



LITERATURE-LED
CURRICULUM

WRITING

Curriculum Intent

Spa's writing curriculum aims to equip pupils so that they will:

Spa's **writing** curriculum aims to equip pupils so that they will:



Write **clearly, accurately** and **coherently**, adapting their language and style in a range for a range of **contexts, audiences** and **purposes**.



Acquire a **wide vocabulary** alongside an **understanding of grammar**.



Plan, monitor and **evaluate** my own writing.



Write **fluently, legibly** and, eventually, with speed.



Spell quickly and accurately.



We follow a Mastery approach to English through the programme 'Pathways to Write.' Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

You will find the end of year expectations for writing, reading and spoken language for each of our year groups in the attached documents. For further detail on the skills that your children are learning on a termly basis, please contact your class teacher.

Curriculum Sequencing

The above writing curriculum covers the following skills that are displayed by year group.

Writing Objectives Overview – Year 3

Use adverbs to express time, place and cause
Use prepositions to express time, place and cause
Use conjunctions to express time, place and cause (when, before, after, while, so because)
Use inverted commas to punctuate direct speech
Group related ideas into paragraphs
Use the present perfect form of verbs in contrast to the past tense
Build an increasing range of sentence structures
Form nouns with a range of prefixes
Use a or an according to whether the next word begins with a vowel or consonant
Build a varied and rich vocabulary
In narratives, create settings, characters and plot
In non-narrative, use simple organisational devices, such as headings and sub-headings, to aid presentation

Plan writing by discussing the structure, vocab and grammar of similar writing
Discuss and record ideas
Compose and rehearse sentences orally
Assess the effectiveness of own and others' writing
Propose changes to grammar and vocabulary to improve consistency
Proof-read for spelling and punctuation errors
Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing Objectives Overview – Year 4

Recognise the grammatical difference between plural and possessive 's'
Use Standard English forms for verb inflections
Extend the range of sentences with more than one clause by using a wider range of conjunctions (including: when, if, because, although)
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases
Use fronted adverbials
Use commas after fronted adverbials
Indicate possession by using the possessive apostrophe with plural nouns
Use inverted commas and other punctuation to punctuate direct speech
Organise paragraphs around a theme
Build a varied and rich vocabulary
Use present and past tenses correctly and consistently, including the progressive form and the present perfect form

Plan writing by discussing the structure, vocab and grammar of similar writing
Discuss and record ideas
Compose and rehearse sentences orally
Build an increasing range of sentence structures
In narratives, create settings, characters and plot
In non-narrative material, use simple organisational devices
Assess the effectiveness of own and others' writing
Propose 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 own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing Objectives Overview – Year 5

Use expanded noun phrases to convey complicated information concisely

Use modal verbs or adverbs to indicate degrees of possibility

Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun

Use devices to build cohesion within a paragraph

Link ideas across paragraphs using adverbials of time, place and number

Link ideas using tense choices

Use commas to clarify meaning or avoid ambiguity in writing

Use brackets, dashes or commas to indicate parenthesis

Variety of verb forms used correctly and consistently including the present perfect form

Use commas after fronted adverbials (Y4)

Organise paragraphs around a theme (Y4)

Use inverted commas and other punctuation to punctuate direct speech (Y4)

Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)

Identify the audience for and purpose of writing

Note and develop initial ideas, drawing on reading and research

Enhance meaning through selecting appropriate grammar and vocabulary

Describe settings, characters and atmosphere

Précis longer passages

Integrate dialogue to convey character and advance the action

Use organisational and presentational devices to structure text

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Use consistent and correct tense

Distinguish between the language of speech and writing

Choose the appropriate register

Proof-read for spelling and punctuation errors

Perform own compositions using appropriate intonation, volume and movement

Writing Objectives Overview – Year 6

Recognise vocabulary and structures for formal speech and writing, including subjunctive forms

Use passive verbs

Use the perfect form of verbs

Use expanded noun phrases to convey complicated information concisely

Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition, adverbials, ellipsis)

Use hyphens to avoid ambiguity

Use semi-colons, colons or dashes to mark boundaries between independent clauses

Use a colon to introduce a list and use of semi-colons within lists

Punctuate bullet points consistently

Link ideas across paragraphs using a wide range of cohesive devices (Y5)

Use modal verbs or adverbs to indicate degrees of possibility (Y5)

Use brackets, dashes or commas to indicate parenthesis (Y5)

Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)

Identify the audience for and purpose of writing

Note and develop initial ideas, drawing on reading and research

Enhance meaning through selecting appropriate grammar and vocabulary

Describe settings, characters and atmosphere

Précis longer passages

Integrate dialogue to convey character and advance the action

Use organisational and presentational devices to structure text

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Use consistent and correct tense

Distinguish between the language of speech and writing

Choose the appropriate register

Proof-read for spelling and punctuation errors

Perform own compositions using appropriate intonation, volume and movement



Spoken Language Objectives Overview – All Year Groups

Listen and respond
Ask relevant questions
Build vocabulary
Articulate and justify answers
Give well-structured descriptions, explanations and narratives
Maintain attention and participate actively in collaborative conversations
Use spoken language: speculating, hypothesising, imagining and exploring ideas
Speak audibly and fluently
Use Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints
Select and use appropriate registers for effective communication

Writing Curriculum Spine

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3						
Year 4				 		
Year 5	 					 
Year 6						