

OLVESTON CEVC PRIMARY SCHOOL



**O.U.R WRITING
CURRICULUM**

TABLE OF CONTENTS

Section

- 01** *Our Writing Curriculum*
 - 02** *Our Journey through the curriculum*
 - 03** *Example Curriculum coverage*
 - 04** *Assessment*
-



OUR Writing Curriculum

OUR curriculum (Oveston's Unique Response) has been developed to ensure that children enjoy writing across a range of genres. It seeks to develop a wide and varied vocabulary that they use within their writing and their spoken language and provides them with an English skillset which equips them to effectively communicate in all aspects of the curriculum.

At the start

This all starts in the early years where child begin to learn phonics in the first few weeks of the year. Through the Twinkl phonics scheme. The children learn the main sounds heard in the English Language and how they can be represented, as well as learning 'tricky' or common exception words for Levels 2, 3 and 4. They use these sounds to write simple words, captions and sentences. By the end of Year 1, children will have mastered using phonics to segment when spelling. In Year 2, phonics continues through Level 6. The children's knowledge of spelling patterns is developed further as well as spelling rules for adding prefixes and suffixes. They learn to spell more common exception words as well as developing their understanding of grammar rules. Like in key stage 2, both year 1 and 2 children are taught to compose writing using the Write Stuff scheme of work.

The Second Phase

In Key Stage 2, we build on the children's knowledge of phonics and introduce the rules of spelling using Essential Spelling. Through this, children are shown how to become spellers for life, rather than remember spellings for a week. It follows a progressive sequence of lessons with ample opportunity to ensure children revisit and consolidate learning.

The children continue with the Write Stuff curriculum accessing a range of high quality texts and developing their understanding of grammar.

The Oveston Writing Curriculum has three over-arching aims:

1. To expose the children to high quality texts which will reflect their everyday world, broaden their horizons and expand their vocabulary.
2. Children will be able to write down their ideas fluently, spelling words quickly and accurately by knowing the relationship between phonemes and graphemes in words and understanding the key rules of spelling and grammar.
3. Children will develop their knowledge of composition which will ensure they can form, articulate and communicate ideas and organise them coherently for a reader.

What does this look like in the long term?

- Children will know and understand how to accurately spell words using their phonics knowledge and the spelling patterns and rules taught in the primary national curriculum.
- Children will understand how to form letters cursively and will have a neat, legible and consistent handwriting style by year 6.
- Children will know and understand the necessary grammar to be able to communicate ideas effectively and precisely.
- Children will understand how to compose writing that is accurate and coherent, adapting their language and style for a range of contexts, purposes and audiences.



	Years 1 and 2	Years 3 and 4	Years 5 and 6
Transcription	Year 1 Spell: - words containing each of the 40+ phonemes already taught - common exception words - days of the week Name the letters of the alphabet: - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - using the prefix un– - using –ing, –ed, –er and –est where no change is needed in the spelling of root words Apply simple spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Use further prefixes and suffixes and understand how to add them (English Appendix 1) - spell further homophones - spell words that are often misspelt (English Appendix 1) - place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals - use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Use further prefixes and suffixes and understand the guidance for adding them - spell some words with ‘silent’ letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus.
	Year 2 Spell by: - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl’s book] - distinguishing between homophones and near-homophones Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidance, as listed in English Appendix 1		



	Years 1 and 2	Years 3 and 4	Years 5 and 6
	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.		
Handwriting	Year 1 Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' and to practice these. Year 2 Form lower-case letters of the correct size relative to one another -Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined -Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters -Use spacing between words that reflects the size of the letters.	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting	Write legibly, fluently and with increasing speed by, - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. - Choosing the writing implement that is best suited for a task.

	Years 1 and 2	Years 3 and 4	Years 5 and 6
Composition	Year 1 Write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.	Plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas Draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices	Plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action



		Evaluate and edit by: • assessing the effectiveness of their own and others’ writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -Proof-read for spelling and punctuation errors -Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] -Evaluate and edit by: • assessing the effectiveness of their own and others’ writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	Year 2 Develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes Consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear.		



Vocabulary, Punctuation & Grammar	Year 1 Develop their understanding of the age-appropriate concepts by: - leaving spaces between words - joining words and joining clauses using and - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ - learning the grammar for year 1 Use age appropriate grammatical terminology when discussing their writing.	Develop their understanding of age appropriate concepts by: - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 3 & 4 -Indicate grammatical and other features by: - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech Use and understand age appropriate grammatical terminology accurately and appropriately when discussing their writing and reading.	-Develop their understanding of age appropriate concepts by: - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 and 6 -Indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently Use and understand age appropriate grammatical terminology accurately and appropriately in discussing their writing and reading.
	Year 2 Develop their understanding of age appropriate concepts by: - learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) -Learn how to use: - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - the grammar for year 2 - some features of written Standard English Use and understand age appropriate grammatical terminology when discussing their writing.		



Coverage

The Write Stuff is used for 10 units out of the 12 units taught over the year. The remaining two units are designed using Assessment for Learning with a carefully selected text that allows us to ensure all necessary knowledge is secure and consolidated.

Year	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
EYFS												
1	The Storm Whale Narrative	Seasons by Hannah Pang Information	The Comet Narrative	Firework Night Poem	The Queens Hat Narrative	Invitation to a Royal Ball Invitation	Grandads island Narrative	Explanation	The Bear and the Piano Narrative	Bold women in black history Biography	Wombat goes walkabout Narrative	Ice planet Persuasion
2	George and the dragon Narrative	The Great Fire of London Historical Diary	My Christmas Star Narrative	James I Explanation	A lion in Paris Narrative	How to Make a Bird Feeder Instructions	Little Red Reading Hood Narrative	Desk diddler Poem	The crows tale Narrative	Plants by DK Information	Narrative	Pirates Information
3	Flood Narrative	Street beneath my feet Explanation	Wolves in the walls Narrative	Earthquake Information	The Last Bear Narrative	Climate action Magazine article	The secrets of black rock Narrative	The journal of Illiona – a young slave Historical Diary	The blue umbrella Narrative	The colour collector Poem	George's marvellous medicine Narrative	Escape from Pompeii Persuasion
4	Feast Narrative	Secrets of a sun king Historical Diary	Journey Narrative	Slave Trade Writing to argue	Float Narrative	Digestion Explanation	The great chocoplot Narrative	Once upon a raindrop Explanation	The BFG Narrative	The River by Valerie Bloom Poem	The Whale Narrative	Animals in National Parks Balanced argument
5	The Present Narrative	WW2 Explanation	The Snowman Narrative	The Most Dangerous Animal in the World Poem	Rose Blanche Narrative	Plastic Pollution Persuasion	The Nowhere Emporium Narrative	David Attenborough Biography	Cosmic Narrative	Scot of the Antarctic Diary	Narrative	Mars transmission Report
6	The Journey Narrative	Letters from the Lighthouse Recounts/interview	Tyger Narrative	Letters to Scrooge Persuasion	The Arrival Narrative	Greta Persuasion	Holes Narrative	Holes Explanation	Varmints Narrative	Refugees Persuasion	The Paper Man Narrative	Thinkers Rap Poem

Writing to Entertain Narrative	Writing to Inform
Writing to Entertain Poetry	Writing to Argue

Red indicates a unit which is not The Write Stuff

National Curriculum Coverage Examples – KS1:

[illegible]

National Curriculum Coverage Examples – KS1:

[illegible]



Assessment

Writing is assessed using the Teacher Assessment Criteria created by INTEGRA, South Gloucestershire Council. The Teacher Assessment Criteria (TAC) document provides support for the assessment of writing in Year 1, Year 2, Year 3, Year 4 and Year 5 and has been created with the following aims:

- to provide a common language around assessment to support meaningful in-school, crossschool and cross-hub moderation;
- to help ensure accurate assessment and a common understanding of age-related expectations in all year groups;
- to support transition between year groups;
- to support the accurate identification of next steps in pupils' learning.

The materials are presented in a similar format to the Year 6 Teacher Assessment Framework (TAF) in an attempt to provide a single, consistent approach to writing assessment across the school.

- For Years 2, 3, 4 and 5 there are statements to describe working towards the standard (WTS); working at the standard (EXS) and working at greater depth (GDS)
- In addition, non-negotiable criteria have been included, outlining key learning from previous year groups that needs to be secured before embarking upon appropriate year group study.
- In Year 1, there are no criteria for working towards the standard. Year 1 teachers need to consolidate the appropriate areas of the EYFS curriculum where gaps are identified, before progressing to the Year 1 criteria.

The statements are a secure fit model. To be judged as working towards, working at or working at greater depth, pupils need to securely demonstrate all of the criteria within that standard. It is important to remember however, that each of the standards are on a spectrum. As evidenced by the Year 6 exemplification materials for Morgan and Leigh, writing at the lower and higher end of a standard can look quite different.

Particular weakness In line with the STA's KS2 Teacher Assessment Framework, teachers in Years 1, 2, 3, 4 and 5 may also use their discretion to ensure that a particular weakness does not prevent accurate judgement of a pupil's overall attainment. A particular weakness can relate to part or the whole of a statement. When considering this, there are certain factors that need to be taken into account.

- Is the particular weakness an exception in terms of the pupil's' overall attainment in writing? Would the standard below be the wrong or an unfair judgement?
- Is there a good reason to judge that this is the most accurate standard to describe the pupil's overall level of achievement?
- Is the weakness particular to the pupil or is it a weakness that many pupils appear to have? (If a number of pupils have the same issue, it may be the weakness is in provision).
- Can progress be seen in relation to the issue?

Often, particular weakness means that a skill isn't secure yet but will be in the future. A particular weakness can be evident at any of the three standards. It may relate to a learning difficulty (such as dyslexia) but it is not limited to this, nor does a learning difficulty automatically constitute a particular weakness.