**Writing Curriculum Plan - Heron Class Year A**

**Intent**

We believe that all children have the right to become unique and ambitious writers. We provide all our children with a secure foundation of writing for a purpose, to empower them to become writers who are equipped to use their skills confidently and creatively in opportunities presented to them now and in the future.

Our intentions are that writers in the Raleigh Hub will:

* Become motivated, resilient, and resourceful writers.
* Develop a strong thread of individual creativity in their writing.
* Understand writing for a purpose and audience.
* Have a secure skill set in spelling, punctuation, and grammar.
* Engage in a wide range of experiences that initiate discussion, allowing children to develop their own ideas and opinions in their writing.
* Have opportunities to explore and use a rich and varied bank of vocabulary.
* Use a cursive script designed to promote fluent and neat writing.

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| **KS2** | | | | | | | | | | | | | | | | | |
| **Year A**  **KS2** | **Autumn 1** | | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | | **Summer 1** | | | **Summer 2** | | |
| **Progression Core Text** | **Book of Hopes (F) 3/4/5/6** | | **Jungle Survival (NF) 5/6** | **The Secrets of Stonehenge (NF) 5/6** | | **Polar Express (F) 5/6** | **Kensuke’s Kingdom (F) 5/6** | **Earth Verse (P) 5/6** | | **Everest (NF) 5/6** | | **Flood (F)**  **5/6** | **Poetry Pie (P) (Yr3/4)**  **Is this a poem? (P)**  **(Yr5/6)** | | **Everything you need to know about Snakes (3/4/5/6)** | | **RSPB Letter – year 5** |
| **Key Outcomes 3 /4** | Write a complete story that makes sense following the basic structure of the model. | | To write a set of instructions about how to survive in an extreme environment. | To create pages for a book ‘The Secrets of the Bronze Age’ | | Write a selection of narratives of scenes from the Polar Express. | Write a story based on the events of Chapter 4. | To write a poem about a natural event/process including technical vocabulary and poetic imagery | | To write an account of another significant exploration e.g. moon landing or discovery of the pyramids | | To write the story of flood. | To perform and write poetry | | To write a non-chronological report about an animal of children’s own choice. | | To write Persuasive Letter |
| **Key Outcomes 5 /6** | Write a complete short story with a clearly defined plot. | | To write a set of instructions about how to survive in an extreme environment. | To create pages for a book ‘The Secrets of the Bronze Age’  . | | Write a selection of narratives of scenes from the Polar Express. | Write a story based on the events of Chapter 4.  Incorporate the use of diary entries to contrast formal/informal writing. | To write haiku poetry about a natural event/process including technical vocabulary and poetic imagery | | To write an account of another significant exploration e.g. moon landing or discovery of the pyramids | | To write the story of flood from a viewpoint of children’s choosing. | To write a poem making choices and decisions about form and content | | To write a hybrid text about an animal of children’s own choice, to incorporate a non-chronological report, a set of instructions, an explanation. | | To write Persuasive Letter |
| **Vocabulary linked to core texts** |  | |  |  | |  |  |  | |  | |  |  | |  | |  |
| **Links to Wider Curriculum** | **Link**: Geography – Jungles and Deserts  **Link**: History – Bronze Age | | | | | | **Link**: Geography - Mountains | | | | | **Link**: Geography – Living more sustainably | | | | | |
| **Writing opportunities across the curriculum** | Information page in the style of Secrets of Stonehenge about aspects of the Bronze Age.  Instructions for smelting Bronze. | | | | | | Information page about Viking Longships, Easter celebrations around the world.  Poetry about avalanches linked to Geogrpahy – Mountains.  . | | | | | Instructions for preparing/cooking seasonal foods linked to DT.  Persuasive letters – to live more sustainably | | | | | |
| **Grammar coverage available in sequence** | **3/4**  Multi clause sentences  Subordination  Adverbials including prepositional phrases  Using and punctuating speech  **5/6**  Portray character using direct speech  Prepositional phrases  Variety of sentence structures | **3/4**  Multi clause sentences using conjunctions as, if, when  Conjunctions: time and cause  **5/6**  Multi clause sentences using conjunctions as, if, when  Conjunctions: time and cause  Adverbs and modals to chow degrees of possibility | | **3/4**  Build cohesion in paragraphs  Careful use of nouns and pronouns to avoid repetition  Fronted adverbials  **5**  Build cohesion in paragraphs  Degrees of possibility using model verbs  Semi colons to mark clause boundaries and introduce lists  **6**  Degrees of possibility using model verbs  Semi colons to mark clause boundaries and introduce lists  Dashes to mark clause boundaries  Verbs: variation in tense and form with a focus on the perfect form  Passive voice | **3/4**  Variety of sentence types  Simile  Metaphor  Brackets/Dashes to provide extra information  **5/6**  Semi colons and colons  Simile  Metaphor  Brackets and dashes to provide extra information | | **3/4**  Variety of sentence types including use of semi colons  Degrees of possibility using adverbs and modals  **5/6**  Verbs to describe  Pre and post modification of nouns  Variety of sentence types including use of semi colons  Degrees of possibility using adverbs and modals | Poetry/Haiku  ·Choose both technical and poetic vocabulary  to appropriately describe a natural  phenomenon  Non-fiction  Noun phrases expanded in a range of  ways (hyphenated adjectives,  prepositional phrases, relative  clauses)  Precise choices of verbs  Cohesion within paragraphs. | | | **3/4**   Noun phrases (including hyphenated adjectives)  Precise verb choice within noun phrases  NF:  Use of present perfect  Cohesion within paragraphs      **5/6**  Careful choice of vocabulary and  expanded noun phrases  Use of a range sentence structures  Passive voice (Y6)  Past perfect to describe events happening in the past but still ongoing | **3/4**  Choose adventurous vocabulary to describe the scene  Use dialogue punctuated accurately  Use a range of clause structures    **5/6**  Choose adventurous vocab to create atmosphere and emotion  Use dialogue to move the action on or show the feelings of the characters  Use the passive voice  Use a range of clause structures | | **3/4**  Explore word choice and ensure best words in the best place are used    **5/6**  Make bold and precise use of vocab to create images      SPAG recap for Yr6 | **3/4**  Include interesting information concisely by using complex sentences, adverbials and noun phrases    **5/6**  Use precise language in expanded noun phrases including relative clauses  Use parenthesis to add extra information  Use colons to join main clauses | **3/4**  Emotive noun phrases  Adverbials  Paragraphs around a theme    5**/6**  Emotive noun phrases including relative clauses  Paragraphs around a theme – links within and between. | |
| **Year Group Outcomes 3/4** | Describe the main character clearly for the reader using a range of techniques.  Include dialogue and punctuate it correctly.  Use a range of sentences e.g. short single-clause sentences; multi-clause sentences.  Greater Depth:  Choose words carefully for specific effects. | Use organisational devices to present information, eg: headings/sub-headings.  Convey concise information using sentences with more than one clause.  Use conjunctions to express time and cause such as if and when. | | Use devices to build cohesion within a paragraph – then, after that, first, this.  Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  Use fronted adverbials followed by commas. | Use a variety of sentence types.  Use similes and metaphors to describe.  Use brackets and dashes to add extra information.  Greater Depth:  Choose words carefully for specific effects. | | Choose words and phrases carefully to describe settings.  Use a variety of sentence types – short sentences for action and direct expressions of feeling; long descriptive sentences.  Use adverbials and modals for doubt and possibility.  Greater Depth:  Use dialogue and action to show how the character feels. | Choose both technical and poetic vocabulary to appropriately describe a natural phenomenon in the form of one or more poem – rhyming, non-rhyming, acrostic etc | | | Include interesting facts set out in a clear and engaging manner.  Provide clear information for a reader by choosing noun and pronoun references carefully.  Make some appropriate vocabulary choices, especially within noun phrases.  Use some instances of the present perfect to refer to events that happened in the past but which have relevance in the present. | Write the story of flood using adventurous vocabulary to describe the scenes.  Use dialogue punctuated accurately.  Use a range of clause structures in sentences to tell the story. | | Perform poetry with others.  Write own poetry making use of devices to convey a message clearly.  Explore word choice and ensure best words in the best place are used. | Use organisational devices to present information, eg: headings/sub-headings.  Include interesting information using a variety of sentence types. | Draft and write by: · composing and rehearsing sentences orally,  Build a varied and rich vocabulary and an increasing range of sentence structures.  Organise paragraphs around a theme.  Use simple organisational devices (e.g. headings and subheadings) | |
| **Year Group Outcomes 5/6** | Portray character using direct speech  Create atmosphere of the setting using prepositional phrases and effective vocabulary choices.  Use a range of sentences e.g. short single-clause sentences; multi-clause sentences.  Greater Depth  Link the ending of the story to the beginning, communicating the change that has happened and bringing the story to a satisfactory conclusion. | Use further organisational devices to structure a text. eg: headings, bullet points.  Use adverbs and modal verbs to show degrees of possibility.  Use multi-clause sentences using conjunctions such as if and when. | | **Year 5:**  Use devices to build cohesion within a paragraph – then, after that, first, this.  Use modal verbs to indicate degrees of possibility.  Use semi colons to mark boundaries between independent clauses.  **Year 6:**  Use modal verbs to indicate degrees of possibility.  Use semi-colons, colons and dashes to mark boundaries between independent clauses.  Use the passive voice to affect the presentation of info in a sentence. | Use a variety of sentence types.  Use semi colons or colons to join two main clauses.  Use similes and metaphors to describe.  Use brackets and dashes to add extra information.  Greater Depth:  Choose words carefully for specific effects. | | Choose words and phrases carefully to describe settings.  Use a variety of sentence types – short sentences for action and direct expressions of feeling; long descriptive sentences.  Use adverbials and modals for doubt and possibility.  Greater Depth:  Use dialogue and action to show how the character feels. | Choose both technical and poetic vocabulary to appropriately describe a natural phenomenon in the form of one or more haiku. | | | Organise the text into different sections and using a variety of layout devices.  Choose vocabulary and expanded noun phrases.  Create effective cohesion though the use of sentence structure (use of fronted adverbials and subordination)  Use of the passive voice (Y6)  Use of the past perfect to describe events happening in the past but still ongoing. | Write the story of flood from a viewpoint of their choice using adventurous vocabulary to create atmosphere and emotion.  Use dialogue to show how the characters are feeling.  Use the passive voice to demonstrate the damage of the flood.  Use a range of clause structures.  Greater Depth:  Manage shifts in formality between the narrative and the dialogue. | | Choose poetic forms appropriate to meaning.  Develop drafting and editing skills when crafting poems.  Make bold and precise use of vocab to create images. | Use further organisational devices to structure texts: titles, subtitles, sections, diagrams with captions etc  Use precise language in expanded noun phrases incl relative clauses.  Use tense consistently throughout each text.  Greater Depth:  Demonstrate different levels of formality across the different text types. | Select the appropriate form for purpose.  Use a wide range of devices to build cohesion within and across paragraphs.  Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)  Greater Depth  Select appropriate grammar and vocabulary for formality, understanding how such choices can change and enhance meaning. | |
| **No Nonsense Spelling**  **Year 3** | **Block 1 lessons 1 – 7**  Suffixes: -s es er ed ing  Prefix un dis  Apostrophes for contractions  Strategies at the point of writing Have a go | **Block 1 lesson 8 – 14**  Rare GPCS: ei eigh aigh ey  Strategies for learning words from statutory and personal lists  Homophones: brake break grate great eight ate weight wait son sun | | **Block 2 lessons 1 – 7**  Statutory words Strategies at the point of writing Have a go  Revise homophones  Revise suffixes and prefixes  Prefix; mis re  Strategies for learning words | **Block 2 lessons 8 – 14**  Words from statutory and personal spelling lists: pair testing The/I/ sound spelt y  Proofreading  Strategies for learning words from statutory and personal lists  Words with the /g/ sound spelt -gue and the /k/sound spelt - que | | **Block 3 lessons 1-7**  Suffixes ness and ful following a consonant  Prefixes sub and tele  Apostrophes for contraction  Strategies for learning words from statutory and personal lists | **Block 3 lessons 8 – 15**  Words from statutory and personal spelling lists: pair testing  /s/ sound spelt ch and ‘s’ ‘ss(ion/ure)  Strategies for learning words from statutory and personal lists  Revise suffixes: ness and ful  Teach suffix: less ness ful and ly | | | **Block 4 lessons 1- 15**  Strategies at the point of writing – have a go and elements that need practice  Prefixes: super and auto  Words from statutory and personal spelling lists: pair testing  Strategies at the point of writing- homophones  Proofreading  Strategies for learning words from statutory and personal lists  Words with the /k/ sound spelt ch | **Block 5 lessons 1 – 9**  Previously taught suffixes; ed ing s es ness ful less and ly  Suffix ly with root words ending in le an ic  Apostrophes for contractions  Strategies for learning words from statutory and personal lists | | **Block 5 lessons 10 – 16**  Rare GPCs /I/  Strategies for learning words from statutory and personal lists  Vowel digraphs from year 1 and 2 | **Block 6 lessons 1-8**  Strategies at the point of writing Have a go  Spellings learnt over the last half term  ou sound schwa ( trouble)  Strategies for learning words from statutory and personal lists  Pair testing | **Block 6 lessons 9 – 15**  Homophones:  Heel heal he’ll plain plane groan grown rain reign rein  Proofreading  Strategies for learning words from statutory and personal lists  Revise aspects from the term | |
| **No Nonsense Spelling**  **Year 4** | **Block 1 lessons 1 – 8**  Strategies at the point of writing Have a go  Words endings  Strategies for learning words from statutory and personal lists  Possessive apostrophe with proper nouns | **Block 1 lesson 9 – 15**  Possessive apostrophe with proper nouns  Homophones: peace piece main mane fair fare  Strategies for learning words from statutory and personal lists  Pair testing | | **Block 2 lesson 1-8**  Strategies for learning words  Strategies at the point of writing Have a go  Proofreading  Prefixes: in il im and ir  Strategies for learning words from statutory and personal lists  Pair testing | **Block 2 lesson 9 – 15**  Revise: /ei/ sound spelt ei eigh ey  /s/ sounds spelt ch and the schwa /ou/  Strategies for learning words from statutory and personal lists  Pair testing  Adding suffixes beginning with vowel letters to words of more than one syllable: ing er en ed | | **Block 3 lessons 1 – 8**  The /g sound spelt gu  Strategies for learning words from statutory and personal lists  Words with endings ture  Possessive apostrophe with plurals | **Block 3 lessons 9 – 15**  Possessive apostrophe with plurals  Homophones mail male scene seen bawl ball  Words already learnt from statutory lists  Strategies for learning words from statutory and personal lists  Error analysis | | | **Block 4 lessons 1 – 15**  Statutory spellings learnt so far  Have a go  Proofreading  Prefixes: anti inter  Strategies for learning words from statutory and personal lists  Ending: spelt clan sion tion ssion  Strategies for learning words from statutory and personal lists  Spellings learnt so far | **Block 5 lessons 1 – 8**  /s/sound spelt sc  Strategies for learning words from statutory and personal lists  Strategies at the point of writing Have a go  Endings spelt sion  Apostrophes for possession including singular and plural | | **Block 5 lesson 9 to 15**  Apostrophes for possession including singular and plural  Homophones  Statutory words learnt during the year  Spelling that need further learning | **Block 6 lessons 1-8**  Suffix ous  Proofreading  Prefixes: un dis in re sub inter super anti auto  Strategies for learning words from statutory and personal lists  Words leant so far | **Block 6 lessons 9 – 15**  Suffix ly added to words ending in y le and ic  Strategies for learning words from statutory and personal lists  Words leant so far  Revise | |
| **No Nonsense Spelling**  **Year 5** | **Block 1 lessons 1 – 8**  Strategies at the point of writing Have a go  Words with the letter string ough  Words with silent letters  Strategies for learning words with silent letters from statutory and personal lists  Use of spelling journals for etymology | **Block 1 lesson 9 – 15**  Words ending in able and ible  Homophones: isle aisle aloud allowed affect effect herd heard past passed  Strategies for learning words from statutory and personal lists | | **Block 2 lesson 1-8**  Selected spellings taught last half term and new spellings for this half term  Plurals s es ies  Apostrophes for contraction and possession  Strategies for learning words with silent letters from statutory and personal lists  Use of the hyphen | **Block 2 lesson 9 – 15**  Use of the hyphen  Strategies for learning words from statutory and personal lists  Proofreading focussing on checking words from personal lists  Using a dictionary to support learning word roots, derivations and spelling patterns  Using dictionaries to create word webs  Strategies at the point of writing -building new words from known morphemes | | **Block 3 lessons 1 – 8**  Strategies at the point of writing Have a go  Apostrophe for possession  Strategies for learning words form personal lists  Rare GPCs (bruise guarantee immediately vehicle yacht)  Using spelling journals for etymology | **Block 3 lessons 9 – 15**  Words ending in ably and ibly  Homophones: led lead steel steal alter altar  Strategies for learning words: homophones  Homophones  Strategies for learning words from statutory and personal lists | | | **Block 4 lessons 1 – 15**  Spellings taught in previous half term  Learning words from statutory and personal lists  Proofreading – checking from another source after writing  Proofreading  Strategies for learning words from statutory and personal lists  Building words from root words  Homophones  Strategies for learning words from statutory and personal lists  Words with th/i/ sound spelt ei  ei and ie words | **Block 5 lessons 1 – 9**  Strategies at the point of writing Have a go  Using a range of strategies  Words from statutory and personal lists  Using etymological and morphological strategies for spelling  Strategies for learning words from statutory and personal lists  Using spelling journals for etymology | | **Block 5 lesson 10 to 16**  Proofreading for words on statutory lists  Homophones: cereal serial father farther guessed guest morning mourning who’s whose  Strategies for learning words from statutory and personal lists | **Block 6 lessons 1-8**  Spellings taught in the last half term  Pair testing  Proofreading: use of a dictionary to check words referring to first three or four letters  Strategies for learning words from statutory and personal lists  Strategies for learning words: problem suffixes | **Block 6 lessons 9 – 15**  Problem suffixes  Homophones  Strategies for learning words from statutory and personal lists  Pair testing  Spelling aspects form year 5 that are not secure | |
| **No Nonsense Spelling**  **Year 6** | **Block 1 lessons 1 – 8**  Words from statutory lists  Strategies at the point of writing Have a go  Word endings: ably ible ibly  Adding suffixes beginning with vowels to words ending in fer | **Block 1 lesson 9 – 1**  Adding suffixes beginning with vowels to words ending in fer  SATS practice  Proof reading in smaller chunks( sentences, paragraphs) | | **Block 2 lesson 1-8**  Words from statutory lists  Strategies for learning words from statutory word lists  Homophones ce/se  Strategies for learning words from statutory and personal lists | **Block 2 lesson 9 – 15**  Endings spelt cious tious  Strategies for learning words from statutory word lists  Spelling from this term. | | **Block 3 lessons 1 – 8**  Words with ough letter string  Strategies for learning words from statutory word lists  Pair testing  Words ending cial and tial | **Block 3 lessons 9 – 15**  Pair testing  Words ending cial and tial  Proofreading someone else’s writing  Strategies for learning words from personal lists  Pair testing  Generating words from prefixes  Strategies for learning words from statutory and personal lists  All statutory words learnt this term | | | **Block 4 lessons 1 – 15**  Spellings taught in previous half term  Strategies for learning words from statutory and personal lists  Homophones dessert desert stationery stationary  Compliment principle principal prophet profit  Homophones covered in KS2  Proofreading  Strategies for learning words from statutory and personal lists  Generating words prefixes and roots  Strategies for learning words from statutory and personal lists | **Block 5 lessons 1 – 7**  Strategies for learning words : rare GPCs from statutory word list  Strategies at the point of writing Have a go  Strategies for learning words from statutory and personal lists | | **Block 5 lesson 8 to 14**  Words ending in ant ance and ancy  Proofreading own writing independently  Root words and meanings | **Block 6 lessons 1-9**  Spellings taught in previous half term  Strategies for learning words from statutory and personal lists  Pair testing  Words ending ent ence and ency | **Block 6 lessons 10 – 15**  Pair testing  Words ending ent ence and ency  Strategies for learning words from statutory and personal lists  Homophones:  Draught draft dissent descent precede proceed wary weary  Strategies for learning words: commonly misspelt homophones | |
| Handwriting | Pupils will follow the Letterjoin progression from year R to 6 to develop print then cursive handwriting.  All Pupils will be expected to join their writing in a cursive and legible style that sits on a line.  All pupils will use a handwriting pen.  8mm lined books will be used to support writing.  Handwriting to be implicitly taught at least once a week using handwriting books. | | | | | | | | | | | | | | | | |