



Writing at St Matthias

EYFS

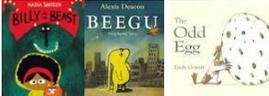
In the Early Years, in order to meet the Early Learning Goals for writing, we focus on developing a combination of phonological knowledge and fine and gross motor skills. We do this through teaching phonics alongside mark making and letter formation as the basis of transcription skills and use the method of *Talk for Writing* to support with early composition skills. Alongside high-quality books (and subsequent training) selected by the CLPE, the method of *Talk for Writing* is designed to develop language through storytelling and through meaningful repetition via multi-sensory activities, such as actions, songs and story maps. It is through this repetition that children develop their comprehension, learning new vocabulary and anticipating events, at the same time as writing recognisable letters, phrases and sentences. This combined with targeted activities within the continuous provision and through interventions allows children to internalise, imitate and create their own stories. All of the learning that takes place around these Early Learning Goals is built upon in KS1 and KS2, to develop skills around oracy, transcription and composition.

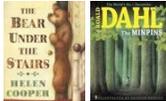
Years 1 to 6

At St Matthias, we use the Primary Advantage [Being A Writer](#) document to structure our writing curriculum and inform progression, underpinned by the texts that are used in *The Literary Curriculum*, as it covers a wide range of texts, including a balance of classics and more modern fiction; poetry; stories around social activism; non-fiction texts and texts representative of the children we teach. *The Literary Curriculum* give options for certain units and we have decided which books to remove by looking at what is covered in our reading lessons – so as not to duplicate texts – as well as occasionally prioritising classic texts above others, as these encourage children to ‘appreciate our rich and varied literary heritage’.

Through putting carefully selected, diverse books at the heart of our writing cycles, we are continuing to embed a strong reading culture within our school, whilst exposing children to a range of language, with the continued aim of closing the word gap. Through following *The Literary Curriculum*, children will complete a range of written outcomes that are meaningful and vary depending on context, purpose and audience; all the while, completing activities to develop their oracy, transcription and composition skills too. This is further supported through daily spelling and handwriting lessons from 8:45am-9:00am, which follow *The Literary Curriculum’s Spelling Seeds* units and are linked to the books that the children are reading. The spellings selected follow the spelling patterns that children should be learning within their year groups and are also found (and thus contextualised) within the books that stimulate the writing sequences. For KS1 and for any children in KS2 working significantly below age expectations, this is taught in addition to Read Write Inc. and additional phonics lessons. The teaching of punctuation and grammar is also embedded throughout each writing unit. *Note: staff will receive training on how to condense or extend lesson sequences effectively, if necessary.*

For additional guidance, see [KS1 and KS2 Programmes of Study](#). All of the books that we use to stimulate writing each term are displayed.

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Year 1	<p>Journeys & Exploration</p> <ul style="list-style-type: none"> • <i>Cave Baby</i> by Julia Donaldson and Emily Gravett 2wks • <i>Naughty Bus</i> by Jan Oke and Jerry Oke 3wks • <i>Sidney, Stella and the Moon</i> by Emma Yarlett and <i>The Moon</i> by Usborne 2wks 	<p>Heroes & Villains</p> <ul style="list-style-type: none"> • <i>Send for a Superhero</i> by Michael Rosen and Katharine McEwan 3wks • <i>I Want My Hat Back</i> by Jon Klassen 3wks • + 1wk project 	<p>Heroes & Villains cont.</p> <ul style="list-style-type: none"> • <i>Billy and the Beast</i> by Nadia Shireen 2wks (condense) from Autumn 2 <p>Similarities & Differences</p> <ul style="list-style-type: none"> • <i>Beegu</i> by Alexis Deacon 2wks • <i>The Odd Egg</i> by Emily Gravett 2wks 	<p>Nature & Environment</p> <ul style="list-style-type: none"> • <i>Dinosaurs and all that Rubbish</i> by Michael Foreman 2wks <p>Friendship & Kindness</p> <ul style="list-style-type: none"> • <i>Pig the Pug</i> by Aaron Blabey and <i>How to be a Dog</i> by Jo Williamson 3wks • + 1wk project 	<p>Friendship & Kindness</p> <ul style="list-style-type: none"> • <i>Lost and Found</i> by Oliver Jeffers 3wks • <i>Yeti and the Bird</i> by Nadia Shireen 3wks 	<p>Imagination & Creativity</p> <ul style="list-style-type: none"> • <i>Iggy Peck, Architect</i> by Andrea Beatty and David Roberts 2wks • <i>The Magic Bed</i> by John Burningham 3wks • <i>Julian is a Mermaid</i> by Jessica Love and <i>The River</i> by Valerie Bloom (poem) 2wks 
Potential Incidental Writing Outcomes	<ul style="list-style-type: none"> • Labels and captions; informal letters • Letters; diaries; sequels; non-chronological reports • 'Lost' poster; labels; glossaries 	<ul style="list-style-type: none"> • Wanted posters; letters; speech bubbles; diaries; emails; character descriptions • Questions; speech bubbles; letters; lists 	<ul style="list-style-type: none"> • Wanted poster; summary; emails; character descriptions; recipes • Descriptions; commands; letters; nonsense-word dictionary; poems; non-fiction report • Thought and speech bubbles; diary entry; letter; certificate 	<ul style="list-style-type: none"> • Letters; setting descriptions; instructions; narrative (retelling); pamphlet; poster • Character comparisons, fact sheets, shared poem, own version narratives 	<ul style="list-style-type: none"> • Character descriptions; retellings; advice; instructions; non-chronological reports • List of rules; letters; postcards; character descriptions 	<ul style="list-style-type: none"> • Labels; captions; character comparisons; thought and speech bubbles • Setting description; additional scene; description of magical piece of furniture; list • Instructions; writing in role; advertisements
Extended Writing Outcome	<ul style="list-style-type: none"> • Narrative retelling • Own adventure story • Fact file about the moon 	<ul style="list-style-type: none"> • Own version superhero narrative • Story sequel 	<ul style="list-style-type: none"> • Own version defeat a monster narrative • Own version alien narrative • Egg-spotter's guide (non-fiction report) 	<ul style="list-style-type: none"> • Pamphlet • 'How to' guide 	<ul style="list-style-type: none"> • Own version losing/finding narrative • Own version narrative about an unlikely friendship 	<ul style="list-style-type: none"> • Fact file • Own version fantasy story • Three-verse poem

<p>Year 2</p>	<p><u>A Twist in the Tale</u></p> <ul style="list-style-type: none"> • <i>Goldilocks and the Three Bears</i> by Lauren Child; <i>Me and You</i> by Anthony Browne; <i>Goldilocks and Just the One Bear</i> by Leigh Hodgkinson 3wks • <i>Jim and the Beanstalk</i> by Raymond Briggs 3wks • + 1wk project 	<p><u>Creating & Conservation</u></p> <ul style="list-style-type: none"> • <i>The Journey Home</i> by Frann Preston-Gannon 3wks • <i>House Held Up By Trees</i> by Ted Kooser and Jon Klassen 2wks • + 2wk project 	<p><u>Bravery vs. Fear</u></p> <ul style="list-style-type: none"> • <i>The Bear Under the Stairs</i> by Helen Cooper 3wks • <i>The Minpins</i> by Roald Dahl and Patrick Benson 3wks 	<p><u>Relationships & Acceptance</u></p> <ul style="list-style-type: none"> • <i>The Owl and the Pussy-cat</i> by Edward Lear and Charlotte Voake and <i>The Further Adventures of Owl and the Pussy-cat</i> by Julia Donaldson and Charlotte Voake 2wks • <i>Tadpole's Promise</i> by Jeanne Willis and Tony Ross 2wks (condense) • <i>If All the World Were...</i> by Joseph Coelho and Alison Colpoys 2wks 	<p><u>Fantasy & Fiction</u></p> <ul style="list-style-type: none"> • <i>Wolves</i> by Emily Gravett 3wks • <i>The Dragon Machine</i> by Helen Ward and Wayne Anderson 3wks 	<p><u>Urban Metropolis</u></p> <ul style="list-style-type: none"> • <i>The Great Fire of London</i> by Emma Adams and James Weston Lewis 2wks • <i>Rosie Revere, Engineer</i> by Andrea Beatty and David Roberts 3wks • + 2wk project 
<p>Potential Incidental Writing Outcomes</p>	<ul style="list-style-type: none"> • Wanted posters; letters; retellings from another point of view; lists of rules; character descriptions • Narrative retelling (including dialogue); thought bubbles; informal letters 	<ul style="list-style-type: none"> • Posters; lists; postcards; wanted posters; information reports; short stories • Descriptive non-fiction; lifecycles; instructions for seed packets 	<ul style="list-style-type: none"> • Letters; retellings; own version narratives • Danger posters; setting descriptions; character descriptions; information reports; postcards 	<ul style="list-style-type: none"> • Letters; interviews; lists; instructions • Setting descriptions; oral retellings; own version narrative • Writing in role; optional diary; letter of advice short explanation 	<ul style="list-style-type: none"> • Captions; information writing; character descriptions and comparisons • Dragon guide and encyclopaedia; letters of advice; dragon machine explanation; shopping list; description; letters in role 	<ul style="list-style-type: none"> • Non-fiction text incorporating different text-types, including a guide to London buildings (non-chronological report); warning posters; writing in role • Short explanations; writing in role; reports; adverts
<p>Extended Writing Outcome</p>	<ul style="list-style-type: none"> • Sequel story • Sequel story 	<ul style="list-style-type: none"> • Persuasive letter • News report 	<ul style="list-style-type: none"> • Information text • Own version adventure narrative 	<ul style="list-style-type: none"> • Rhyming poem • Explanation – frog lifecycle • Non-narrative read-aloud poem 	<ul style="list-style-type: none"> • Non-chronological leaflet • Own version dragon story 	<ul style="list-style-type: none"> • Diary entry in role as the car • Leaflet for a local landmark

<p>Year 3</p>	<p><u>Magic & Wonder</u></p> <ul style="list-style-type: none"> • <i>Leon and the Place Between</i> by Angela McAllister 3wks • <i>The Heart and the Bottle</i> by Oliver Jeffers 4wks 	<p><u>Dreams & Curiosity</u></p> <ul style="list-style-type: none"> • <i>The BFG</i> by Roald Dahl and Quentin Blake and <i>Revolting Recipes</i> by Roald Dahl 3wks • <i>The Tear Thief</i> by Carol Ann Duffy and Nicoletta Ceccoli 2wks • <i>The Tin Forest</i> by Helen Ward and Wayne Anderson 2wks 	<p><u>Pride & Downfall</u></p> <ul style="list-style-type: none"> • <i>The Pied Piper of Hamelin</i> by Michael Morpurgo and <i>The Pied Piper</i> by Robert Browning (YouTube) 3wks • <i>Escape from Pompeii</i> by Christina Balit 2wks • + 1wk project 	<p><u>Overcoming Adversity</u></p> <ul style="list-style-type: none"> • <i>Cloud Tea Monkeys</i> by Mal Peet and Elspeth Graham 2wks (condense) • <i>Black Dog</i> by Levi Pinfold 2wks (condense) • <i>Cinderella of the Nile</i> by Beverley Naidoo 2wks (condense) 	<p><u>From Mystery to Discovery</u></p> <ul style="list-style-type: none"> • <i>The Mysteries of Harris Burdick</i> by Chris Van Allsberg 3wks • <i>Flotsam</i> by David Wiesner 3wks 	<p><u>Confidence & Caution</u></p> <ul style="list-style-type: none"> • <i>Jim: A Cautionary Tale</i> and <i>Matilda</i> (YouTube/PDF) by Hilaire Belloc and Mini Grey 2wks • <i>The Legend of Sally Jones</i> by Jakob Wegelius 2.5wks (condense) • <i>The Day I Swapped My Dad for Two Goldfish</i> by Neil Gaiman and Dave McKean 2.5wks (condense) 
<p>Potential Incidental Writing Outcomes</p>	<ul style="list-style-type: none"> • Setting descriptions; recount (diary entry) • Character descriptions; narrative retelling 	<ul style="list-style-type: none"> • Recount (diary entry); character descriptions; wanted posters; new chapter; instructions (recipes) • Shared poem; persuasive poster; discussion • Persuasive posters; information leaflets; formal letter; setting descriptions; simple explanations 	<ul style="list-style-type: none"> • Writing in role; information reports; adverts; formal letter; poetry analysis • Setting descriptions; information report; dialogue 	<ul style="list-style-type: none"> • Descriptive passages; writing in role; 'how to' guide (instructions); letter; discussion • Description; dialogue • Short news report; diary entry; character description; advert 	<ul style="list-style-type: none"> • Diary entries; dialogue; setting description (atmospheric description); captions and titles • Setting descriptions; narrative retelling; non-chronological reports; letters (informal) 	<ul style="list-style-type: none"> • Warning poster; alternative endings; performance poetry • Birth certificate; letter; class 'book of tricks'; newspaper article; dialogue; advert; diary entry; leaflet; telegram; booklet; 'so long' note • Thought bubble; missing scene; diary entry
<p>Extended Writing Outcome</p>	<ul style="list-style-type: none"> • Own version fantasy narrative • Own version dilemma narrative 	<ul style="list-style-type: none"> • Own version fantasy narrative • Letter of explanation • Information poster 	<ul style="list-style-type: none"> • Own version myth/legend • Own version historical narrative 	<ul style="list-style-type: none"> • Non-chronological report • Own version suspense narrative • Own version traditional tale 	<ul style="list-style-type: none"> • Own version mystery narrative • Sequel (mystery narrative) 	<ul style="list-style-type: none"> • Narrative poem • A further adventure in the style of the author • Own version narrative

<p>Year 4</p>	<p><u>Freedom & Captivity</u></p> <ul style="list-style-type: none"> • <i>The Iron Man</i> by Ted Hughes and Laura Carlin 4wks • <i>Varmints</i> by Helen Ward and Marc Craste 3wks 	<p><u>Invention & Innovation</u></p> <ul style="list-style-type: none"> • <i>FaRther</i> by Grahame Baker Smith 3wks • <i>Until I Met Dudley</i> by Roger McGough and Chris Riddell 2wks • + 2wk project 	<p><u>Darkness & Light</u></p> <ul style="list-style-type: none"> • <i>Winter's Child</i> by Angela McAllister and Grahame Baker Smith 2.5wks • <i>Cinnamon</i> by Neil Gaiman and Divya Srinivasan 3.5wks 	<p><u>Taking Courage</u></p> <ul style="list-style-type: none"> • <i>The Lion and the Unicorn</i> by Shirley Hughes 3wks (condense) • <i>The Matchbox Diary</i> by Paul Fleischman and Bagram Ibatoulline 3wks 	<p><u>Exploration & Discovery</u></p> <ul style="list-style-type: none"> • <i>Jonathan Swift's Gulliver</i> by Martin Jenkins and Chris Riddell 3wks • <i>Shackleton's Journey</i> by William Grill 3wks 	<p><u>Fantasy Worlds</u></p> <ul style="list-style-type: none"> • <i>The Lion, the Witch and the Wardrobe</i> by C.S. Lewis 4wks • <i>Jabberwocky</i> by Lewis Carroll and Joel Stewart 2wks • + 1wk project 
<p>Potential Incidental Writing Outcomes</p>	<ul style="list-style-type: none"> • Character descriptions; short news report; letter of advice; menu (using descriptive devices); poetry • Descriptive comparisons; retellings; setting descriptions; poetry 	<ul style="list-style-type: none"> • Retellings; recounts (postcards); setting descriptions; diary entries; explanation texts • Letters, posters 	<ul style="list-style-type: none"> • Postcard (recount); dialogue; setting description as a letter; retelling • Diary entries; informal letters; dialogue; adverts; limericks and other poetry forms 	<ul style="list-style-type: none"> • Letters; diary entries; character and setting descriptions; non-chronological reports • Dialogue; diary entry; retelling (oral dictation); mini autobiography; ship's log 	<ul style="list-style-type: none"> • Character description; informative posters; persuasive leaflets; logbook entries (recount) • Packing lists (justifications); letters (formal and informal); interviews; diaries 	<ul style="list-style-type: none"> • Poem; eyewitness report; an imaginary conversation; writing in role • Performance poetry; explanatory descriptions
<p>Extended Writing Outcome</p>	<ul style="list-style-type: none"> • Mystery narrative • Explanation 	<ul style="list-style-type: none"> • Sequel story • Explanation 	<ul style="list-style-type: none"> • Fantasy story sequel • Own version mythical tale 	<ul style="list-style-type: none"> • Own version historical narrative • Non-chronological report 	<ul style="list-style-type: none"> • Narrative based on own imagined land • Newspaper report 	<ul style="list-style-type: none"> • Own version narrative (set in another world) • Nonsense poem

<p>Year 5</p>	<p><u>Ambition & Desire</u></p> <ul style="list-style-type: none"> <i>The Man Who Walked Between the Towers</i> by Mordicai Gerstein 2wks (condense) <i>Robot Girl</i> by Malorie Blackman 3wks + 2wk project 	<p><u>Power vs. Principles</u></p> <ul style="list-style-type: none"> <i>The Tempest</i> by William Shakespeare, Helen Street and Charly Cheung 3.5wks <i>Hidden Figures: The True Story of Four Black Women and the Space Race</i> by Margot Lee Shetterly and Laura Freeman 3.5wks 	<p><u>Belonging</u></p> <ul style="list-style-type: none"> <i>The Lost Thing</i> by Shaun Tan 3wks <i>Unspoken</i> by Henry Cole 3wks 	<p><u>Fairy Tale Endings</u></p> <ul style="list-style-type: none"> <i>The Lost Happy Endings</i> by Carol Ann Duffy and Jane Ray 3wks <i>Beowulf</i> by Michael Morpurgo 3wks 	<p><u>Lessons from History</u></p> <ul style="list-style-type: none"> <i>Kaspar, Prince of Cats</i> by Michael Morpurgo and Michael Foreman 3wks <i>Anne Frank</i> by Josephine Poole 3wks 	<p><u>Lessons from History cont.</u></p> <ul style="list-style-type: none"> <i>Otto, Autobiography of a Teddy Bear</i> by Tomi Ungerer (PDF) 2wks <p><u>Future & Past</u></p> <ul style="list-style-type: none"> <i>Origami Yoda</i> by Tom Angleberger 3wks <i>Firebird</i> by Saviour Pirotta and Catherine Hyde 2wks 
<p>Potential Incidental Writing Outcomes</p>	<ul style="list-style-type: none"> Information writing (Wikipedia page); letters of advice (formal); writing in role; interviews; news report; persuasive speeches Discussion; debate; dialogue; character comparisons; review 	<ul style="list-style-type: none"> Setting description; character descriptions/ comparisons; diary entry; dialogue Non-chronological reports; formal persuasive letter; informal letter; diary entry; character descriptions; newspaper reports (opinion piece) 	<ul style="list-style-type: none"> Diary entries; formal letters; adverts; character and setting descriptions; non-chronological reports Recount in role; letters of advice; descriptive retellings; wanted posters; dialogue 	<ul style="list-style-type: none"> Newspaper report; an extended response to a text Letter of advice; diary entry; dialogue; character and setting description; action scenes; obituary 	<ul style="list-style-type: none"> Character descriptions; reports; letters; advertising leaflet; balanced report Letters; short descriptions; extended diary entries; obituary; optional opinion piece 	<ul style="list-style-type: none"> Character descriptions; missing scenes; newspaper article Instructions; persuasion; recounts (diary entry) Formal letters; retellings; character descriptions
<p>Extended Writing Outcome</p>	<ul style="list-style-type: none"> Biography/ autobiography Science-fiction narrative 	<ul style="list-style-type: none"> Playscript Memoir of Dorothy Vaughn 	<ul style="list-style-type: none"> Own version fantasy narrative Biography 	<ul style="list-style-type: none"> Prequel - alternative perspective Own version legend or missing chapter 	<ul style="list-style-type: none"> Newspaper article Newspaper article 	<ul style="list-style-type: none"> Own version historical narrative Discussion text Fairy tale narrative

<p>Year 6</p>	<p><u>Migration & Movement</u></p> <ul style="list-style-type: none"> • <i>The Unforgotten Coat</i> by Frank Cottrell Boyce 3wks • <i>The Arrival</i> by Shaun Tan 4wks 	<p><u>Evolution & Inheritance</u></p> <ul style="list-style-type: none"> • <i>The Promise</i> by Nicola Davies and Laura Davies 2wks • <i>Can We Save the Tiger?</i> by Martin Jenkins and Vicky White 3wks • + 2wk project 	<p><u>Enterprise & Activism</u></p> <ul style="list-style-type: none"> • <i>The Invention of Hugo Cabret</i> by Brian Selznick 4wks • <i>Suffragette: The Battle for Equality</i> by David Roberts 2wks 	<p><u>Utopia vs. Dystopia</u></p> <ul style="list-style-type: none"> • <i>The Three Little Pigs Project</i> by <i>The Guardian</i> 2wks • <i>The Boy in the Tower</i> by Polly Ho-Yen 3wks • + 1wk project 	<p><u>Good vs. Bad</u></p> <ul style="list-style-type: none"> • <i>Grimm Tales for Young and Old</i> by Phillip Pullman 3wks • <i>Romeo and Juliet</i> by William Shakespeare, Helen Street and Charly Cheung 3wks 	<p><u>Crossing Borders</u></p> <ul style="list-style-type: none"> • <i>Night Mail</i> by W H Auden (and GPO Film Unit) 1.5wks (condense) • <i>A Beautiful Lie</i> by Irfan Master 3wks • <i>Some Places More Than Others</i> by Renee Watson and <i>Young, Gifted and Black</i> by Jamie Wilson 2.5wks (condense) 
<p>Potential Incidental Writing Outcomes</p>	<ul style="list-style-type: none"> • Diary entries; explanations (sci experiment); dialogue; non-chronological reports • Letters; list of rules; character descriptions; diaries; short playscripts; short report; guides 	<ul style="list-style-type: none"> • Experimentation with figurative language; report • Letter; explanation; persuasive poster; persuasive speech; simple poem 	<ul style="list-style-type: none"> • Diary entry; journalistic writing; flashback narrative; speech; discussion; letter; film critique • Formal letters; diary entries; balanced arguments; speeches; short news report 	<ul style="list-style-type: none"> • News report; persuasive speeches; narrative from a particular point of view; interview scripts; diaries; debate • Journalistic writing; formal letters; non chronological reports 	<ul style="list-style-type: none"> • Retelling from a particular viewpoint; character studies; monologues; character comparisons • Diaries; letters; narratives; character descriptions; balanced argument 	<ul style="list-style-type: none"> • Summaries; analysis and performances • Journalistic writing; recounts; discussion texts • Letters; diaries; information leaflets; instructions
<p>Extended Writing Outcome</p>	<ul style="list-style-type: none"> • Own version issues and dilemmas narrative • Extended own version narrative 	<ul style="list-style-type: none"> • Sequel to continue the cyclical story • Discussion text 	<ul style="list-style-type: none"> • Biography • Persuasive campaign 	<ul style="list-style-type: none"> • Discussion text • Own version narrative (past and present tense) 	<ul style="list-style-type: none"> • Own version traditional tale • Playscript 	<ul style="list-style-type: none"> • Poem with similar structure • New chapters • Poetry

Texts we're not teaching*:

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)	Spellings/ Sounds to be covered
Y1	<ul style="list-style-type: none"> <i>Astro Girl</i> by Ken Wilson-Max (2wks) 			<ul style="list-style-type: none"> <i>Stanley's Stick</i> by John Hegley and Neal Layton (2wks) 			
Y2			<ul style="list-style-type: none"> <i>The Bear and the Piano</i> by David Litchfield (3wks) 		<ul style="list-style-type: none"> <i>Ocean Meets Sky</i> by Eric Fan and Terry Fan (3wks) 	<ul style="list-style-type: none"> <i>A Walk in London</i> by Salvatore Rubbino (3wks) 	<i>busy, even, would</i>
Y3	<ul style="list-style-type: none"> <i>The First Drawing</i> by Mordicai Gerstein (2wks) 			<ul style="list-style-type: none"> <i>Sparky</i> by Jenny Offill and Chris Appelhans (3wks) 	<ul style="list-style-type: none"> <i>How to Live Forever</i> by Celin Thompson (2wks) 		<i>exercise, knowledge, library, ordinary, peculiar, weight, promise, actually, minute, opposite</i> <i>Endings which sound like /ʒən/</i> <i>Words ending with the /g/ sound spelt -gue</i> <i>Words ending with the /k/ sound spelt -que</i>
Y4	<ul style="list-style-type: none"> <i>Tar Beach</i> by Faith Ringgold (3wks) 		<ul style="list-style-type: none"> <i>The Selfish Giant</i> by Oscar Wilde and Michael Foreman (3wks) 	<ul style="list-style-type: none"> <i>Odd and the Frost Giants</i> by Neil Gaiman and Chris Riddell (3wks) 	<ul style="list-style-type: none"> <i>Weslandia</i> by Paul Fleischman and Kevin Hawkes (3wks) <i>The Story of Tutankhamun</i> by Patricia Cleveland-Peck (3wks) 	<ul style="list-style-type: none"> <i>Pride</i> by Rob Sanders (2wks) 	<i>centuries, material, exercise, opposite, reign(s), interest, popular, position, address, circle, fruit, library, possess(ion), through, quarter, woman, breath, famous, favourite, surprises, certain, continue</i> <i>The /ɪ/ sound spelt y elsewhere than at the end of words</i> <i>The /ɪ/ sound spelt ou</i> <i>Words with the /eɪ/ sound spelt ei, eigh or ey</i>
Y5	<ul style="list-style-type: none"> <i>King Kong</i> by Anthony Browne (3wks) 	<ul style="list-style-type: none"> <i>Percy Jackson</i> by Rick Riordan (4wks) 		<ul style="list-style-type: none"> <i>The Sleeper and the Spindle</i> by Neil Gaiman and Chris Riddell (3.5wks) 			<i>aggressive, bargain, bruise, available, awkward, necessary</i>
Y6	<ul style="list-style-type: none"> <i>Rain Player</i> by David Wisniewski and <i>History in Infographics: The Maya</i> by Jon Richards and Jonathan Vipond (3wks) 	<ul style="list-style-type: none"> <i>The Hidden Forest</i> by Jeannie Baker (3wks) 	<ul style="list-style-type: none"> <i>The Templeton Twins: Have an Idea</i> by Ellis Weiner (3wks) 	<ul style="list-style-type: none"> <i>The Last Wild</i> by Piers Torday (3wks) 	<ul style="list-style-type: none"> <i>The Princess' Blankets</i> by Carol Ann Duffy and Catherine Hyde (3wks) 		<i>according, ancient, average, symbol, competition, accompany, determined, excellent, marvellous, equip (-ped, -ment), committee, vegetable</i>

*As we are not following these units, it means we are missing out on certain spelling units. This doesn't always impact spelling objectives, as the majority is still covered in other units; however, it does impact spellings of words taken from the National Curriculum's word list. These will be taught in the weeks where teachers have a project, along with the ones missing from the spelling objectives (see in yearly coverage things highlighted in yellow).

Additional

Cross-curricular

Writing is a priority across all subjects and teachers have high expectations around oracy, composition, spelling and handwriting in each one. Writing can be celebrated regardless of the subject or lesson, for example, we have introduced additional humanities lessons into our timetables in order for essay writing skills to be developed, alongside other forms of writing. One of the main aims that we would like to achieve is to close the vocabulary gap and this is more likely to be done if there is a high level of vocabulary and oracy across the curriculum. In addition to this, alongside the books that underpin our writing lessons, through celebrating writing across the curriculum, we are engaging boys more in the writing process, with hopes to reduce the gender gap in writing.

Modelled Writes and WAGOLLs / WABOLLs

In writing, teachers prepare high-quality modelled writes and also share 'good' and 'bad' writing outcomes, primarily based on things that they have written or the work of other children. We see these as opportunities to learn from each other and to teach the children how to uplevel their work.

Marking and Feedback

We have found that the most effective type of marking is that done with the child – whether this is on the spot during a lesson or during a weekly writing 'conference', when teachers can do in depth marking with the child next to them. This process allows the child to have focused 1:1 attention to develop their writing and for the teacher to assess that child's writing. In addition to this, we regularly complete 'green box marking', which shows children part of their work that they can improve/ uplevel independently. This section is selected when the teacher is marking after the lesson for the child to reflect upon at the start of the next lesson. Support staff are also used to offer on the spot feedback to different groups of children.

Assessment

At regular intervals in the year, teachers assess children's writing against the PA Fundamentals. Children will meet certain fundamentals only when they demonstrate that they can do things independently and over a period of time. This is why in addition to the formative assessment that we do on a daily basis, we also regularly provide opportunities for children to write with less structured scaffolded input. Teachers can then see how well the children can write independently and base judgements on this. This also allows teachers to see where gaps are and whether additional support/ interventions need to be put in place.

Evidencing Writing for Y2 and Y6

We know that in Y2 and Y6, there is the additional need to collate our judgements when it comes to writing. This is done through noting down when work is done completely independently, through an 'I' next to the learning intention. This could be done in any subject, as we know that some of the best writing can be cross-curricular. Whenever a teacher marks an 'I' next to this, they make a note of the date so that, later on in the year, it is easy to see where to find the independent writing.

Assemblies

Regular assemblies will take place where children can share their writing or where the whole school can be involved in projects.

CPD

In house CPD for writing will happen through team teaching, staff meetings, modelled lessons and cross year/ cross phase moderations. External CPD will happen through TLCs and modelled lessons provided by the Primary Advantage Federation; carefully selected webinars; and any additional CPD that we feel would benefit our teachers e.g. CLPE's Closing the Vocabulary Gap in the Early Years. HLT and PA CPD will also be offered to the writing lead to develop leadership skills around knowledge, assessment and progression.

Weekly headers

We have weekly headers, which give an overview of what is being taught during the week. It has the key aims, which are linked to the National Curriculum, the *Being A Writer* document and *The Literary Curriculum*. These provide children with an overview of their learning alongside the progression they are making. They further contain the spelling patterns and words taken from the National Curriculum, which they will cover during the week. They also provide children with an opportunity to reflect and self-assess on their learning and writing every week. This can also be adapted for peer-assessment. *See below for an example*. In addition to this, teachers use success criteria to structure individual lessons and may provide these and essay structure strips to support writing, where necessary.

ST. Matthias Writing weekly learning overview	
	
Linked key text(s): <i>Sidney, Stella and the Moon</i> by Emma Yarlett <i>On The Moon</i> (Usborne edition)	 Week beginning: 12 th October 2020
Learning Intentions:	
To orally rehearse sentences	
To use the conjunction 'because'	
To use a question mark at the end of a question	
To identify homophones correctly	
To name the features of a simple non-fiction text	
Vocabulary, Grammar and Punctuation skills:	
Use capital letters, full stops, question marks and exclamation marks	
Rehearse simple and compound sentences orally	
Use adjectives to describe	
Use compound sentences using conjunctions	
Use speech bubbles	
Spelling Objective/ Focus Words	Phonic Focus
Was, here, there, were	ar, ee, ea (/i:/), ea (/e:/)
As a Writer....	
I am most proud of how I _____	
Next time I will focus on _____	