**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 phrasesVariety of sentence structures | **3/4** Multi clause sentences using conjunctions as, if, whenConjunctions: time and cause **5/6**Multi clause sentences using conjunctions as, if, whenConjunctions: time and cause Adverbs and modals to chow degrees of possibility | **3/4**Build cohesion in paragraphsCareful use of nouns and pronouns to avoid repetitionFronted adverbials**5**Build cohesion in paragraphsDegrees 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 colonsDegrees of possibility using adverbs and modals **5/6**Verbs to describePre and post modification of nounsVariety of sentence types including use of semi colonsDegrees of possibility using adverbs and modals  | Poetry/Haiku·Choose both technical and poetic vocabularyto appropriately describe a naturalphenomenon Non-fictionNoun phrases expanded in a range ofways (hyphenated adjectives,prepositional phrases, relativeclauses)Precise choices of verbsCohesion 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 speechCreate 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 DepthLink 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 etcUse 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 DepthSelect 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 ingPrefix un disApostrophes for contractionsStrategies at the point of writing Have a go | **Block 1 lesson 8 – 14**Rare GPCS: ei eigh aigh eyStrategies for learning words from statutory and personal listsHomophones: 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 goRevise homophonesRevise suffixes and prefixesPrefix; mis re Strategies for learning words | **Block 2 lessons 8 – 14**Words from statutory and personal spelling lists: pair testing The/I/ sound spelt yProofreadingStrategies for learning words from statutory and personal listsWords with the /g/ sound spelt -gue and the /k/sound spelt - que | **Block 3 lessons 1-7**Suffixes ness and ful following a consonantPrefixes sub and teleApostrophes for contractionStrategies 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 listsRevise suffixes: ness and fulTeach suffix: less ness ful and ly | **Block 4 lessons 1- 15**Strategies at the point of writing – have a go and elements that need practicePrefixes: super and autoWords from statutory and personal spelling lists: pair testingStrategies at the point of writing- homophonesProofreading 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 lySuffix ly with root words ending in le an icApostrophes for contractionsStrategies for learning words from statutory and personal lists | **Block 5 lessons 10 – 16**Rare GPCs /I/Strategies for learning words from statutory and personal listsVowel digraphs from year 1 and 2 | **Block 6 lessons 1-8**Strategies at the point of writing Have a goSpellings learnt over the last half termou sound schwa ( trouble)Strategies for learning words from statutory and personal listsPair testing | **Block 6 lessons 9 – 15**Homophones:Heel heal he’ll plain plane groan grown rain reign reinProofreadingStrategies for learning words from statutory and personal listsRevise aspects from the term |
| **No Nonsense Spelling****Year 4** | **Block 1 lessons 1 – 8**Strategies at the point of writing Have a goWords endingsStrategies for learning words from statutory and personal listsPossessive apostrophe with proper nouns  | **Block 1 lesson 9 – 15**Possessive apostrophe with proper nounsHomophones: peace piece main mane fair fareStrategies for learning words from statutory and personal listsPair testing | **Block 2 lesson 1-8**Strategies for learning wordsStrategies at the point of writing Have a goProofreadingPrefixes: in il im and ir Strategies for learning words from statutory and personal listsPair 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 listsPair testingAdding 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 guStrategies for learning words from statutory and personal listsWords with endings turePossessive apostrophe with plurals | **Block 3 lessons 9 – 15**Possessive apostrophe with pluralsHomophones mail male scene seen bawl ballWords already learnt from statutory listsStrategies for learning words from statutory and personal lists Error analysis | **Block 4 lessons 1 – 15**Statutory spellings learnt so farHave a goProofreadingPrefixes: anti interStrategies for learning words from statutory and personal listsEnding: spelt clan sion tion ssionStrategies for learning words from statutory and personal listsSpellings learnt so far | **Block 5 lessons 1 – 8**/s/sound spelt scStrategies for learning words from statutory and personal listsStrategies at the point of writing Have a goEndings spelt sion Apostrophes for possession including singular and plural | **Block 5 lesson 9 to 15**Apostrophes for possession including singular and pluralHomophonesStatutory words learnt during the yearSpelling that need further learning | **Block 6 lessons 1-8**Suffix ousProofreadingPrefixes: un dis in re sub inter super anti autoStrategies for learning words from statutory and personal listsWords leant so far | **Block 6 lessons 9 – 15**Suffix ly added to words ending in y le and icStrategies for learning words from statutory and personal listsWords leant so farRevise |
| **No Nonsense Spelling****Year 5**  | **Block 1 lessons 1 – 8**Strategies at the point of writing Have a goWords with the letter string oughWords with silent lettersStrategies for learning words with silent letters from statutory and personal listsUse of spelling journals for etymology | **Block 1 lesson 9 – 15**Words ending in able and ibleHomophones: isle aisle aloud allowed affect effect herd heard past passedStrategies 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 termPlurals s es iesApostrophes for contraction and possessionStrategies for learning words with silent letters from statutory and personal listsUse of the hyphen |  **Block 2 lesson 9 – 15**Use of the hyphen Strategies for learning words from statutory and personal listsProofreading focussing on checking words from personal listsUsing a dictionary to support learning word roots, derivations and spelling patternsUsing dictionaries to create word websStrategies at the point of writing -building new words from known morphemes | **Block 3 lessons 1 – 8**Strategies at the point of writing Have a goApostrophe for possessionStrategies for learning words form personal listsRare GPCs (bruise guarantee immediately vehicle yacht)Using spelling journals for etymology  | **Block 3 lessons 9 – 15**Words ending in ably and iblyHomophones: led lead steel steal alter altarStrategies for learning words: homophonesHomophonesStrategies for learning words from statutory and personal lists | **Block 4 lessons 1 – 15**Spellings taught in previous half termLearning words from statutory and personal listsProofreading – checking from another source after writingProofreadingStrategies for learning words from statutory and personal listsBuilding words from root wordsHomophonesStrategies for learning words from statutory and personal listsWords with th/i/ sound spelt eiei and ie words | **Block 5 lessons 1 – 9**Strategies at the point of writing Have a goUsing a range of strategiesWords from statutory and personal listsUsing etymological and morphological strategies for spellingStrategies for learning words from statutory and personal listsUsing spelling journals for etymology | **Block 5 lesson 10 to 16**Proofreading for words on statutory listsHomophones: cereal serial father farther guessed guest morning mourning who’s whoseStrategies for learning words from statutory and personal lists | **Block 6 lessons 1-8**Spellings taught in the last half termPair testingProofreading: use of a dictionary to check words referring to first three or four lettersStrategies for learning words from statutory and personal listsStrategies for learning words: problem suffixes | **Block 6 lessons 9 – 15**Problem suffixesHomophonesStrategies for learning words from statutory and personal listsPair testingSpelling aspects form year 5 that are not secure |
| **No Nonsense Spelling****Year 6**  | **Block 1 lessons 1 – 8**Words from statutory listsStrategies at the point of writing Have a goWord endings: ably ible iblyAdding suffixes beginning with vowels to words ending in fer | **Block 1 lesson 9 – 1**Adding suffixes beginning with vowels to words ending in ferSATS practiceProof reading in smaller chunks( sentences, paragraphs) | **Block 2 lesson 1-8**Words from statutory listsStrategies for learning words from statutory word listsHomophones ce/seStrategies for learning words from statutory and personal lists | **Block 2 lesson 9 – 15**Endings spelt cious tiousStrategies for learning words from statutory word listsSpelling from this term. | **Block 3 lessons 1 – 8**Words with ough letter stringStrategies for learning words from statutory word listsPair testingWords ending cial and tial  | **Block 3 lessons 9 – 15**Pair testingWords ending cial and tialProofreading someone else’s writingStrategies for learning words from personal listsPair testingGenerating words from prefixesStrategies for learning words from statutory and personal listsAll statutory words learnt this term | **Block 4 lessons 1 – 15**Spellings taught in previous half termStrategies for learning words from statutory and personal listsHomophones dessert desert stationery stationaryCompliment principle principal prophet profitHomophones covered in KS2ProofreadingStrategies for learning words from statutory and personal listsGenerating words prefixes and rootsStrategies for learning words from statutory and personal lists | **Block 5 lessons 1 – 7**Strategies for learning words : rare GPCs from statutory word listStrategies at the point of writing Have a goStrategies for learning words from statutory and personal lists | **Block 5 lesson 8 to 14**Words ending in ant ance and ancyProofreading own writing independentlyRoot words and meanings | **Block 6 lessons 1-9**Spellings taught in previous half termStrategies for learning words from statutory and personal listsPair testingWords ending ent ence and ency | **Block 6 lessons 10 – 15**Pair testingWords ending ent ence and encyStrategies for learning words from statutory and personal listsHomophones: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. |