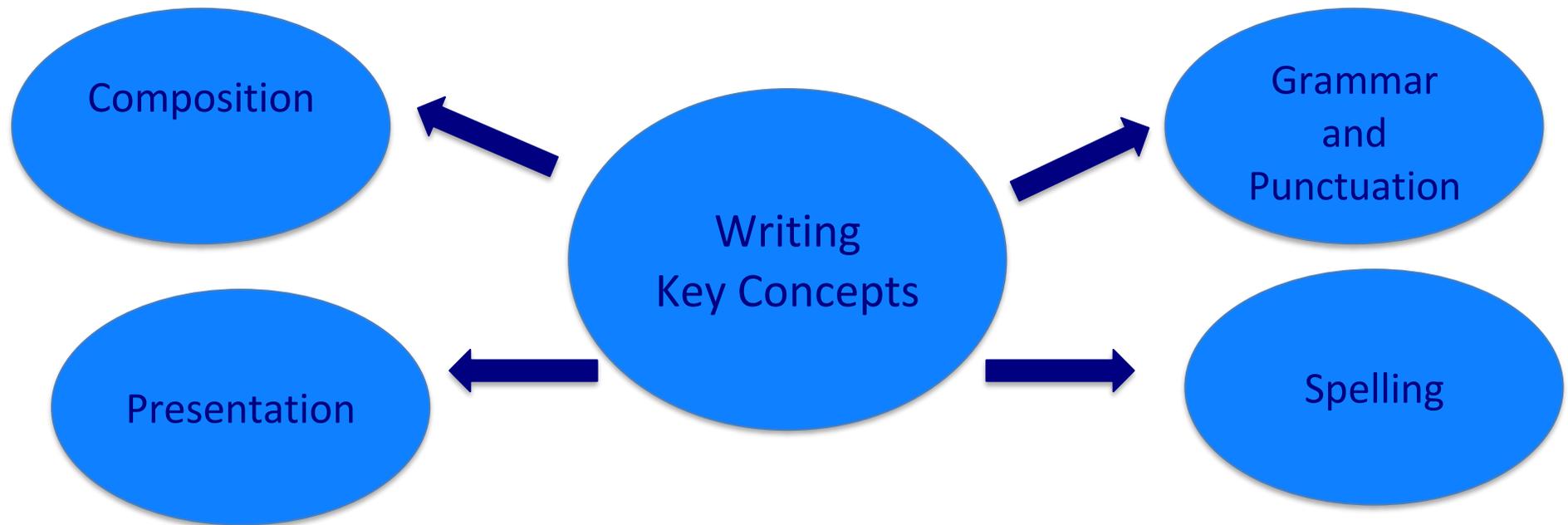




# St Peter's of Eaton Square C of E Primary School

## English Curriculum Overview

### *Writing Curriculum*



## Intent

At St Peter's we recognise and emphasise the importance that writing has in unlocking the academic curriculum and all other future successes. We aim to promote high standards of literacy that equip all children with a strong command of the spoken and written word. We know this will help children to reach their full potential. We intend to provide all our children with the skills needed to effectively write and share their ideas and emotions. We prepare children for their future educational journey and their working lives by providing them with opportunities to write for a range of purposes, audiences and formalities, which in addition allows them to apply and develop their writing skills across the curriculum. Our writing curriculum aims to develop a love and appreciation of our rich literary heritage and invaluable cultural capital through exposure to diverse, relevant, quality texts.

## Implementation

Writing at St Peter's is taught using a Talk for Writing approach, which develops confidence, knowledge and independence. The main principles are the imitation, innovation and invention phases. This supports children in developing the skills needed to be thoughtful readers and creative writers for a range of purposes (to entertain, inform, persuade and discuss). Through this multi-sensory and interactive approach, children learn to write for a range of story/ text types using a range of methods including:

- listening to and learning texts and stories;  
drawing and story mapping;  
collecting words and language strategies to develop vocabulary;
- building their working knowledge of grammar.
- Elements of grammar, punctuation and spelling will be integrated into the units of learning that children will be undertaking, and spelling is taught discreetly, following the National Curriculum spelling objectives in KS2.

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

## Impact

Children at St Peter's will be able to express their opinions and write in a structured, technically accurate way. They will be confident to experiment with their writing across a range of genres and curriculum areas, ready to continue to expand their experiences of writing as they move through the key stages and onto secondary school. Children at St Peter's will leave our school as literate, well-prepared individuals with an excellent command of spoken and written English.

# Writing Breadth

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Non-Fiction:</b> Autobiography</p> <p><b>Fiction:</b> Narrative Diary- Captions and pictures</p>	<p><b>Non-Fiction:</b> Instructions</p> <p><b>Fiction:</b> Dialogue with speech bubbles</p>	<p><b>Non-Fiction:</b> Fact file on science and materials</p> <p><b>Fiction:</b> Retell events in order with images</p>	<p><b>Non-Fiction:</b> Explanation on foods from around the world</p> <p><b>Fiction:</b> Poetry: repetition, senses</p>	<p><b>Non-Fiction:</b> Non-chronological report on animals/insects</p> <p><b>Fiction:</b> Narrative</p>	<p><b>Non-Fiction:</b> Biography on Greta Thunberg</p> <p><b>Fiction:</b> Newspaper Report</p>
Year 2	<p><b>Fiction:</b> Wishing story</p>	<p><b>Non-Fiction:</b> Instructions</p>	<p><b>Non-Fiction:</b> Non-chronological report</p> <p><b>Fiction:</b> Diary entry</p>	<p><b>Macbeth unit – linked to performance project</b> Setting descriptions Poetry Instructions Newspaper reports Diary entries</p>	<p><b>Non-Fiction:</b> Persuasive writing</p> <p><b>Fiction:</b> Traditional tales</p>	<p><b>Non-Fiction:</b> Recount of a trip</p> <p><b>Fiction:</b> Descriptive writing</p>
Year 3	<p><b>Non-Fiction:</b> Explanation Text</p> <p><b>Fiction:</b> 3<sup>rd</sup> Person narrative</p>	<p><b>Non-Fiction:</b> Instructions</p> <p><b>Fiction:</b> Poetry about the Environment</p>	<p><b>Non-Fiction:</b> Biography</p> <p><b>Fiction:</b> Warning Tale</p>	<p><b>Non-Fiction:</b> Recount of History Field Trip</p> <p><b>Fiction:</b> Letter/Diary</p>	<p><b>Non-Fiction:</b> Scientific Manual: Forces &amp; Magnets</p> <p><b>Fiction:</b> Finding Tale</p>	<p><b>Non-Fiction:</b> Explanation &amp; presentation on London</p> <p><b>Fiction:</b> Portal Story</p>
Year 4	<p><b>Non-Fiction:</b> Persuasive</p> <p><b>Fiction:</b> 3<sup>rd</sup> person narrative</p>	<p><b>Non-Fiction:</b> Letter based on a visit</p> <p><b>Fiction:</b> Diary</p>	<p><b>Non-Fiction:</b> Explanation text</p> <p><b>Fiction:</b> Missing chapter</p>	<p><b>Non-Fiction:</b> Information text</p> <p><b>Fiction:</b> 1<sup>st</sup> person narrative</p>	<p><b>Non-Fiction:</b> Letter</p> <p><b>Fiction:</b> Adventure story</p>	<p><b>Non-Fiction:</b> Biography</p> <p><b>Fiction:</b> Myth</p>
Year 5	<p><b>Fiction:</b> Diary</p> <p><b>Non Fiction:</b> Biography</p>	<p><b>Fiction:</b> Settings</p>	<p><b>Fiction – (Poetry text):</b> The Highwayman – Character Description and</p>	<p><b>Fiction:</b> Warning Story</p> <p><b>Poetry:</b> Benjamin Zephaniah</p>	<p><b>Non Fiction:</b> Persuasive Writing</p>	<p><b>Poetry:</b> <i>Macbeth</i></p>

		<b>Non Fiction:</b> Discussion and Debate	Perspective  <b>Non Fiction:</b> Newspaper Report		<b>Fiction:</b> Play Script - <i>Macbeth</i>	<b>Non-Fiction:</b> Scientific Procedure  <b>Fiction:</b> Suspense Narrative - The Red Eye
Year 6	<b>English- Non-Fiction:</b> Recounts  <b>Fiction:</b> 3 <sup>rd</sup> Person Narrative	<b>English-Fiction:</b> Poetry: metaphors and personification, select pattern or form to match the meaning  <b>Fiction:</b> 3 <sup>rd</sup> Person Narrative	<b>English- Non-Fiction:</b> Non-Chronological Report  <b>Fiction:</b> Newspaper	<b>English- Non-Fiction:</b> Persuasive Advert  <b>Fiction:</b> Diary Entry Postcard	<b>English- Non-Fiction:</b> Formal Letter: Climate Change  <b>Fiction:</b> 1st Person Narrative	<b>English- Non-Fiction:</b> Discussion and debate/ Balanced Argument  <b>Fiction:</b> Flashback Story

# Key Concepts and Skills Progression: Composition

	Planning, writing and editing	Awareness of audience, purpose and structure.
Year 1	<ul style="list-style-type: none"> <li>• Say out loud what they are going to write about.</li> <li>• Compose a sentence orally before writing it.</li> <li>• Sequence sentences to form short narratives.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Reread their writing to check that it makes sense and to independently begin to make changes.</li> <li>• Read their writing aloud clearly enough to be heard by their peers and the teacher.</li> <li>• Use adjectives to describe.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</li> <li>• Start to engage readers by using adjectives to describe.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional).</li> <li>• Write about real events.</li> <li>• Write simple poetry.</li> <li>• Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</li> <li>• Encapsulate what they want to say, sentence by sentence.</li> <li>• Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</li> <li>• Reread to check that their writing makes sense and that the correct tense is used throughout.</li> <li>• Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</li> </ul>	<ul style="list-style-type: none"> <li>• Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</li> <li>• Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Begin to use ideas from their own reading and modelled examples to plan their writing.</li> <li>• Proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</li> <li>• Begin to organise their writing into paragraphs around a theme.</li> <li>• Compose and rehearse sentences orally (including dialogue).</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

		<ul style="list-style-type: none"> <li>• Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</li> <li>• Make deliberate ambitious word choices to add detail.</li> <li>• Begin to create settings, characters and plot in narratives.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>• Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</li> <li>• Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• Write a range of narratives that are well-structured and well-paced.</li> <li>• Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</li> <li>• 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.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Plan 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.</li> <li>• Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>• Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</li> <li>• Consistently link ideas across paragraphs.</li> <li>• Proofread their work to assess the effectiveness of their own and others' writing and to</li> <li>• make necessary corrections and improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</li> <li>• Regularly use dialogue to convey a character and to advance the action. <ul style="list-style-type: none"> <li>• Perform their own compositions confidently</li> </ul> </li> </ul>

		<p>using appropriate intonation, volume • and movement so that meaning is clear.</p>
<p>Year 6</p>	<ul style="list-style-type: none"> <li>• Note down and develop initial ideas, drawing on reading and research where necessary.</li> <li>• Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>• Habitually proofread for spelling and punctuation errors.</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effect and clarity meaning.</li> <li>• Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.).</li> <li>• Distinguish between the language of speech and writing and to choose the appropriate level of formality.</li> <li>• 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).</li> </ul>

# Key Concepts and Skills Progression: Grammar

	Sentence construction and tense	Use of phrases and clauses
Year 1	<ul style="list-style-type: none"> <li>Use simple sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>Use the joining word (conjunction) 'and' to link ideas and sentences.</li> <li>Begin to form simple compound sentences.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Use the present tense and the past tense mostly correctly and consistently.</li> <li>Form sentences with different forms: statement, question, exclamation, command.</li> <li>Use some features of written Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>Use co-ordination (or/and/but).</li> <li>Use some subordination (when/if/that/because).</li> <li>Use expanded noun phrases to describe and specify (e.g. the blue butterfly).</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Try to maintain the correct tense (including the present perfect tense throughout a piece of writing with accurate subject/verb agreement.</li> <li>Use 'a' or 'an' correctly throughout a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</li> <li>Use a range of conjunctions, adverbs and prepositions to show time, place and cause.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Always maintain an accurate tense throughout a piece of writing.</li> <li>Always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> </ul>	<ul style="list-style-type: none"> <li>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</li> <li>Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> <li>Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of linking words/phrases between sentences and paragraphs to build</li> </ul>

	<p>Ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p>Year 6</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the subjunctive form in formal writing.</li> <li>• Use the perfect form of verbs to mark relationships of time and cause.</li> <li>• Use the passive voice.</li> <li>• Use question tags in informal writing.</li> </ul>

# Key Concepts and Skills Progression: Punctuation

	Punctuation	Use of terminology
Year 1	<ul style="list-style-type: none"> <li>• Use capital letters for names, places, the days of the week and the personal pronoun 'I'.</li> <li>• Use finger spaces.</li> <li>• Use full stops to end sentences.</li> <li>• Begin to use question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Use the full range of punctuation taught at key stage 1 mostly correctly including:               <ul style="list-style-type: none"> <li>• capital letters, full stops, question marks and exclamation marks;</li> <li>• commas to separate lists;</li> <li>• apostrophes to mark singular possession and contractions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Use the full range of punctuation from previous year groups.</li> <li>• To punctuate direct speech accurately, including the use of inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel and inverted commas (speech marks).</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</li> <li>• Consistently use apostrophes for singular and plural possession.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Use commas consistently to clarify meaning or to avoid ambiguity.</li> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</li> </ul>

# Key Concepts and Skills Progression: Spelling

	Coverage
Year 1	<ul style="list-style-type: none"> <li>• Consolidate phase 3 alongside teaching phase 4/5</li> <li>• Spell words containing each of the 40+ phonemes already taught, common exception words and the days of the week</li> <li>• Name the letters of the alphabet</li> <li>• 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</li> <li>• Apply simple spelling rules and guidance</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Consolidate phase 4/5 and teach phase 6</li> <li>• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• Learning to spell common exception words,</li> <li>• Learning to spell more words with contracted forms</li> <li>• Learning the possessive apostrophe (singular)</li> <li>• Distinguishing between homophones and near-homophones</li> <li>• Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• Apply spelling rules and guidelines</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them</li> <li>• Spell further homophones</li> <li>• Spell words correctly that are often misspelt</li> <li>• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals               <ul style="list-style-type: none"> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> </li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them</li> <li>• Spell further homophones</li> <li>• Spell words correctly that are often misspelt</li> <li>• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• Use 2 or three letters of a word to check its spelling in the dictionary.               <ul style="list-style-type: none"> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> </li> </ul>

Year 5	<ul style="list-style-type: none"><li>• Use further prefixes and suffixes and understand the guidance for adding them.</li><li>• Spell some words with 'silent' letters.</li><li>• Continue to distinguish between homophones and other words which are often confused.</li><li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li><li>• Use dictionaries to check the spelling and meaning of words.</li><li>• Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</li><li>• Use a thesaurus.</li></ul>
Year 6	<ul style="list-style-type: none"><li>• Use further prefixes and suffixes and understand the guidance for adding them.</li><li>• Spell some words with 'silent' letters.</li><li>• Continue to distinguish between homophones and other words which are often confused.</li><li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li><li>• Use dictionaries to check the spelling and meaning of words by using the first 3 or 4 letters of a word to check spelling or meaning.</li><li>• Use a thesaurus.</li></ul>

# Key Concepts and Skills Progression: Presentation

	Coverage
Year 1	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• Use finger spaces between words</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• 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 un-joined</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• 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</li> <li>• Increase the legibility, consistency and quality of their handwriting</li> <li>• To begin to choose how to present their work in an appropriate manner to the task and audience</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• 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</li> <li>• Have legible, consistence and quality in their handwriting</li> <li>• Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• Choose the writing implement that is best suited for a task</li> <li>• Choose how to present their work in an appropriate manner to the task and audience</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Has a clear and consistent writing style</li> <li>• Uses diagonal and horizontal strokes and begins to join from f, g, y, and j to further develop fluency.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Maintains legibility in joined handwriting when writing at speed.</li> <li>• Varies handwriting styles to suit task and audience</li> </ul>