

Eastwood Community School's Writing Curriculum



	A Pre-School Writer	A NurSery Writer	A Reception Writer:
<p>National curriculum & Focus curriculum learning objectives</p> <p>Eastwood specific objectives in response to audit of our learner's needs</p>	<ul style="list-style-type: none"> Notices some print, such as first letter in their name, a bus or a door number, or a familiar logo. Enjoys drawing freely Adds some marks to their drawings, which they give meaning to. (For example, "That says Mummy") Makes marks on their picture to stand for their name. Develops manipulation and control. Explores different materials and tools. Uses small motor skills to do things independently. I enjoy the sensory experience of making marks in damp sand, paste or paint. I can hold a pen or crayon using whole hand (Palmar) grasp and make random marks with different strokes. I can use my fingers to pick up and move small objects. 	<ul style="list-style-type: none"> Uses some of their print and letter knowledge in their early writing (for example, writes d for daddy, c for cat) Writes some letters accurately Writes some or all of their name Uses a comfortable grip with good control when holding pens and pencils Shows a preference for a dominant hand Draws lines and circles using gross motor movements. Copies some letters, e.g. the letters from my name. Uses "my own" writing (mark making) for real purposes e.g. shopping lists, cards, messages, labels. 	<ul style="list-style-type: none"> Shows a preference for a dominant hand. (Physical Development) Uses a pencil and can hold it effectively in a tripod grip to form some recognisable letters, most of which are correctly formed. (Physical Development) Writes their own name using cursive letter formation Forms lower case and capital letters correctly Hears, says and writes initial sounds in words. Orally segments and blends sounds in CVC words Spells simple words by identifying the sound and then writes the sound with letters. Writes a meaningful label. Writes a meaningful phrase. Spells some exception words (tricky words) correctly. (phase 2 and phase 3 word list) Writes a short sentence with known Phase 2 sound-letter correspondences Writes a short sentence with known Phase 3 sound-letter correspondences Uses a capital letter at the start of a sentence. Uses a full stop at the end of a sentence Articulates what they want to write before they write it. Uses new, recently learned vocabulary in their writing Re-reads what they have written to check it makes sense
Subject specific vocabulary relative to ARE	draw, write, hold, turn, paintbrush, marks, move, copy, paint, shape, name, pattern, ,number, picture, colouring, chalk, crayons, pens, tell me, hear, say,	Grip, hold, finger, thumb, pattern, trace, name sound, letter, write, name writing equipment (pens/pencils/chalk) copy, tell me, imagine, and pretend, what does it say? Read, circle, round, straight, up, down, start, finish, top, bottom, funky fingers,	Grapheme, phoneme, digraph, letter, write, read, left, right, form, straight, spell, segment, blend, copy, finger space, capital letter, lower case letter, full stop, Tricky word, word, make sense, sentence, letter, list, label, information, facts, build, imagine, Read out loud, check,

			Pincer, describe, actions, invitations, message
Cultural Capital & Learning Beyond the Classroom opportunities	Post a letter Baking – mixing, chopping, stirring (motor strengthening) Play dough making Paint a wall with rollers or large brushes Sweep the floor outside Running in the park (core strength) Climbing in the playground (core strength) Opportunities for developing vocabulary including: Seasonal walks, library visits, farm visit 50 Things before 5 Activities (see poster) Imagination Library Theme/Open days	Structured Role Play to develop vocabulary and oracy (café, paint shop, bakers, office, home, clinic, castle, igloo) Write a letter home and post it in a post box Opportunities for developing vocabulary including: Seasonal walks (describing), library visits, farm visit, Cliffe castle, school allotments 50 Things before 5 Activities (see poster) Treasure hunt Imagination Library Theme/Open Days Baking/ cooking Shopping for snack – Asda and local shops (shared writing – shopping list\)	50 Things before 5 Activities (see poster) Imagination library Seasonal walks (describing), library visit, ,Tropical World, Cliffe castle, school allotments, Devonshire Park Bear Hunt – re-telling a familiar story (Cliffe Castle) Teddy Bears Picnic (invitations) Train to Bradford (first-hand experience) Bradford Cathedral visit and Mosque trip Theme days – camp fire/big splash/Easter Shopping for snack/ baking ingredients (writing shopping list) Baking (recipe) Café visit (making menus) Structured Role play – first hand experiences abd opportunities to write for a purpose and reason.(Café, house, magical shop, pirate den, vets, clinic, pet shop)

Writing Curriculum

	A Year 1 Writer	A Year 2 Writer:	A Year 3 Writer
<p>National curriculum & Focus curriculum learning objectives</p> <p>Eastwood specific objectives in response to audit of our learner's needs</p>	<ul style="list-style-type: none"> • Compose a sentence orally before writing it. • Sequence sentences in chronological order to recount and event or experience. • Re-read what I have written to check that it makes sense. • Know how the prefix 'un' can be added to words to change meaning. • Use 's' and 'es' as plural noun suffixes. • Turn a plural noun into a singular noun. • Discuss what I have written with others. Read my own writing aloud so it can be heard by others. • Separate words using finger spaces. • Use capital letters to start a sentence. • Use a full stop to end a sentence. • Use a question mark. • Use an exclamation mark. • Use capital letters for names. Use a capital letter for the personal pronoun 'I' • Combine words to make a sentence. Join two sentences using 'and' Sequence sentences to form a narrative. 	<ul style="list-style-type: none"> • Write narratives about personal experiences and those of others, both real and fictional. • Write for different purposes, including real events. • Plan and discuss the content of writing and record my ideas, including new vocabulary. • Orally rehearse structured sentences or sequences of sentences. • Evaluate my own writing independently, with peers and with an adult. • Proof-read to check for errors in spelling, grammar and punctuation, including tenses and verbs. • Write a simple poem. • Read my own writing aloud using appropriate intonation. • Use capital letters for names of people, places, day of the week and the personal pronoun 'I'. • Correctly use question marks and exclamation marks. • Use commas to separate items in a list. • Use apostrophes to show where letters are missing in spellings and to mark singular possession in nouns. • Use and identify nouns and noun phrases. • Use and identify suffixes, commas and apostrophes. Use subordination and co-ordination. • Use expanded noun phrases. • Use coordinating conjunctions to create compound sentences. • Say how the grammatical patterns in a sentence indicate its function. • Understand, identify and use adjectives, verbs and adverbs. • Consistently use the present tense and past tense correctly. • Use the progressive forms of verbs in the present and past tense. 	<ul style="list-style-type: none"> • Discuss models of writing, noting its structure, grammatical features and use of vocabulary. • Compose sentences using a wider range of structures. • Write non-narrative using simple organisational devices such as headings and sub-headings. • Assesses the effectiveness of and suggest improvements to my own writing and that of others. • Make improvements to grammar, vocabulary and punctuation including tenses and the use of pronouns. • Use a range of sentences with more than one clause by using a range of conjunctions. • Use the perfect form of verbs to mark the relationship of time and cause. • Proof-read to check for errors in spelling and punctuation. • Discuss and record ideas for my own writing. • Orally rehearse sentences, using a growing range of vocabulary. • Draft and write a narrative by using paragraphs with a clear structure, setting, characters and plot. • Use inverted commas to punctuate direct speech. • Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. • Use adverbials with a degree of accuracy. • Use and identify determiners accurately. • Use pronouns to indicate possession with accuracy. • Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. • Use adverbials with a degree of accuracy. • Use and identify determiners accurately. • Use pronouns to indicate possession with accuracy.
Subject specific vocabulary relative to ARE	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, sentence, personal pronoun, instructions	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma, narrative, fictional, rehearse, proof-read, errors, subordination, coordination, progressive forms of verbs.	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel, inverted commas (or 'speech marks'), structures, improvements, perfect form, draft, paragraph, settings, plot, modifying adjectives, prepositional phrases
Cultural Capital & Learning Beyond the Classroom opportunities	Reading own writing to an audience Create a comic strip Make a daisy chain (funky fingers) Write a recount of a visit connected to Theme (seaside visit) Seasonal Walks to inspire poetry Theatre visits (reviews) Trips and visits to expand vocabulary	Plan a Party Learn how to use a dictionary Write a weather report (following a seasonal walk) Read and make Leaflets and for residential to Nell Bank Recounts and descriptions of visitors into school (fire fighters/owl visit)	Learn how to use a dictionary. Learn about famous artists. Read books about different genres of music. Organise and perform a presentation. Write letters to a person in a different country. Create a play script and act it out to an audience.

	<p>Outdoor learning opportunities</p> <p>Real experiences (Planting a seed, recycling, baking) to provide opportunities to write a set of instructions.</p>	<p>Experiential trips and visits connected to the theme to increase and learn new vocabulary (Blackpool Zoo, Imax, Nell Bank)</p> <p>Use ICT to conduct research and present writing</p>	
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Eastwood Community School's Writing Curriculum

	A Year 4 Writer	A Year 5 Writer	A Year 6 Writer
<p>National curriculum & Focus curriculum learning objectives</p> <p>Eastwood specific objectives in response to audit of our learner's needs</p>	<ul style="list-style-type: none"> • Compose sentences using a range of sentence structures and vocabulary. • Orally rehearse my ideas on my own and in a group. • Write a narrative with a clear structure, setting and plot. • Improve consistency in my writing by changing grammar, vocabulary and punctuation, including tenses and the use of pronouns. • Use a range of sentences which have more than one clause. • Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. • Use direct speech in my writing and punctuate it correctly. • Discuss writing similar to that which I am planning to write and show understanding of the text's structure, vocabulary and grammar. • Read my writing aloud using appropriate intonation, volume etc. • Proof-read my own writing to check for errors in spelling and punctuation. • Use inverted commas and other punctuation to indicate direct speech. • Use apostrophes to mark plural possession. • Use commas after fronted adverbials. • Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. • Use adverbials with a degree of accuracy. • Use and identify determiners accurately. • Use pronouns to indicate possession with accuracy. • Write in paragraphs. 	<ul style="list-style-type: none"> • Discuss the audience and purpose of the writing and write accordingly. • Start sentences in different ways and use a range of sentence types. • Use the correct features and sentence structure matched to the text type they are working on. • Develop characters and advance action through dialogue. • Establish a viewpoint as the writer through commenting on characters and events. • Use grammar and vocabulary (Year 5 specifically) to create an impact on the reader. • Use stylistic devices to create effects in writing, building cohesion within and across paragraphs. • Add well-chosen detail to interest the reader. • Summarise a paragraph. • Understand the difference between synonyms and antonyms and use these where appropriate. • Write in the active and passive voice. • Organise my writing into paragraphs to show different information or events. • Plan ideas, drawing on reading or research when necessary. • Describe settings, characters and create atmosphere in my writing. • Organise my writing into paragraphs to show different information or events using appropriate text type features where necessary. • Perform/read aloud their compositions. • Ensure I use the correct subject/verb agreement in my writing. • Ensure that my writing has consistent and correct use of tense throughout. 	<ul style="list-style-type: none"> • Identify the audience for and purpose of their writing and choose the appropriate form and register. • Plan ideas for their writing, using those collected from reading or research. • Use a range of organisational devices in my writing. • Use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. • Use a range of sentence starters to create specific effects. • Use developed noun phrases to add detail to sentences. • Use the passive voice to present information with a different emphasis. • Use commas to mark phrases and clauses. • Sustain and develop ideas logically in narrative and non-narrative writing. • Use character, dialogue and action to advance events in narrative writing. • Summarise a text, conveying key information in writing. • Assess the effectiveness of my own writing and that of others, proposing changes where appropriate (with a range of independence). • Proof-read their writing accurately and independently to check for spelling/grammar errors. • Use the correct subject/verb agreement in their writing. • Use a range of devices to build cohesion within and across paragraphs. • Use consistent tenses across their writing (progressive etc.) • Use the semi-colon, colon and dash. • Use the colon to introduce a list.

		<p>Proof read and check for spelling/grammar errors.</p> <ul style="list-style-type: none"> • Use brackets, dashes and commas to indicate parenthesis. • Use commas to clarify meaning or avoid ambiguity. • Use relative clauses with a degree of accuracy. • Use and identify relative pronouns. • Use adverbs/modal verbs to indicate a degree of possibility. • Build cohesion between paragraphs avoiding ambiguity. <p>Use adverbials to link paragraphs</p>	<ul style="list-style-type: none"> • Use semi-colons where appropriate and with a degree of accuracy. • Use a hyphen to avoid ambiguity. • Use ellipsis in their writing when necessary. • Use the passive voice. • Vary sentence structures depending whether they are formal or informal. • Identify the subject/object in a sentence.
Subject specific vocabulary relative to ARE	Determiner, pronoun, possessive pronoun adverbial, consistency, cohesion, repetition, commas after fronted adverbials.	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity, audience, dialogue, viewpoint, stylistic devices	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, form, register, formality
Cultural Capital & Learning Beyond the Classroom opportunities	<p>Learn how to use a dictionary.</p> <p>Learn about famous artists.</p> <p>Read books about different genres of music.</p> <p>Organise and perform a presentation.</p> <p>Write letters to a person in a different country.</p> <p>Create a play script and act it out to an audience.</p>	<p>Visit a library.</p> <p>Write letters to a person from a different country.</p> <p>Meet an author/poet.</p> <p>Write a speech and perform it to an audience.</p> <p>Read a novel.</p> <p>Create a story for a person to read.</p> <p>Learn about a famous local author.</p> <p>Write a song.</p> <p>Apply for a role as a school councillor.</p>	<p>Visit a library.</p> <p>Write letters to a person from a different country.</p> <p>Meet an author/poet.</p> <p>Write a speech and perform it to an audience.</p> <p>Read a novel.</p> <p>Create a story for a person to read.</p> <p>Learn about a famous local author.</p> <p>Write a song.</p> <p>Apply for a role as a school councillor.</p>