g. television, usual).</p> <p>Word List: sugar, eye, could, should, would, who, whole, any, many, clothes, busy</p>	<p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>Word List: answer, believe, build, centre, certain, different, difficult, extreme, regular (9)</p>	<p>To spell words with the /s/ sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p> <p>Word List: favourite, grammar, business, exercise, guide, interest, knowledge, suppose, therefore (9)</p>	<p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>Word List: rhyme, occupy, apparent, bargain, category, competition, develop, marvelous, restaurant (9)</p>	<p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p> <p>Word List: controversy, leisure, communicate, individual, thorough, yacht, interrupt, exaggerate, prejudice (9)</p>
<p>Summer 2</p>	<p>The /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);</p> <p>The /ʌ/ sound spelt 'o' (e.g. other, mother, brother);</p> <p>The /r/ sound spelt 'wr' (e.g. write, written);</p> <p>Word List: people, water, again, half, money, Mr, Mrs, parents, climb</p>	<p>Revision of taught rules and words.</p> <p>Word List: favourite, fruit, group, heart, height, promise, earth, special, strange (9)</p>	<p>Revision of taught rules and words.</p> <p>Word List: guard, potatoes, peculiar, experience, forward(s), increase, important, surprise (8)</p>	<p>Revision of taught rules and words.</p> <p>Word List: shoulder, soldier, familiar, neighbour, average, awkward, harass, embarrass (8)</p>	<p>Revision of taught rules and words.</p>