



## ***God's Love in Action***

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

# Writing

## Intent

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## 1. Curriculum Vision

As stated in the National Curriculum, our overarching aim at St John's and St Peter's CE Academy is 'to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.' We strongly believe a high-quality English curriculum is essential. Reading is a life skill which unlocks the world – providing our children with a wide range of opportunities. We are committed to teaching children how to read and encouraging a love for reading where our children read to learn. High quality texts are used and shared with our children, using a talk for writing model to develop their writing techniques and begin their journey as an author.

## 2. Curriculum Aims

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- 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
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## 3. National Curriculum

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

## 4. Why study Writing in this way?

### a) Why has this knowledge been selected?

At St John's and St Peter's Academy, we aim to give our children a writing curriculum which enables them to become confident, creative and independent writers who are able to articulate their own ideas. We support our children to develop transferable knowledge which they can use across the wider curriculum and throughout their lives and in the next stage of their education. Our objective is to develop a curiosity for both reading and writing, examining modern and classical texts as a source for discussion, analysis and writing development.

### b) Why is it taught in this order?

Our writing curriculum has been carefully designed to work alongside the wider curriculum and includes a variety of different genres and purposes.

Year One		Year Two	
<b>Autumn One</b> PSHE: Being Me Writing Opportunity: Being me in my world	Unit: Labels lists and captions (1-2 weeks) Suggested Texts: Dangerous! Writing Opportunities: Labelling the environment, items and toys; shopping lists; listing favourite things; captions for toys; captions relating to the text. Unit: Poetry (1-2 weeks) Suggested Texts: Senses Poem, What I Like (Gervase Phinn) Writing Opportunities: Listing/labelling items, Adapt the poem to relate to themselves. Unit: Traditional Tales (2-3 weeks) Suggested Texts: The gingerbread man, Little Red Riding Hood Writing Opportunities: Character Description, Setting Description, Sequence & Re-write the story	<b>Autumn One</b> Science: Habitats Writing Opportunity: Information page about an animal and their habitat	Unit: Narrative - Familiar Settings (1-2 weeks) Suggested Texts: The Hairy Toe, Smartest Giant in Town, Bear Feels Scared Writing Opportunities: Character Description, Setting Description, Sequence & Re-write the story Unit: Poetry - Riddles (1-2 weeks) Suggested Texts: Animal Riddles Writing Opportunities: Animal description, Writing and Adapting a riddle Unit: Traditional Tales (2-3 weeks) Suggested Texts: The Three Little Wolves, Maximus and the Beanstalk Writing Opportunities: Character Description, Setting Description, Sequence & Re-write the story, Adapt and Change
<b>Autumn Two</b> PSHE: Celebrating Difference Writing Opportunity: Celebrating difference	Unit: Poetry (1 week) Suggested Texts: Autumn Poems, Bonfire Poems Writing Opportunities: Adapt the poem to write a new version Unit: Other Cultures (2-3 weeks) Suggested Texts: Hanukkah's Surprise, The Other Ark Writing Opportunities: Character/Setting Descriptions, Sequencing/Re-write, Adapt and Change Unit: Instructions (1-2 weeks) Suggested Texts: How to wash a Woolly Mammoth Writing Opportunities: Sequence/Re-write instructions, Adapt and Change	<b>Autumn Two</b> Geography: Oh what a Wonderful world Writing Opportunity: To create an information page about the world	Unit: Recount (1 week) Suggested Texts: Visit outdoors/local area Writing Opportunities: To write about my local area Unit: Narrative - Stories with Recurring themes (2-3 weeks) Suggested Texts: Stickman Writing Opportunities: Character/Setting Descriptions, Sequencing/Re-write, Diary Entry, Adapt and Change Unit: Instructions (1-2 weeks) Suggested Texts: Link to Art/DT/Science Writing Opportunities: How to make ...
<b>Spring One</b> History: Great Fire of London Writing Opportunity: Information Page Newspaper	Unit: Fantasy Stories (2-3 weeks) Suggested Texts: Rainbow Fish Writing Opportunities: Character/Setting Descriptions, Sequencing/Re-write, Adapt and Change Unit: Recounts (2-3 weeks) Suggested Texts: Vlad and the Great Fire of London Writing Opportunities: Character/Setting Descriptions, Diary entry, Postcard.	<b>Spring One</b> History: Significant Explorers Writing Opportunity: Information Page about one explorer	Unit: Recount/Letter Writing (2-3 weeks) Suggested Texts: The Day the Crayons Quit Writing Opportunities: Adapt/Change - The Day the ____ Quit - relating to classroom equipment. Unit: Non-Chronological Reports (2-3 weeks) Suggested Texts: Significant Explorers Writing Opportunities: To write a report about a variety of Significant explorers through history.
<b>Spring Two</b> Science: Seasons Writing Opportunity: Poetry about the seasons	Unit: Repeated Patterns (2-3 weeks) Suggested Texts: We're going on a Bear Hunt Writing Opportunities: Character/Setting Descriptions, Sequence/Re-write, Adapt and Change	<b>Spring Two</b> Geography: Mapping Writing Opportunity: Design a Map and directions for the Highway Rat/Aliens	Unit: Narrative - Stories with Recurring Themes (2-4 weeks) Suggested Texts: The Highway Rat, Aliens Love Underpants Writing Opportunities: Character/Setting Descriptions, Sequence/Re-write, Adapt and Change, Letter writing, Instructions/directions
<b>Summer One</b> Science: Plants Writing Opportunity: Recount - My bean plant (write about their plant and how it has changed)	Unit: Information (2-3 weeks) Suggested Texts: Lost and Found Writing Opportunities: Character/Setting Descriptions, Sequence/Re-write, Information page about the South Pole, Comparison about South Pole/England Unit: Report (2-3 weeks) Suggested Texts: Link with History - Florence Nightingale Writing Opportunities: Non-chronological report, Character profile, Character Description, Personal writing about Nurses	<b>Summer One</b> Science: Plants Writing Opportunity: Recount: How has your sunflower changed?	Unit: Extended Stories (3-4 weeks) Suggested Texts: Fantastic Mr Fox Writing Opportunities: Character/Setting Descriptions, Sequence/Re-write, Diary from Fox Children, Letter to the Farmers, Adapt/Change the story. Unit: Instructions (1-2 weeks) Suggested Texts: Link with DT - Vehicles Writing Opportunities: How to make a Vehicle
<b>Summer Two</b> Science: Inventors Writing Opportunity: Information page Instructions	Unit: Fantasy Stories (3-4 weeks) Suggested Texts: How the Elephant got his trunk Writing Opportunities: Character/Setting Descriptions, Sequence/Re-write, Adapt and Change Unit: Instructions (1 week) Suggested Texts: How to grow a ... Writing Opportunities: To write a set of instructions	<b>Summer Two</b> Geography: Safari/Kenya Writing Opportunity: Recount - trip to Safari Park Information Page	Unit: Poetry (1-2 weeks) Suggested Texts: Safari Poem Writing Opportunities: To Adapt/Change the poem Unit: Non-Chronological Report (2-3 weeks) Suggested Texts: Safari/Kenya Writing Opportunities: To write a report about Kenya or different African animals.

Year Three	
<b>Autumn One</b> <b>Science:</b> Animals & Habitats  <b>Writing Opportunity:</b> Report: Snow Leopards (Endangered Animals) Write an information page	<b>Unit:</b> Narrative – Adventure Stories (2-3 weeks) <b>Suggested Texts:</b> Journey <b>Writing Opportunities:</b> Character Description, Setting Description, Speech, Adapt and Change  <b>Unit:</b> Fables (2-3 weeks) <b>Suggested Texts:</b> Aesop's Fables, Boy who cried wolf <b>Writing Opportunities:</b> Character Description, Setting Description, Speech, Adapt and Change
<b>Autumn Two</b> <b>Geography:</b> Rainforests  <b>Writing Opportunity:</b> Setting description of the rainforest	<b>Unit:</b> Dialogue and Stage Play (2-3 weeks) <b>Suggested Texts:</b> Traditional Tale, Into the Jungle, The Witches TFW <b>Writing Opportunities:</b> Speech for characters, Adapt and Change a playscript  <b>Unit:</b> Traditional Tales (2-3 weeks) <b>Suggested Texts:</b> The true story of the 3 little pigs, A tale of two beasts <b>Writing Opportunities:</b> Character/Setting Descriptions, Sequencing/Re-write, Diary Entry, Letter Adapt and Change
<b>Spring One</b> <b>History:</b> Romans  <b>Writing Opportunity:</b> Instructions – How to make a kite	<b>Unit:</b> Non-Chronological Report (2-3 weeks) <b>Suggested Texts:</b> Romans, <b>Writing Opportunities:</b> Description, Research, Report writing  <b>Unit:</b> Poetry (1-2 weeks) <b>Suggested Texts:</b> Kennings, Haikus, Tankas <b>Writing Opportunities:</b> Perform, Adapt and Change
<b>Spring Two</b> <b>Science:</b> Plants  <b>Writing Opportunity:</b> Explanation Instructions	<b>Unit:</b> Debate/One-Sided Argument (2-3 weeks) <b>Suggested Texts:</b> Children under 13 should not be allow phones, Online Gaming, <b>Writing Opportunities:</b> Research, debate and discuss, Write a <u>one-sided</u> argument for their debate.  <b>Unit:</b> Classical Poetry (1-2 weeks) <b>Suggested Texts:</b> The Crocodile by Lewis Carroll <b>Writing Opportunities:</b> Perform, description, Adapt and Change
<b>Summer One</b> <b>Science:</b> Rocks  <b>Writing Opportunity:</b> Fact file	<b>Unit:</b> Adventure Stories (2-3 weeks) <b>Suggested Texts:</b> Literacy Shed Fantasy Story, Fire Rescue <b>Writing Opportunities:</b> Character/Setting Descriptions, Sequence/Re-write, Letter to the Family, Adapt/Change the story.  <b>Unit:</b> Diary Entries (2-3 weeks) <b>Suggested Texts:</b> Diary of a Wimpy Kid <b>Writing Opportunities:</b> Adapt and Change
<b>Summer Two</b> <b>Geography:</b> Extreme Earth  <b>Writing Opportunity:</b> Fact file Report Explanation	<b>Unit:</b> Instructions (1-2 weeks) <b>Suggested Texts:</b> Link to science/experiments, How to make a Dory <b>Writing Opportunities:</b> To write a set of instructions, Adapt and Change  <b>Unit:</b> Persuasive Writing (2-3 weeks) <b>Suggested Texts:</b> Natural Disasters <b>Writing Opportunities:</b> Letter – aiding countries effected by natural disasters, Fact file, Explanation

Year Four	
<b>Autumn One</b> <b>History:</b> Ancient Egypt  <b>Writing Opportunity:</b> Instructions – how to make a mummy Report/Fact file	<b>Unit:</b> Short Stories (2-3 weeks) <b>Suggested Texts:</b> Rumaysa <b>Writing Opportunities:</b> Character Description, Setting Description, Speech, Adapt and Change  <b>Unit:</b> Non-Chronological Report (2-3 weeks) <b>Suggested Texts:</b> Egyptans <b>Writing Opportunities:</b> Research, Model, Adapt and Change
<b>Autumn Two</b> <b>Geography:</b> Birmingham  <b>Writing Opportunity:</b> Persuasive – Visit Birmingham Directions – How to get to...	<b>Unit:</b> Classical Poetry (1-2 weeks) <b>Suggested Texts:</b> Firework Night by Enid Blyton <b>Writing Opportunities:</b> Adapt and Change  <b>Unit:</b> Instructions (1-2 weeks) <b>Suggested Texts:</b> George's Marvellous Medicine <b>Writing Opportunities:</b> Adapt and Change  <b>Unit:</b> Persuasive (1-2 weeks) <b>Suggested Texts:</b> Advertisements, Leaflets (in Birmingham) <b>Writing Opportunities:</b> Staying at a Hotel/Resort – persuasive advertisement
<b>Spring One</b> <b>Science:</b> Electricity  <b>Writing Opportunity:</b> Instructions – How to power a lightbulb	<b>Unit:</b> Newspaper/Journalism (2-3 weeks) <b>Suggested Texts:</b> Current Events/Royalty, Newspaper Article linked to a previous book (e.g. George's Marvellous Medicine) <b>Writing Opportunities:</b> Plan, Adapt and Change  <b>Unit:</b> Greek Myths (2-3 weeks) <b>Suggested Texts:</b> Greek Myths (Guided Reading) <b>Writing Opportunities:</b> Plan, Adapt and Change
<b>Spring Two</b> <b>Science:</b> States of Matter  <b>Writing Opportunity:</b> Explanation – What happens when...	<b>Unit:</b> Performing a Play (2-3 weeks) <b>Suggested Texts:</b> James and the Giant Peach: The Play <b>Writing Opportunities:</b> Perform, Adapt and Change  <b>Unit:</b> Poetry (1-2 weeks) <b>Suggested Texts:</b> Poems from the Green and Blue <b>Writing Opportunities:</b> Perform, description, Adapt and Change
<b>Summer One</b> <b>History:</b> Crime and Punishment  <b>Writing Opportunity:</b> Explanation – How a ___ works	<b>Unit:</b> Adventure Stories (2-3 weeks) <b>Suggested Texts:</b> Matilda, Magic Finger, Literacy Shed Fantasy Story <b>Writing Opportunities:</b> Character/Setting Descriptions, Sequence/Re-write, Letter to the Family, Adapt/Change the story.  <b>Unit:</b> Non-Chronological Report (2-3 weeks) <b>Suggested Texts:</b> The Tudors <b>Writing Opportunities:</b> Plan, Research, Adapt and Change
<b>Summer Two</b> <b>Geography:</b> Water  <b>Writing Opportunity:</b> Information: Water Pollution	<b>Unit:</b> Short Story (2-3 weeks) <b>Suggested Texts:</b> The Dump (Pie Corbett), Literacy Shed Story <b>Writing Opportunities:</b> Character Description, Setting Description, Speech, Adapt and Change  <b>Unit:</b> Information/Explanation (1-2 weeks) <b>Suggested Texts:</b> Water Cycle <b>Writing Opportunities:</b> How clouds and rains are formed

Year Five	
<b>Autumn One</b> <b>DT:</b> Chinese Inventions  <b>Writing Opportunity:</b> Instructions – how to make ___	<b>Unit:</b> Recount (3-4 weeks) <b>Suggested Texts:</b> Kensuke's Kingdom <b>Writing Opportunities:</b> Character Description, Setting Description, Speech, Adapt and Change  <b>Unit:</b> Instructions (2-3 weeks) <b>Suggested Texts:</b> How to make ____, How to survive a shipwreck <b>Writing Opportunities:</b> Model, Adapt and Change
<b>Autumn Two</b> <b>Science:</b> Properties and Changes of Materials  <b>Writing Opportunity:</b> Explanation text	<b>Unit:</b> Poetry (1-2 weeks) <b>Suggested Texts:</b> Pie Corbett Poems, I can't go to school today <b>Writing Opportunities:</b> Adapt and Change  <b>Unit:</b> Extended Stories (3-4 weeks) <b>Suggested Texts:</b> Charlie and the Chocolate Factory <b>Writing Opportunities:</b> Character Description, Setting Description, Speech, Letter writing, Newspaper, Adapt and Change
<b>Spring One</b> <b>Science:</b> Forces  <b>Writing Opportunity:</b> Investigation write-up Explanation	<b>Unit:</b> Other Cultures (2-3 weeks) <b>Suggested Texts:</b> African Tales <b>Writing Opportunities:</b> Plan, Adapt and Change  <b>Unit:</b> Debating (2-3 weeks) <b>Suggested Texts:</b> Crafitti, School on Saturday, <b>Writing Opportunities:</b> Plan, Adapt and Change
<b>Spring Two</b> <b>Geography:</b> Mountains  <b>Writing Opportunity:</b> Information Page Debate – The dangers of Mountain climbing	<b>Unit:</b> Explanation (1-2 weeks) <b>Suggested Texts:</b> Holes <b>Writing Opportunities:</b> Description, Report, Explanation of Deadly animals  <b>Unit:</b> Recounts (2-3 weeks) <b>Suggested Texts:</b> Holes <b>Writing Opportunities:</b> Diary, Letter writing, directions
<b>Summer One</b> <b>History:</b> Ancient Greece  <b>Writing Opportunity:</b> Report – Ancient Greeks/Myths	<b>Unit:</b> Myths and Legends (2-3 weeks) <b>Suggested Texts:</b> Greek Myths, Pandora's Box, Minotaur <b>Writing Opportunities:</b> Character/Setting Descriptions, Sequence/Re-write, Adapt/Change the story.  <b>Unit:</b> Persuasion (2-3 weeks) <b>Suggested Texts:</b> Class text on journeys or recent visit <b>Writing Opportunities:</b> Plan, Research, Adapt and Change
<b>Summer Two</b> <b>Geography:</b> Enough for Everyone  <b>Writing Opportunity:</b> Recount – our food/trade journey	<b>Unit:</b> Classical Literature (3-4 weeks) <b>Suggested Texts:</b> Alice in Wonderland <b>Writing Opportunities:</b> Character Description, Setting Description, Speech, Adapt and Change  <b>Unit:</b> Poetry (1-2 weeks) <b>Suggested Texts:</b> Pie Corbett Poems <b>Writing Opportunities:</b> Adapt and Change

Year Six	
<b>Autumn One</b> <b>Science:</b> Living Things  <b>Writing Opportunity:</b> Fact File/Information Page	<b>Unit:</b> Narrative (3-4 weeks) <b>Suggested Texts:</b> A Monster Calls, The Lost Thing <b>Writing Opportunities:</b> Character Description, Setting Description, Speech, Adapt and Change  <b>Unit:</b> Newspapers (2-3 weeks) <b>Suggested Texts:</b> A Monster calls, The true story of the 3 little pigs <b>Writing Opportunities:</b> Model, Adapt and Change
<b>Autumn Two</b> <b>PSHE:</b> Celebrating Difference  <b>Writing Opportunity:</b> Explanation text Recount	<b>Unit:</b> Stories with a Theme (3-4 weeks) <b>Suggested Texts:</b> Troy, The Wooden Horse (Greek Myths), Cyclops, The Boy in the striped Pyjamas <b>Writing Opportunities:</b> Research, Description, Speech, Diary, Adapt and Change  <b>Unit:</b> Non-Chronological Report (2-3 weeks) <b>Suggested Texts:</b> WW2, Mythical creatures: The Mumakil <b>Writing Opportunities:</b> Research, Plan, Adapt and Change
<b>Spring One</b> <b>History:</b> Leisure and Entertainment  <b>Writing Opportunity:</b> Newspaper report	<b>Unit:</b> Diaries (2-3 weeks) <b>Suggested Texts:</b> George's Marvellous Medicine Adaptation, Carrie's War <b>Writing Opportunities:</b> Plan, Adapt and Change  <b>Unit:</b> Instructions (2-3 weeks) <b>Suggested Texts:</b> How to trap a cave troll, How to make a _____. <b>Writing Opportunities:</b> Plan, Adapt and Change
<b>Spring Two</b> <b>Geography:</b> The Americas  <b>Writing Opportunity:</b> Persuasive Writing – Invite to visit Iceland (TFW)	<b>Unit:</b> Classical Literature (2-3 weeks) <b>Suggested Texts:</b> Macbeth, Wizard of OZ <b>Writing Opportunities:</b> Description, Diary, Letter, Adapt and Change  <b>Unit:</b> Discussion and Debate – One-Sided Argument (2-3 weeks) <b>Suggested Texts:</b> Drones TFW, Online Gaming, Social Media, Hair & Make-up <b>Writing Opportunities:</b> Debate, Plan, Adapt and Change
<b>Summer One</b> <b>Science:</b> Evolution  <b>Writing Opportunity:</b> Fact File/Information Page Explanation	<b>Unit:</b> Short Story (2-3 weeks) <b>Suggested Texts:</b> The Dream Over, Kidnapped, Literacy Shed Inspiration <b>Writing Opportunities:</b> Character/Setting Descriptions, Sequence/Re-write, Adapt/Change the story.  <b>Unit:</b> Explanation (2-3 weeks) <b>Suggested Texts:</b> Charles Darwin – The Theory of Evolution: Explained <b>Writing Opportunities:</b> Plan, Research, Adapt and Change
<b>Summer Two</b> <b>Geography:</b> Our Changing World  <b>Writing Opportunity:</b> Fact File/Information Page	<b>Unit:</b> Classical Poetry (2-3 weeks) <b>Suggested Texts:</b> Pie Corbett Poems <b>Writing Opportunities:</b> Perform, Adapt and Change  <b>Unit:</b> Narrative (2-3 weeks) <b>Suggested Texts:</b> Percy Jackson and the Lightning Thief <b>Writing Opportunities:</b> Character Description, Setting Description, Speech, Adapt and Change

The writing overview above for Year 1 – Year 6 provides teachers with a guide – ensuring a variety of text types and purposes for writing. Writing in the EYFS is incorporated into the 7 areas of learning. Children are encouraged to write throughout the day, as well as during focus activities and phonics sessions.

At St John's and St Peter's Academy, we focus on four different writing purposes: writing to entertain, writing to inform, writing to persuade, writing to discuss. In KS1 the children focus heavily on writing to entertain and writing to inform. As the children develop these techniques, in LKS2, the children begin to write to persuade. As the children enter UKS2 they develop debating skills and writing to discuss.

WRITING FOR PURPOSE	 Entertain	 Inform	 Persuade	 Discuss
Year One	✓	✓		
Year Two	✓	✓		
Year Three	✓	✓	✓	
Year Four	✓	✓	✓	
Year Five	✓	✓	✓	✓
Year Six	✓	✓	✓	✓

**c) How are Writing lessons taught at St John's?**

At St John's and St Peter's Academy, we use a 'talk for writing' approach to our curriculum. High quality texts are used to engage the children's learning and grow their vocabulary. English is taught everyday to all children in our school and it follows a 6 part structure. Children are grouped by ability to ensure that they are appropriately challenged and scaffolded. If children are identified as 'falling behind,' targeted interventions are planned for and carried out throughout the school day, alongside appropriate universal provision strategies. **For more information about how lessons are taught, please read the implementation document.**