



Writing Policy (June 2020 revised February 2024)

“A good teacher brings words alive. In some ways, teachers are the guardians of our language – the well-turned phrase, the beautifully constructed argument, the story that will stay in the mind for ever...” Pie Corbett

NATIONAL CURRICULUM

The National Curriculum divides writing into two broad areas: transcription and composition. Transcription covers the technical aspects of writing: handwriting, spelling, grammar and punctuation. Composition is about sharing their ideas and thinking about the purpose for their writing. Good writing involves balancing all these different parts.

Learning to write is one of the most important skills that a child will do at primary school. Almost all other areas of the curriculum are assessed through writing, so strong writing is one of the keys to academic success. Good writing also gives a child a voice to share their ideas and opinions with the world.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and eventually, speedy handwriting.

WRITING INTENT

At Haydn Primary School, we recognise that English skills underpin all elements of the curriculum and are essential life-skills. Considering the fundamental importance of Speaking, Listening, Reading and Writing in everyday life, we are dedicated to enabling our pupils to develop as confident, creative, capable, enthusiastic, successful and accomplished writers. Children who want to be authors, journalists, researchers, copywriters and editors; children who feel confident to express themselves. We aim to foster an enjoyment of writing and a recognition of its value through providing a stimulating broad curriculum and school environment. We place the development of writing skills, directly linked to reading, at the very heart of the curriculum, and provide meaningful contexts and quality texts as inspiration. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn.

At Haydn, children develop their skills by exploring an interesting range of different genres, with a focus on models of excellence and using these to inspire composition and then guide the drafting and editing process. We not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing in every subject.

We have a consistent, whole school approach to the teaching of writing and provide a coherent model for linking and combining the literacy skills and text types into effective teaching and learning opportunities. This leads to meaningful outcomes, with each phase informing and leading into the next.

Effective planning ensures the teaching of writing is responsive to learners' needs and incorporates all the key elements needed to be a successful writer. We develop success criteria, which can be applied across a range of subjects and contexts for real audiences and purposes.

We use a range of strategies to assess pupils' writing and employ effective assessment procedures, both formative and summative.

AIMS

- To develop a love for words, language and writing
- To guide children to feel confident to write and recognise its value
- To develop their powers of imagination, inventiveness and critical awareness
- To develop the capacity to convey meaning for a range of purposes and audiences
- To encourage children to become enthusiastic and reflective writers by teaching them to understand and respond to a variety of texts
- To become familiar with a range of forms of writing: poetry, fiction and non-fiction
- To develop and extend the children's vocabulary through shared and guided writing and listening to stories, using what they have read in their writing
- To use planning, drafting and editing processes to develop their work
- To raise the standards of writing within the school for all pupils every year, with a particular focus on the lowest 20% of pupils becoming competent writers
- To make rapid progress from their individual starting points and achieve age-related expectations or above by the end of Key Stage 2
- To write in a fluent joined handwriting style and take pride in their presentation
- To develop phonic skills and learn spelling rules
- To learn the conventions of written language and grammar

WRITING IMPLEMENTATION

Writing in the EYFS

Mark Making Beginnings

In F1 the journey towards writing begins in making marks and as we offer access to a wide range of materials, we ensure that we are praising and recognising every child's mark making efforts. We recognise the importance of children seeing adults writing and all practitioners model good practice. It is important that we offer opportunities to write whenever possible, but know that writing begins by mark making and not by producing letters.

Mark making for children at this stage should be the enjoyment of creating and children are encouraged to explore writing for a purpose as they play. There is a strong emphasis on involving children in the creation of displays and providing them with lots of opportunities to discover how print carries meaning. Children are encouraged to practise their writing skills through a mixture of cross-curricular free play and adult-led activities.

Moving into writing

Becoming a writer involves the combination of a wide range of concepts, skills and knowledge. Many of the skills taught in F1 prepare children as they move into F2 where they will continue to be developed.

- Development of attention span and auditory memory
- Speaking and listening skills and vocabulary development
- Familiarity with the patterns of written language through frequent hearing and repeating of stories, songs and rhymes
- Knowledge of alphabet names and letter shapes and an awareness of print in the environment
- Shared writing to support the understanding of the purposes of writing and to teach the skills of composition. Children are given regular opportunities to orally compose their own sentences and stories
- Phonological and phonemic awareness – letters and sounds and moving sounds into writing first orally and then by forming letters
- The learning of sight words (F2)

Gross and Fine Motor Control

Developing fine and gross motor skills is a crucial part of becoming a writer. Before any child is ready to make marks and begin to form letters confidently, they need opportunities to develop and refine both their gross motor and fine motor skills through movement. We carefully plan activities and opportunities for children to practise and develop physical control through large-scale movement, such as outdoor play, balancing, climbing, marching and moving to music; manipulative skills such as using tools, cooking utensils and scissors; and fine motor control and hand eye co-ordination, through activities such as jigsaws, threading, cutting and manipulating construction and small world equipment.

Handwriting and Pencil Control

Initially children learn about letters and how to form them with large-scale movements through dance, music and art activities. This is gradually refined into medium-scale and then into writing with marker pens and chubby pencils as children's skills become more developed. Letter formation is explicitly and regularly modelled and handwriting jingles are taught to the children to accompany the letter formation movement. By this point letter formation is linked with phonics teaching and revision. In F2 handwriting is practised daily both inside and outside of phonics sessions.

In F1 children are supported to write their names regularly. This may begin with mark making (random scribble) and progress to children being able to copy individual letters and say the corresponding sounds. There are numerous resources and activities that help strengthen children's finger muscles to support pencil control such as manipulating malleable materials for example, dough and clay, painting with fingers and a wide variety of brushes, a workshop with scissors, staplers, hole punches, treasury tags, recycled materials and so on. Children are proactively supported to develop an effective pencil grip.

How we support emergent writing at Haydn

Encourage mark making

We provide opportunities for mark making outdoors using chalks, mounted blackboards, painting with water, clipboards and encourage children to put as much detail as possible into their drawings.

Facilitate 'literate' role-play

Writing materials for children in the role play area for example, to make shopping lists, write messages and notes, fill in a diary or calendar, write birthday cards.

Encourage children to make pretend registers and write other children's names

Encourage them to make badges, tickets, or money as part of their play

Encourage sign writing and labels, such as setting up a shop

Model writing for specific purposes in role-play areas such as a café or health centre

Encourage written communication

Encourage children to write instructions, such as 'this way to the sand'

Support them to write letters and make cards for parents, friends, teachers and family members

Provide message boards and post boxes and model how to use them

Provide reasons for writing

Encourage children to sign up for activities, for example, having a turn on the computer

Write notices that require an answer from the children

Provide clipboards in the construction and workshop areas for the recording of plans and ideas

Always have a well-stocked and inviting writing corner and workshop area:

Paper in assorted colours, sizes, and shapes

Interesting or themed stationery and envelopes

Ready-made blank books

Greetings cards

Pens, pencils, felt tip pens, crayons, chalks, paints

Scissors, stapler, split pins, paper clips, hole punch, treasury tags and Sellotape,

Message board, post box, telephone, and notepads

Alphabet chart with upper and lower case letters

Accessible children's name cards

Key Stage 1 and 2

In Key stage 1 and 2, we use a range of teaching strategies to ensure that we meet the needs of all our pupils.

Shared Writing

It is important that teachers model the planning and editing process of writing; that they demonstrate reflective writing by probing, exploring better words and making mistakes. It is vital that children are encouraged to re-read and edit constantly. Teachers should demonstrate how to compose sentences with subordination for time and reason. This takes place during whole class teaching, where ideas are shared and discussed. The sessions should be pacy and interactive with, for example, occasionally the teacher making intentional errors. Whiteboards or large sheets of paper are encouraged for the quick composition of ideas. These ideas are recorded and refined by the teacher, modelling the skills needed to be a writer. The Shared Writing session primarily focuses on how to achieve the success criteria for a given objective within the writing to be completed. It also provides a vehicle for the teaching of grammar. Children then have the opportunity to practise and extend their own writing independently or in a guided group.

Strategies for shared writing include:

Teacher demonstration:

- The teacher demonstrates how to write a text – how to use a particular feature or compose a text type – maintaining a clear focus on the objective(s).
- The teacher thinks the process through aloud, rehearsing the sentence before writing, making changes to its construction or word choice and explaining why one form or word is preferable to another.
- The teacher writes the sentence, rereads it and changes it again if necessary.
- She or he demonstrates at least two sentences. The teacher does not take contributions from the children at this point but will expect the children to offer opinions on their choice of words or construction of sentences.
- Every so often, shared writing is used to orchestrate a number of different objectives, calling upon all that has been learned so far.
- The length of time spent on demonstration will depend on the type of writing, the objective and the age of the children.
- It is important not to try to pack in too much teaching in these sessions but to move on to the children having a go either independently or in a pair.

Teacher scribe:

- Pupils make contributions based on initial modelling.
- Fuller class participation with use of whiteboards or large paper to note down words, clauses, sentences.
- Contributions and their merits are discussed and refined.

Supported composition:

- The teacher uses the children's ideas when creating the text.
- Discuss and list success criteria.
- Refer to vocabulary generated and recorded on working walls, in jotters or writing journals, building in discussion time.
- Children work in pairs or individually to write a limited amount of text, focused on the teaching point.
- Examples are shared with the class and misconceptions are identified and corrected.
- Practise until most children have mastered the objective and can apply it when they write.
- Longer sessions can be used to create whole texts or plans.

Guided Writing

In guided writing both the class teacher and TA conduct a learning objective-focused guided group. In this session, a common learning need is targeted with a small group of pupils. Ideas are shared and discussed and then recorded by the teacher, modelling the skills needed to write successfully. This modelling process may be repeated as necessary. Children then evidence their progress independently, using the guidance to inform their own writing. Time is given for the children to reflect and respond to marking.

Independent Writing

The children create independent writing and share this with a partner, exploring suggestions for improvements. As the children write, they continue to orally rehearse and make changes where necessary. After writing, children can decide (if and when appropriate) how to present their work, for example as an audio or video recording, making a book etc.

When editing, children are expected to use their green pens, considering the teacher's feedback and the effect their word choice has on the reader. Time is given at the end of every lesson for the children to read what they have written.

Finally, the pupils write the text type independently and apply what they have learnt from that genre and across the curriculum, editing carefully. The unit may end with an independent piece of writing in purple books. This is a book which moves up with the children as they advance through school and is an excellent record of their progress.

Marking and Feedback:

Marking and feedback is given in line with our marking policy (revised Spring 22). Pupils should be clear on what they can do well, represented by a star (*) and what they need to do to improve or remember next time (R).

All teacher's marking should be referred to (KS1) or read by the children (KS2) so that they understand what they have done well and what they need to do to improve. Children should know what their target is moving forward and the next piece of marking should acknowledge this.

Developing a love of Writing: (Core texts and writing Appendix 5)

At Haydn, we pride ourselves on planning exciting, meaningful and stimulating writing usually based around core texts. The following are some of the strategies and ideas used to encourage our children to develop a love of writing:

- Exciting and interesting texts with beautiful illustrations
- Talking stories for active learning
- Exploring characters and settings
- Wordless books to encourage creative thinking
- Captions for pictures
- Visiting authors to inspire e.g. Paul Cookson, Eamon Reilly, Tom Palmer
- Communication with authors through Twitter and exploring their websites
- Writing workshops and clubs
- Drama – use of rehearsal techniques, hot seating, freeze frames, conscience alley
- Recording in different ways with varied paper in assorted colours, sizes and shapes, interesting or themed stationery
- Using the outdoors, Forest School
- Poetry
- Images
- Music
- Video clips
- Transforming classrooms or areas of classrooms
- Being a Royal Shakespeare Company Associate school
- Visits to theatres e.g. Theatre Royal, Bonington, Playhouse, Lakeside
- Visiting galleries e.g. The Contemporary, Lakeside, New Art Exchange

- Personal experiences
- Immersion experiences e.g. virtual rainforests
- Setting up exciting experiences e.g. finding dinosaur eggs, a crashed spaceship in the playground
- Receiving letters from authors, pirates or fairies

Spelling:

Spelling is taught according to the rules contained in the English National Curriculum.

[English Appendix 1: Spelling - gov.uk](#)

Aims:

- To teach spelling systematically throughout the school; and to adopt a whole school approach
- To teach Phonological Awareness, Word Recognition, Graphic Knowledge and Spelling Knowledge through the use of 'Little Wandle' which underpins teaching and learning
- To encourage children to develop and learn a personal bank of frequently used words, as indicated in the English National Curriculum
- To equip children with the strategies to tackle unknown words independently and sensibly, thus avoiding dependence upon the teacher
- To encourage children to focus on the quality of the word and its impact, rather than choosing a word that they can spell, that may not have the same effect on their writing
- To make children aware of the writing process so that they can write fluently, confidently and independently, concentrating on spelling when and where it is appropriate

Developing Spelling:

In order to be an efficient speller, a child needs to:

- be able to segment words into component phonemes
- know which graphemes represent the phonemes in words
- be able to distinguish visually between words which are 'legitimately' spelled, e.g. wait, wate
- know the meanings of the homophones, e.g. been and bean, so that the correct spelling is used
- recall, e.g. by mental image, memorising the order of tricky letters and 'tricky' words
- know spelling conventions, e.g., relating to double letters
- look for similarities in the spellings of words which are etymologically related, e.g. sign, signal

The Teaching of Spelling in EYFS

Phonetic knowledge underpins the teaching of spelling in EYFS and KS1.

F2 Completed Jan 24

Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

Many of these are decodable and are regularly practised as part of the daily phonics sessions. 'Tricky' high-frequency words are also introduced to children from the beginning in the order set out by the Letters and Sounds document (see Phonics policy) and again are practised both inside and outside phonics sessions on a daily basis both through songs, shared reading and writing and transition activities. Children practise by reading, engaging in shared writing and then by independently writing words, captions and then sentences respectively.

Words are sent home weekly from the beginning in order from 1 - 15 in the children's reading diaries. They are checked every week by the class teacher or TA and the children are given new sets when they can consistently read them. They are encouraged to practise them at home and expectations and ideas are introduced to parents at the beginning of the year. Each week comments are written in the reading diaries by staff to share progress and next steps.

There is also an expectation as the year progresses, that children begin to spell the words and practise writing them regularly both at home and at school - this is age and stage appropriate and shared with parents. The tricky words are displayed around the learning environment and activities and challenges are planned to support the children to use and learn them in focussed activities. There is a triangular approach to learning words (as there is for phonics) taught discreetly in phonics sessions, in a group through shared/guided reading and writing opportunities and during the children's 'exploring time'. In addition, there are two adult directed sessions per week (beginning in Spring) when they access the learning in the environment (self-initiated play with a balance of directed learning activities).

Key Stage 1:

Year 1 Completed Jan 24

In year one, we follow the Little Wandle phonics scheme. We revisit phase 3 and phase 4 before moving onto phase 5. We continually build on our spelling skills by 'growing the code' and exploring alternative spellings. Every week children are sent home tricky words we have been learning that week in our phonics lessons. The children practise reading and writing these at home. We practise these tricky words in our phonics sessions and handwriting sessions.

Year 2 Completed Jan 24

Children who have passed the phonics screening check will follow the Little Wandle Phase 5 Review program and the Little Wandle Bridge to Spelling scheme. These lessons are completed in their spelling books and then on whiteboards in class, four times a week. Spellings related to the weekly spelling rule are sent home and are tested in a quiz by the class teacher. Children who do not pass the phonics screening check follow Little Wandle Rapid Catch Up sessions daily, as well as attending whole class spelling lessons.

Key Stage 2:

It is expected that in Key Stage 2, the majority of children will have a secure understanding of phonics and will increasingly use morphology (the study of words, how they are formed, and their relationship to other words in the same language) and etymology (the study of the origin of words) to support their spelling. Phonics is not taught explicitly (unless as an intervention to target individual or group needs) but is still consolidated through the teaching of spelling and reading. In addition to consolidating phonetical understanding, children need to understand relationships between meaning and spelling where relevant e.g. understanding the links between medical and medicine.

The National Curriculum guidance is used to teach the appropriate spelling rules for each year group. The key words used in the teaching of spelling are taught to ensure continuity and progression and the word lists for years 3 and 4 and years 5 and 6 are statutory ([English Appendix 1 - Spelling.pdf](#)). The lists are a mixture of words pupils frequently use in their writing and those which they often misspell.

In KS2 we use Spelling Shed. Spelling Shed is a spelling programme developed using up to date spelling research in collaboration with schools and educators. At the core, is the belief that repeated practice, short-term retrieval and small-step goal achievement is key to spelling improvement and as such technology-driven games have been devised. Lessons build on the firm foundations of phonics in their early years.

Through adult-led discussion and investigation children will become more secure in their knowledge of English orthography based on the frequency and position of the sounds within words.

Parents are encouraged to be involved in practising spellings with their children We encourage the principle, Teach, Practice, Apply.

When marking work, teachers identify words that children have spelt incorrectly and write these on a post-it note or at the end of the comment section, for the child. Children are encouraged to identify possible incorrect spellings when self-marking or peer marking, use a dictionary to correct them, then apply correctly in subsequent work. Children are made aware that checking their work for spelling mistakes is a vital and important part of the writing process.

Dictionaries and thesauri are available in each class, differentiated in ability levels to suit the needs of the children. Children are expected and encouraged to use them in lessons.

Children who struggle with spelling or who have not made expected progress will have their needs met through targeted spelling interventions.

These are:

- Lowest 20%
- 1:1
- Switch-on
- Dyslexia Action
- Precision Teaching
- Units of Sound
- Additional guided groups

Grammar and Punctuation See [English Appendix 2: Vocabulary, grammar and punctuation](#)

Grammar and punctuation knowledge and skills are taught primarily through specific English lessons. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons if they feel that the class need to embed and develop their understanding or to consolidate skills.

Evidence in Literacy books must demonstrate that children are developing skills progressively. In order to emphasise the specific skills that are being taught, writing tasks are underpinned by clear success criteria. These are reproduced in books and are used for assessment purposes. The expectations for extended writing varies across year groups and involves children being expected to apply the skills that were modelled to them, thereby meeting the given success criteria.

Handwriting (See [Appendix 3](#) Nelson letter formation)

The National Curriculum specifies that primary school children should work towards mastering handwriting that is fluent, legible and, eventually speedy.

Handwriting is consistently modelled across the school in all areas of writing in the classroom; letter formation is embedded from EYFS, particularly alongside phonics.

To ensure a consistent approach, the school follows the Nelson Handwriting letter formation. There are specific targets for each year group.

F2

In the Autumn term handwriting is taught through Little Wandle in three separate 10 minute whole-class sessions.

From Spring onwards there are three whole class sessions.

In Year 1, pupils should be taught to:

- Sit correctly at the table, holding a pencil comfortably and correctly
- Begin to form lower case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form the digits 0 to 9
- Understand which letters belong to which handwriting 'family' (a group of letters that are formed in the same way)

Discrete handwriting sessions in small focused groups (initially), then whole class.

In Year 2, pupils are expected to:

- Form lower case letters of the correct size, relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters, and understand which letters are best left un-joined
- Write capital letters and digits of the correct size, orientation and relationship to one another
- Use spacing between words that is appropriate for the size of the letters

In Years 3 and 4, children should:

- Continue to develop their joined-up handwriting
- Increase the legibility, consistency and quality of their handwriting – for example, ensuring that downstrokes of letters are straight and parallel

In Years 5 and 6, children are taught to:

- Write with increasing legibility, fluency and speed
- Choose which shape of letter to use and decide whether or not to join specific letters
- Choose the writing implement that is best suited for a task

Handwriting pens will be introduced once a child can consistently join his/her writing and produce work of a consistent standard. These pens can be used in all books with the exception of numeracy.

Handwriting in KS2 is assessed by teachers rather than by test. From 2018, there is a specific requirement for children to produce a neat consistent style of joined-up handwriting to meet the expected standard for Year 6.

Presentation:

A high standard of presentation is expected in all areas of the curriculum and this is constantly reinforced through oral feedback and marking.

Aims

- To provide children with the ability to record legibly and clearly
- To promote an excellent standard of written presentation
- To develop a joined style of handwriting that will allow for flow and speed
- To provide a consistent structure and approach throughout the school

Expectations

1. The date should be written on the first line at the left side of the page next to the margin.
2. The long date will be written in all literacy work from Year 2 i.e. 6th May 2020; years 4, 5 and 6 should include the day of the week. The short date will be used in numeracy.
3. The title should be centred on the page on a line under the date.
4. All dates, titles and sub-headings must be underlined with a single line using a ruler, under the wording only.
5. Question numbers go in the margin.
6. When using paragraphs there should be a line between each one and the first line of each paragraph should be indented.
7. When starting a new page, the top line should be used.
8. When using squared paper there should be one digit per square where appropriate.
9. A ruler must be used for all appropriate lines and boxes in all work.
10. There should not be any doodling on the cover or the inside of subject books.

Expectations should be made clear at the beginning of the year and referred to regularly and displayed in the front of literacy and numeracy books.

Summative Assessment

Summative assessments for writing are entered into SIMs each half term. Teachers use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements on the quality of the independent write that pupils produce at the end of each unit and determine to what extent pupils have met the agreed success criteria for that genre of writing. Teachers will refer to the Teacher Assessment Framework in Years 2 and 6 and the TAFs that have been developed for other year groups as a support for making judgements and to inform future planning (See The Primary Team, Nottingham City Council, 2017 Writing Progression) [Appendix 4](#)

Moderation meetings occur half-termly within year groups and termly across year groups and key stages to ensure consistency of agreed levels and look at children who are borderline. We also moderate with three other city schools.

Monitoring and Review

Monitoring of the standard of children's work and of the quality of teaching in English is the responsibility of the Senior Management Team and English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the

subject and providing a strategic lead and direction for the subject in the school. Leadership time is allocated every half term so that they can review samples of children's work and undertake lesson observations. The subject leader keeps a comprehensive portfolio of samples of pupils' work. A named member of the school's governing body is briefed to oversee the teaching of English and meetings are planned half termly. This is to review progress and a written commentary reports on:

- *Recent development work*
- *Performance analysis*
- *Pupil outcomes in relation to development priorities*
- *Pupil outcomes and their impact on teaching and learning*
- *Subject specific future developments*

Governors are also invited to monitor the effectiveness of the school through a variety of activities including learning walks and classroom observations as per the Monitoring and Evaluation framework in the School Improvement Plan.

IMPACT

Ultimately, all children at Haydn enjoy writing and view themselves as effective and competent writers; they have a good understanding of the purpose of writing and can write effectively for a range of purposes and audiences.

- At the end of KS2, every child will be a confident, accomplished writer
- Pupils will have a wide vocabulary and use what they have read within their writing
- Outcomes at the end of KS1 in writing will be above national averages for attainment and progress
- Outcomes at the end of KS2 in writing will be above national averages for attainment and progress
- The percentage of pupils working at Age Related Expectations in writing within each other year group will be at least in line with national averages
- The percentage of pupils working at Greater Depth in writing within each year group will be at least in line with, or above, national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged) in writing
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition and contribute to homework

Appendix

| HAYDN PRIMARY SCHOOL CORE TEXTS AND WRITING Updated Sept 2023 | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---|--------------------|-------------|-------------------------|--|---------------|-----------------|-------------------------------------|------------------------|----------------|--|----------------------|-------------------|--------------------------------------|-------------|--|--|--------------|--|--|---------------|--|
| *Texts and writing will be reviewed and changed as staff learn about new authors, titles or curriculum and topic changes. | | | | | | | | | | | | | | | | | | | | | | | | |
| Year group | Autumn | Spring | Summer | | | | | | | | | | | | | | | | | | | | | |
| F1 | <p>Going on a Bear Hunt Shark in the Park – Nick Sharratt A New House for Mouse Pumpkin Soup The story of Diwali Owl Babies Peace at Last The Christmas Nativity Story The Three Little Pigs</p> <p><u>Writing</u> Orally composing sentences Adults scribing children’s language Shared writing Mark making for a purpose during play Writing and recognising name Making cards</p> | <p>One Snowy Night Chinese New Year story Cuddly Dudley The Tiger Who Came to Tea Polar animals NF Handa’s Surprise The Smartest Giant in Town Mrs Mopple’s Washing Line Dora’s Eggs We’re going on an Egg Hunt</p> <p><u>Writing</u> As Autumn Guided writing Writing linked to role play – menus, taking messages, firefighter checklists, shopping lists etc. Making simple books Ordering letters in name Mark making linked to letter formation</p> | <p>Jack and the Beanstalk The Three Little Pigs Goldilocks and the Three Bears The Gingerbread Man The Very Hungry Caterpillar The Town Mouse and the Country Mouse The Train Ride The Snail and the Whale</p> <p><u>Writing</u> As Autumn and Spring Writing in response to phonics Writing name Forming letters Story maps Labelling pictures</p> | | | | | | | | | | | | | | | | | | | | | |
| <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;"><u>Favourite 5</u></td> <td style="width: 33%;"><u>PSED</u></td> <td style="width: 33%;"><u>Transition Texts</u></td> </tr> <tr> <td>1. The Tiger Who Came to Tea - Judith Kerr</td> <td>I Like Myself</td> <td>Starting School</td> </tr> <tr> <td>2. Handa’s Surprise - Eileen Browne</td> <td>The Same But Different</td> <td>Come to School</td> </tr> <tr> <td>3. The Smartest Giant in Town -Julia Donaldson</td> <td>The Skin You Live in</td> <td>Too Blue Kangaroo</td> </tr> <tr> <td>4. Shark in the Park – Nick Sharratt</td> <td>Farmer Duck</td> <td></td> </tr> <tr> <td>5. Pete the Cat and his Four Groovy Buttons - K & J Dean</td> <td>Ruby’s Worry</td> <td></td> </tr> <tr> <td></td> <td>Nancy No-Size</td> <td></td> </tr> </table> | | | | <u>Favourite 5</u> | <u>PSED</u> | <u>Transition Texts</u> | 1. The Tiger Who Came to Tea - Judith Kerr | I Like Myself | Starting School | 2. Handa’s Surprise - Eileen Browne | The Same But Different | Come to School | 3. The Smartest Giant in Town -Julia Donaldson | The Skin You Live in | Too Blue Kangaroo | 4. Shark in the Park – Nick Sharratt | Farmer Duck | | 5. Pete the Cat and his Four Groovy Buttons - K & J Dean | Ruby’s Worry | | | Nancy No-Size | |
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| 2. Handa’s Surprise - Eileen Browne | The Same But Different | Come to School | | | | | | | | | | | | | | | | | | | | | | |
| 3. The Smartest Giant in Town -Julia Donaldson | The Skin You Live in | Too Blue Kangaroo | | | | | | | | | | | | | | | | | | | | | | |
| 4. Shark in the Park – Nick Sharratt | Farmer Duck | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Pete the Cat and his Four Groovy Buttons - K & J Dean | Ruby’s Worry | | | | | | | | | | | | | | | | | | | | | | | |
| | Nancy No-Size | | | | | | | | | | | | | | | | | | | | | | | |
| F2 | <p><u>Key Texts</u> We’re Going on a Bear Hunt The Three Little Pigs – Nick Sharratt Owl Babies Owls – non-fiction Little Red Riding Hood Christmas Story</p> <p>Focus on Julia Donaldson texts</p> <p><u>Writing</u> Name writing Simple words</p> | <p><u>Key Texts</u> One Snowy Night Lost and Found Up and Down Goldilocks and the Three Bears Snow White and the Seven Dwarfs The Chinese New Year Race</p> <p>Focus on Oliver Jeffers texts</p> <p><u>Writing</u> Simple sentences</p> | <p><u>Key Texts</u> Jack and the Beanstalk The Gingerbread Man Supertato The Very Hungry Caterpillar The Snail and the Whale Commotion in the Ocean</p> <p><u>Writing</u></p> | | | | | | | | | | | | | | | | | | | | | |

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| | <p>Captions Labelling pictures Story maps</p> | <p>Recount of a story Making their own information books Story grid (writing about characters/setting/beginning/middle/end)</p> | <p>Sentences (HA introduced to describing what they can see in pictures) Recount of stories Writing their own stories Labelling life cycles</p> |
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Favourite Five

We're Going on a Bear Hunt – Michael Rosen
Whatever Next – Jill Murphy
Julian is a Mermaid – Jessica Love
All Join In - Quentin Blake
Lost and Found – Oliver Jeffers

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| <p>Year 1</p> | <p><u>Key Texts -</u> Robin Hood Mog's Christmas Martha maps it Out</p> <p><u>Writing</u> Holidays / Myself & my world Writing simple sentences Information texts Stories & Poems Recounts Simple instructions</p> | <p><u>Key Texts -</u> Great Explorers Poles Apart The Bear Man on the Moon Beegu</p> <p><u>Writing</u> Polar Regions/ Space Visual literacy Writing stories Recounts Instructions Diary entries Poems</p> | <p><u>Key Texts -</u> Alan's Big Scary Teeth Animals are Coming Stomp Midsummer Night's Dream Herman's Holiday Meerkat Mail</p> <p><u>Writing</u> Dinosaurs Descriptive writing –setting descriptions Fiction writing Poetry Phonics Reading skills (comprehension)</p> |
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Favourite Five

Chocolate Cake – Michael Rosen
Ruby's Worry – Tom Percival
Dogger – Shirley Hughes
Stickman - Julia Donaldson
Billy and the Beast – Nadia Shireen

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| Year 2 | <p><u>Key Texts</u> The Tiger That Came to Tea The Day the Crayons Quit Dragon Stoorworm Tidy The Paper Bag Princess</p> <p><u>Writing</u> Welcome to NG5 Into the woods. Tiger that came to tea- Invitation The Day the Crayons Quit- Letter Dragon Stoorworm - description Tidy – Story/ Poem Greenpeace- Letter Letter to Santa</p> | <p><u>Key Texts</u> Booktime Book of Fantastic First Poems - Michael Rosen Twisted Jack and the Venus Fly Trap Mr Gum The Selfish Giant</p> <p><u>Writing</u> Nonsense/ Venus Fly Trap Non fiction- Venus Fly Traps Nonsense poems - The Booktime Book of Fantastic First Poems - Michael Rosen Acrostic poems - Animals Instructions- How to plant a magic bean Traditional tale- Twisted Jack and the Venus Fly Trap Mr Gum- book review</p> | <p><u>Key Text</u> Great Women in History WWII texts Bedtime Books for Girls – Amelia Earhart The Lion and the Unicorn WW2/ Ahoy there! WW2 Nonfiction texts.</p> <p><u>Writing</u> Great Women in History Non-fiction text and Jamaica Amelia Earhart- Non fiction text- Talking story- Adventure story Letter to David Attenborough - Jamaican animals Birdfish - Animal description Diary entry - Mary Seacole</p> |
| <p><u>Favourite Five</u> The Day the Crayons Quit - Oliver Jeffers The Colour Monster - Anna Llenas The Bear and The Piano - David Litchfield I Want My Hat Back - Jon Klassen Somebody Crunched Colin - Sarah Roberts</p> | | | |
| Year 3 | <p><u>Key Texts</u> The Lorax – Dr Seuss Poetry – kennings Flotsam – David Weisner On Sudden Hill – Linda Sarah Hello Lighthouse – Sophie Blackall The Wish Granter - Film unit</p> <p><u>Writing</u> Poetry - kennings Description Letter Narrative</p> | <p><u>Key Texts</u> Fantastic Mr Fox – Roald Dahl Shakespeare – Julius Caesar Escape From Pompeii – C Balit</p> <p><u>Writing</u> Playscripts Performance poetry Newspaper article Diary Information texts – holiday leaflet</p> | <p><u>Key Texts</u> The Chocolate Tree – A Mayan Folktale. Linda Lowery The Great Kapok Tree - Lynne Cherry Iron Man – Ted Hughes The Lost Thing – Shaun Tan Nim’s Island – Wendy Orr</p> <p><u>Writing</u> Letter writing How to take care of... leaflet Non-chronological reports</p> |

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| <u>Favourite Five</u> Aaron Slater, Illustrator - Andrea Beaty The Tear Thief - Carol Ann Duffy Grandma Bird - Benji Davies Grandpa's Stories - Joseph Coelho The Barnabus Project - The Fan Brothers | | | |
| Year 4 | <u>Key Texts</u> The Dot - Peter Reynolds Secrets of a Sun King - Emma Carroll Macbeth - Shakespeare <u>Writing</u> Poetry Diary Narrative Letter Playscript How to Protect Hedgehogs – persuasive leaflet | <u>Key Texts</u> The Dam – David Almond The Rhythm of the Rain – Grahame Baker-Smith Water Cycles - DK UK <u>Writing</u> Rivers – information text Miraculous Journey of Edward Tulane – Kate Di Camillo I Talk Like a River – Jordan Scott Poetry Letter Newspaper report | <u>Key Text</u> The Dot – Peter Reynolds How to Train Your -Dragon Cressida Cowell <u>Writing</u> Recount (residential) Instructions Poetry – memory box Myths Narrative – Descriptive story |
| <u>Favourite Five</u> The Dot - Peter H Reynolds How to Train Your Dragon- Cressida Cowell How to Help a Hedgehog and Protect a Polar Bear - Jess French Miraculous Journey of Edward Toulane - Kate DiCamillo My Name is Not Refugee – Kate Milner | | | |
| Year 5 | <u>Key Texts</u> The Jamie Drake Equation – Christopher Edge Where the Forest Meets the Sea – Jeannie Baker The Hidden Forest – Jeannie Baker The Explorers - Katherine Rundell Leon and the Place Between – Angela McAllister Poem – On the Road Again (Michael Rosen) <u>Writing</u> Forests – descriptive writing Biography – link to BHM Claudia Jones | <u>Key Text</u> Romeo and Juliet - William Shakespeare (2024) performance Who Let the God's Out? -Maz Evans <u>Writing</u> Francis film clip - fiction Letter writing - Romeo and Juliet Instructions Script writing Narrative Alien visit | <u>Key Text</u> Street Child - Berlie Doherty <u>Writing</u> Recount – life in a workhouse. Empathetic writing Writing in character role Poetry Film narrative |

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| | <p>Persuasive writing – film trailer</p> <p>Instructions</p> <p>Inspirational people (RE) -</p> <p>Speech writing</p> <p>NPD Theme: Refuge</p> <p>Poetry - Michael Rosen –</p> <p>On the Road Again</p> <p>Reading skills (comprehension)</p> | <p>Reading skills (comprehension)</p> <p>Grammar</p> | <p>Explanation of states of matter and separating materials - science</p> <p>Reading skills (comprehension)</p> |
| Year 6 | <p><u>Class Text</u></p> <p>The Boy, the Mole, the Fox and the Horse new beginnings – PHSE</p> <p>Wonder – R J Palacio</p> <p><u>Writing</u></p> <p>Information texts - The Octopus</p> <p>Oktapodi – film clip (fiction)</p> <p>Diary writing</p> <p>Fiction – evacuation stories</p> <p>Fiction - Alma</p> <p>Celebration of National</p> <p>National Poetry Day Theme: Refuge</p> <p>Letter writing – formal and informal</p> <p>Grammar</p> <p>Reading skills (comprehension)</p> | <p><u>Class Text</u></p> <p>The Titanic Detective Agency – Lindsay Littleton</p> <p><u>Writing</u></p> <p>Short burst writing based on images – skills development</p> <p>Journey - Aaron Becker</p> <p>Non-fiction:</p> <p>Arguments</p> <p>Grammar</p> <p>Persuasion - Iceland linked to Geography</p> <p>Reading skills (comprehension)</p> | <p><u>Class Text</u></p> <p>The Final Year – Matt Goodfellow</p> <p><u>Writing</u></p> <p>Moving On</p> <p>Narrative</p> <p>Fiction: The Long Walk</p> <p>The Arrival</p> <p>Information texts</p> <p>Recounts - residential</p> <p>Play scripts/assembly planning</p> <p>Grammar</p> <p>Reading skills (comprehension)</p> |

Appendix 3: Nelson Handwriting letter formation:

Lower case letters: abcdefghijklmnopqrstuvwxyz

Capitals: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers: 0 1 2 3 4 5 6 7 8 9

The Four Joins:

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

