

Finlay Community School

Writing

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of the education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our Writing Intent

At Finlay, we teach the National Curriculum. As mentioned in the National Curriculum Framework, high-quality teaching should "teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them".

We intend for our children to become enthusiastic and motivated writers, who are confident in writing for a variety of genres. We aim for our writing lessons to provide children with the opportunities to develop: sentence structure, vocabulary, grammar and for a range of purposes. Each class has access to age appropriate Vocabulary, Punctuation and Grammar posters which are displayed in every classroom. We want our children to be to extend their writing knowledge and be able to write confidently. We feel that this links to our SMILE values as it allows our children to develop life skills that allow them to achieve and succeed in later life.

Whole School Curriculum Overview: Thematic Overview

Reception

1. *It's Good to be Me: All about me and my family.*
2. *Let's Celebrate: Religious Celebrations.*
3. *Once Upon a Time: Fairytales and Traditional Tales*
4. *Are we Nearly There Yet? Places and Locational Knowledge.*
5. *Moving on Up! Transition to Year 1.*

Year 1

1. *The History of Toys*
2. *Where oh Where is Finlay Bear? Our Local area and the UK.*
3. *The Great Space Race: Neil Armstrong, Buzz Aldrin and Tim Peake.*

Year 2

1. *The Great Fire of London and the Tudors. Focus on Samuel Pepys.*
2. *Around the World in 60 Days/ Paddington's Passport: The 7 continents and 5 Oceans.*
3. *Heroes in History: Florence Nightingale and Mary Seacole.*

Year 3

1. *Rock and Roll: The Stone Age to Iron Age.*
2. *Deadly Disasters: Natural Disasters including volcanoes and earthquakes.*
3. *Navigating the Nile/ Exciting Egyptians: Ancient Egypt.*

Year 4

1. *The Rotten Romans/ Glorious Glevum: Roman Britain and their Legacy.*
2. *Journey to the River Sea/ Come Sail With Me: Oceans and Rivers.*
3. *Ancient Greece and the Olympics.*

Year 5

1. *Chocolate: Mayans and Aztec Civilisation.*
2. *The Rainforest: North and South America, Deforestation.*
3. *Invaders and Settlers: Anglo Saxons and Vikings.*

Year 6

1. *We'll Meet Again: World War 2 and the impact on children.*
2. *Ice Explorers: Artic and Antarctica.*
3. *Let Me Entertain You: Changes in leisure and entertainment throughout history.*

Coverage Term by Term (EYFS – Year 6)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	It's Good to be Me		Let's Celebrate		Once Upon a Time	
Writing coverage	Children to be able to identify and write their names. Initial sounds Labelling things. CVC words.	CVC / CCVC words. Caption writing	Caption writing Sequencing of the story. Rhyme Retelling of the story.		Children to use their phonics knowledge to write sentences.	Children to use their phonics knowledge to write sentences.
Year 1	Finlay Toy Factory		Where oh Where is Finlay Bear		The Great Space Race	
Writing coverage	Descriptive writing - favourite toy	Story writing - Old Bear	Recount (local area visit)	Non Chronological Report; hot and cold places	Write instructions (How to make a rocket)	Biography: Tim Peake
Year 2	Heroes in History Florence Nightingale and Mary Seacole (Black History)		Around the World in ... Days Passport theme		The Great Fire of London and the Tudors	
Writing coverage	Diary entry: Florence Nightingale	Explanation: how does a lamp work	Non Chronological report: continent/country	Poetry - rhyming poems	Newspaper report; the fire	Letter writing
Year 3	Rock and Roll! Stone Age and Iron Age		Deadly Disasters Extreme Earth (Fundraising for a disaster charity)		Navigating the Nile/ Ancient Egyptians	
Writing coverage	Story writing: Stone Age boy	Play script: Barney and his sister arguing (Stig of the Dump)	Non Chronological Report: Different types of volcanoes	Explanatory text - how a volcano erupts/earthquake happens	Instructions - mummification	Newspaper report - Howard discovers the tomb.

Year 4	Rotten Romans Glorious Glevum		Journey to the River Sea! Come Sail with Me!		Ancient Greeks Olympics	
Writing coverage	Myth - Romulus and Remus	Biography - Julius Caesar	Fictional writing - journey of a raindrop (water cycle)	Poetry - shape poems, rhyming poems, descriptive poems - water/blue	Persuasive writing - the best Olympic sport	Non Chronological report on the Olympics (history to modern day)
Year 5	Chocolate! Ancient Maya		Deforestation The Rainforest - North and South America		Invaders and Settlers - Saxons, Vikings and Mayans	
Writing coverage	Persuasive formal letter: visit to Cadbury World	Explanatory text: From bean to bar	Balanced argument - deforestation	Fiction: skydive through the layers of the rainforest	Beowulf - poem (old English) Innovate the story of Beowulf	Diary writing - A day in the life of
Year 6	We'll Meet Again! World War 2		Ice Explorers Arctic and Antarctica		Let Me Entertain You! History of Entertainment	
Writing coverage	Letter from an evacuee	Setting description - The Blitz	Biography - Ernest Shackleton	Non Chronological report: Arctic/Antarctica	Innovate to a modern day story - Romeo and Juliet	Compare and contrast how entertainment has changed/similar

Progression of Knowledge, Skills and Understanding in the National Curriculum

Spelling – matches with Spelling Shed scheme

0-3 years	Pre-school	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Write their name	Spell words by identifying the sounds and then writing the sound with letter/s.	Spell words with ff ll ss zz ck	'j' spelt dge	'ow' spelt ou	Homophones/ne ar homophones	Words ending in -ious	Words with a short vowel sound 'i' spelt y
	Write initial sounds	Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG).	'k' spelt k before e, i and y and nk at the end of a word	'j' spelt ge	'u' spelt ou	Prefixes - in, il, ir	Words ending in -cial and -tial	Words with a long vowel sound 'I' spelt y
		Spell CVC words	'tch' spelt tch when it comes after a single vowel letter	'j' spelt g	'i' spelt y	Prefix - sub	Words ending in -ant	Prefix - over
		Spell CCVC words	'e' spelt y and e at the end of words that have a 'r' sound	's' spelt c before e, i, y	Words ending with 'ze' spelt -sure	Prefix - inter	Words ending in -ance	Suffix - ful
		Spell CVCC words	Adding s and es to words (plurals)	'n' spelt kn	Words ending in 'ch' spelt -ture	Suffix - ation	-ent and -ence endings	Words which can be nouns and verbs
		Spell CCCVC words	Adding the suffixes -ing and -ed to verbs	'r' spelt wr	Prefix - re	Adding ly - y/ily le/ly	Words ending in -ible and -able	Words with an 'o' sound spelt ou or ow
		Spell CCCVCC words	Adding -er and -est	'l' or 'ul' spelt le	Prefix - dis	'sh' spelt ch	Words ending in -ibly and -ably	Words with a 'soft c' spelt ce
		Spell CCVCC words	Words of more than one syllable with	'l' or 'ul' spelt el	Prefix - mis	Suffix - ion/sion	Words ending in -able	Prefixes - dis, un, over, im

			an unstressed syllable, making the vowel sound unclear					
			'ai' and 'oi' digraphs	'l' or 'ul' spelt al	Doubling the last consonant before adding a prefix	Suffix - ous	Adverbs of time	Words with the f spelt 'ph'
			'ai' and 'oi' digraphs	Words ending in -il	Long vowel sound 'a' spelt ai	'ee' spelt i	Suffix - fer	Words with origins in other countries
			Long vowel sound 'a' spelt with the split digraph a-e	Long vowel sound 'i' at the end of a word spelt y	Long vowel sound 'a' spelt ei	'au' digraph	Silent letters - k p n	Words with unstressed vowel sounds
			Long vowel sound 'e' spelt with the split digraph e-e	Adding -es to nouns/verbs ending in y	Long vowel sound 'a' spelt ey	Suffix - tion	Words with ie after c	Words with endings 'shuhl' after a vowel letter
			Long vowel sound 'i' spelt with the split digraph i-e	Adding -ed to words ending in y. The y is changed to an i	Adding ly to make an adverb	Suffix - ssion	Words with the 'ee' sound spelt ei	Words with endings 'shuhl' after a consonant letter
			Long vowel sound 'o' spelt with the split digraph o-e	Adding -er to words ending in y. The y is changed to an i	Homophones 1	Suffix - cian	Words containing ough where the sound is 'aw'	Words with acc at the beginning
			Long vowel sound 'oo' and 'yoo' spelt u-e	Adding ing to words ending in 'e' with a consonant before it	'l' sound spelt al	Adding ly - adverbs of manner	Words containing ough where the sound is 'o' or 'ow'	Words ending in -ably
			'ar' consonant digraph	Adding 'er' to words ending in 'e' with a consonant before it	'l' sound spelt le	Homophones 2	Adverbs of possibility	Words ending in -ible

			Long vowel sound 'e' spelt ee	Adding -ing to words of one syllable	Suffix ly when words end in le	's' spelt c	Homophones or near homophones	Suffix - ibly
			Long vowel 'e' spelt ea	Adding 'ed' to words of one syllable	Suffix ly - which does not follow the rules	Sol word families/real word families	Words containing hyphens	Changing -ent to -ence
			Short vowel sound 'e' spelt ea	'or' spelt a before l and ll	Words ending in er when the root word ends in (t)ch	Prefix - super, anti and auto	Year 5/6 statutory words	-er, -or or -ar at the end of words
			Vowel digraph er (in these words the sound is stressed)	The short vowel sound 'o'	'k' spelt ch	Prefix - bi (meaning two)		Adverbs synonyms with determiners
			Vowel digraph er (in these words the sound is unstressed and at the end)	'ee' spelt ey	'g' spelt que 'k' spelt que	Plural possessive apostrophes		Adjectives to describe settings
			Digraphs ir and ur	'a' after w or qu	's' spelt sc	Year 3/4 statutory words		Vocabulary to describe feelings
			Long vowel sound 'oo' as in zoo	'er' spelt with o or ar	Homophones 2			Adjective to describe character
			Short vowel sound 'oo' as in foot	'z' spelt s	'sion' pronounces zen			Grammar vocabulary
			'oa' digraph	Suffix - ment and ness	Year 3/4 statutory words			Mathematical vocabulary
			'ou' digraph	Suffix - ful and less				Year 5/6 statutory words
			'ow' digraph	Homophones and near homophones 1				

			'oo' and 'yoo' spelt u-e, ue and ew	Homophones and near homophones 2				
			Digraph ie as in pie	Words ending in -tion				
			Digraph ie - 'ee'	Contractions				
			Long vowel sound 'i' spelt igh	Possessive apostrophes (singular)				
			'or' spelt aw or au	Year 3/4 statutory words				
			Trigraphs 'air' and 'ear'					
			'er' spelt ear or are					
			Words with ph or wh					

Progression of Knowledge, Skills and Understanding in the National

Handwriting

0-3 years	Pre-school	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pick up writing equipment and draw freely	Enjoy drawing freely.	Form lower-case and capital letters correctly.	Begins to form lower-case letters in the correct direction, starting and finishing in the right place	Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.	Uses diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another are best left un-joined.	Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.	Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.	Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.
	Write some letters accurately.	Write recognisable letters, most of which are correctly formed (ELG).	Forms capital letters.	Uses spacing between words that reflects the size of the letters.	Increases the legibility, consistency and quality of their handwriting eg by ensuring that the downward letters are parallel and equidistant.	Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant.	Decides, as part of their personal style, whether or not to join specific letters.	Decides, as part of their personal style, whether or not to join specific letters.

			Form digits 0-9.	Forms lower-case letters of the correct size relative to one another.	Increases the legibility, consistency, and quality of their handwriting - eg by ensuring that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.	Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).	Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).
			Sits correctly at a table, holding a pencil comfortably and correctly.	Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined			Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).	Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).
			Understands which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and practises these.					

Progression of Knowledge, Skills and Understanding in the National Curriculum

Composition

0-3 years	Pre-school	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shipping list that starts at the top of the page; write 'm' for mummy.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Sequences sentences to form short narratives.	Plans or says out loud what they are going to write about.	Makes some attempt to define paragraphs by organising ideas with related points placed next to each other - eg one sentence paragraphs or ideas loosely organised.	Organises paragraphs around a theme: paragraphs/ sections help to organise content.	Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing.	Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
	Write some or all of their name.	Re-read what they have written to check that it makes sense.	Re-reads what they have written to check that it makes sense.	Develops positive attitudes towards, and stamina for, writing, by writing for different purposes.	In non-narrative material uses simple organisational devices - eg headings and sub headings	In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases).	In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action.	

		Write simple phrases and sentences that can be read by others (ELG).	Says out loud what they are going to write about.	Proof-reads to check for errors in spelling, grammar and punctuation.	Proof reads for spelling and punctuation errors.	Proof-reads for errors in spelling and punctuation.	Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	In narratives, uses imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere.
			Composes a sentence orally before writing it.	Encapsulates what they want to say, sentence by sentence.	Discuss writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.	Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.	Ensures the consistent and correct use of tense throughout a piece of writing.	Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
			Discusses what they have written with the teacher or other pupils.	Writes down ideas and/or key words, including new vocabulary.	Discusses and records ideas	Discusses and records ideas.	Proof-reads for errors in spelling and punctuation.	Ensures the consistent and correct use of tense throughout a piece of writing.
			Reads aloud their writing clearly enough to be heard by their peers and the teacher.	Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.	Composes and rehearses sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of	Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of	Makes notes and develops initial ideas, drawing on reading and research where necessary.	Proof-reads effectively for spelling and punctuation errors.

					<i>sentence structure.</i>	<i>sentence structures.</i>		
				Re-reads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	In narrative creates settings, characters and plot, with some attempt to elaborate on basic information or events - eg nouns expanded by simple adjectives etc.	Assesses the effectiveness of their own and others' writing and suggests improvements.	When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors.	Makes notes and develops initial ideas, drawing on reading and research where necessary
				Reads aloud what they have written with appropriate intonation to make the meaning clear	Assesses the effectiveness of their own and others' writing and suggests improvements.	Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect.	When developing characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors.

					Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Proofreads for errors in spelling and punctuation.	Attempts to précis longer passages.	Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Uses an ambitious vocabulary, generally appropriate to purpose and audience.
					Reads aloud their own writing, to a group or the whole class using appropriate intonation and controls the tone of voice so that the meaning is made clear.	Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear.	Uses a wide range of devices to build cohesion within and across paragraphs.	Integrates dialogue to convey character and advance the action.
							Assesses the effectiveness of their own, and others' writing.	Can shape and précis longer passages to adapt material appropriately for selected form.

							<i>Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</i>	<i>Uses a wide range of devices to build cohesion within and across paragraphs.</i>
							<i>Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.</i>	<i>Within paragraphs, cohesive devices contribute to emphasis and effect, (e.g. adverbials as sentence starters).</i>
								<i>Assesses the effectiveness of their own and others' writing.</i>

								<i>Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</i>
								<i>Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Vocabulary, grammar and punctuation

0-3 years	Pre-school	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Capital letter for their name	Capital letters for the beginning of sentences	Capital letters for the beginning of sentences	All of Year 1 plus;	All of Year 2 plus;	All of Year 3 plus;	All of Year 4 plus	All of Y5 plus;
	Lower case letters used for the rest of their name	Knowledge of lower case and upper case	Full stops at the end of sentences	Adjective - a describing word		Prefix - re, dis, mis, in, il, ir, sub, inter, super, anti, auto, bi	Suffix - fer	hyphens
		Full stops at the end of sentences	? used at the end of questions	Adverb - a word that gives more information about an adjective, verb or another adverb	Suffix - ly	Suffix - ion, sion, ous, tion, ssion, cian ation	Relative clause	Ellipses
		Clear finger spaces between words	! used for exclamations	Verb - a doing or being word	Determiners 'a' or 'an'	Standard English	Parenthesis	Colons and semi colons
			Know that a sentence has a capital letter at the start and a full stop, ! or ? at the end.	Noun - a person, place, object or thing	Word families	Non-standard English	Relative pronoun	Bullet points
			Singular = one	Noun phrase	Coordinating conjunctions	Fronted adverbials		Synonym and antonym
			Plural = more than one	4 types of sentences;	Subordinating conjunctions	Pronouns		Active and passive voice

				command, exclamation, question, statement				
			Suffix - ing and ed	Compound words	Prepositions	Possessive pronouns		Formal and informal phrases
				Past tense	Inverted commas	Determiners		
				Present tense	Main clause	Modal verbs		
				Progressive tense	Subordinate clause			
				Apostrophes for contractions				
				Commas for lists				
				Suffix - er, est, ness, ment				

Knowledge Organisers

Knowledge organisers should be shared with the children at the beginning of each block of work.

In writing, these have a genre focus. Children will receive a knowledge organiser for each genre of writing they cover during the year.

The children should take a copy of this home.

The children should have quizzes based on the information on their knowledge organisers on a regular basis and use this as a tool for learning.

Knowledge Organisers should show:

- Genre features*
- Objectives covered in each text*

Characteristics of Effective Writing Teaching

What would I see in a unit of Writing? What would I see in a Lesson?

<p>Recap at the beginning of the genre to recap what genre they wrote previously</p>	<p>Year 2 onwards - Use a WAGOLL for each new genre to show what the text should look like</p>	<p>Success criteria given Success criteria used by each child to self-assess from Y2 onwards</p>
<p>Language rich: Word wall referred to for theme related words</p>	<p>5 minute recap at the beginning of each lesson to encourage retention of key knowledge and vocabulary.</p>	<p>Responding to pieces of work Rec/Year 1 - visual (stamp) Y2 - Y6 purple fix it</p>
<p>Letter formation/handwriting demonstrated during shared write activities led by teacher/TA</p>	<p>Classrooms to display year group appropriate Vocabulary, Punctuation and Grammar posters</p>	<p>Development of knowledge, skills and understanding in line with the National Curriculum.</p>