

CURRICULUM INTENT: PREP SCHOOL CURRICULUM – WRITING

At NLPS we strive to encourage children to reach their highest potential in written and spoken language by teaching exciting and engaging lessons with plenty of opportunities for practice, discussion and celebration of work. Writing, speaking and listening are essential skills for communicating with their peers and engaging with the world around them. For children to become great writers, they must experience great writing. Therefore, our Writing and Reading curriculums are interlinked with the class reading books and poems forming a stimulus for Writing lessons and allowing children to become immersed in their work. During Writing lessons, children are given opportunities to write for a wide range of audiences and purposes and are encouraged to be ambitious with their vocabulary, grammar and punctuation. Throughout the whole curriculum, children are provided with a wealth of opportunities to read, write and speak enthusiastically about a myriad of topics in order to hone these skills.

Our Writing lessons are based on the Talk for Writing approach allowing children to develop their creativity and language skills in a fun and engaging way. Using the class books and poems as a stimulus, Talk for Writing enables children to imitate the key language patterns needed for a particular text type. A Talk for Writing unit will usually last 2-4 weeks and involves a 'cold task' followed by an 'imitation' stage which involves; learning and analysing a model text, modelling of language and grammar features by the teacher and shared, paired and short-burst writing. During this stage children will build up a toolkit of writing techniques that they can draw upon for their own writing and will receive frequent oral feedback enabling them to edit and improve their work effectively. Once children are confident in using the skills that they have practised, they move on to writing their own versions and finally a 'hot task' to showcase what they have learnt during the unit.

We believe it is important for children to receive ample opportunities to discuss their writing and develop their vocabulary in a warm and encouraging environment in order for them to move up to Key stage 3 with the skills and confidence they require.

Long Term Aim of Writing:

By the time our pupils leave Year 6 we aim to ensure that their skills reflect the expectation of the National Curriculum and they will be able to:

- Write legibly, fluently and with increasing speed.
- Use prefixes and suffixes accurately, spell some words with silent letters and distinguish between homophones.
- Plan their writing effectively by identifying the audience and purpose, developing their initial ideas and considering how other authors develop characters and settings.
- Draft and write by selecting appropriate grammar and vocabulary to fit the genre they are writing.
- Use a wide range of devices to build cohesion across paragraphs and to organise and structure their text.
- Edit and evaluate their work by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure consistent and correct use of tense and subject verb agreement throughout a piece of writing.
- Use a wide range of vocabulary, punctuation and grammar accurately and effectively as set out in English Appendix 2.

CURRICULUM IMPLEMENTATION: WRITING

	AUTUMN TERM		SPRING TERM		SUMMER TERM		TRIPS AND EVENTS
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 3 Knowledge	Book: Charlotte's Web Poem: The Spider and the Fly	Book: The Girl Who Stole an Elephant Poem: Some Other Names for Rain	Book: Interview With a Shark Poem: Badger	Book: The Firework Maker's Daughter Poem: When I Blew the Magic Dust	Book: The Witches Poem: The Song of the Witches	Book: Eric	Autumn 1: National Poetry Day (Poetry Slam)

	Texts to write: Diary entry, instructions, free verse poem	Texts to write: Story about a character, calligram (shape) poem	Texts to write: Information text, review, kenning poem	Texts to write: Adventure story, figurative language poem	Texts to write: Newspaper report, recount, rhyming poem	Texts to write: Speech	Spring 1: Author visit
	How to write effective instructions. How to express feelings in a diary entry. How to structure a free verse poem and create rhythm. How to use poetic devices.	How to write an effective character description. How to create a character within a story. How to structure and plan a story. How to create a calligram poem. How to use poetic devices.	How to write to inform. How to write an effective review. How to consider word choices in poetry. How to recognise syllables. How to use poetic devices.	How to develop action in a story. How to structure a story. How to plan a story. How to use figurative language effectively. How to use poetic devices.	How to write an engaging newspaper report. How to report speech. How to write a recount of an event. How to use rhyme in poetry. How to use poetic devices.	How to structure a speech. How to speak in front of an audience.	Spring 2: World Book Day Spring 2: Shakespeare Week
Year 3 Skills	Grammar: Expanded noun phrases Statement/question/command/exclamation Imperative verbs Commas for lists Apostrophes for omission and possession Present and past tense	Grammar: A/an Consonants and vowels Extending sentences using conjunctions Conjunctions to express time and cause Main and subordinate clauses	Grammar: Adverbs to express time, place and cause Fronted adverbials Paragraphs	Grammar: Nouns and pronouns Word families Types of noun	Grammar: Inverted commas Prepositions Present perfect tense	Grammar: Prefixes	
	SMSC: Growing up Realities of death Friendship Nature Empathy Animal rights Love	SMSC: Friendship Other cultures Inclusivity, Morality Power and corruption Class systems Gender, stereotypes Courage	SMSC: Nature Climate change Global warming Plastic pollution Animal rights	SMSC: Other cultures Gender stereotypes Friendship Perseverance Family Courage	SMSC: Gender stereotypes Beauty standards Death and loss Family Good vs evil Courage	SMSC: Tolerance Acceptance Cultural miscommunication	

Year 4 Knowledge	Book: Greek Myths Poem: Greek Gods Rap	Book: The Lion, The Witch and The Wardrobe Poem: Silver	Book: Amari and the Night Brothers Poem: Jabberwocky	Book: Amari and the Night Brothers Poem: Sonnet 18	Book: Young Heroes Poem: Everybody Is Doing It	Book: The Island
	Texts to write: Myths/legends, rhyming poem/rap	Texts to write: Story with a strong setting, personification poem	Texts to write: Persuasive advert, playscript, nonsense poem	Texts to write: newspaper report, letter to inform, syllabic poem	Texts to write: biography, free verse poem	Texts to write: Speech
	How to write a myth. Feature of myths. How to build action. How to structure a poem. How to create effective rhyming poetry. How to use poetic devices.	How to plan a story. How to structure a story. How to write an effective setting description. How to include settings in a story. How to use personification effectively. How to use poetic devices.	How to use persuasive language effectively. How to use vocabulary that catches the reader's attention. Features of playscripts. How to write a playscript. How to read and perform a play. How to create a nonsense poem. How to use poetic devices.	How to report information. How to write an effective newspaper report. How to use direct and reported speech effectively. How to write to inform. How to recognise syllables. How to create rhythm in poetry. How to use poetic devices.	How to write an informative biography. How to organise writing in an engaging way. How to structure a free verse poem and create rhythm. How to use poetic devices.	How to structure a speech. How to speak in front of an audience.
Year 4 Skills	Grammar: A/an Expanded noun phrases Main/sub clauses Conjunctions to express time and cause Conjunctions to extend sentences Prepositions Present perfect tense	Grammar: Nouns and pronouns Adverbs Fronted adverbials with commas Commas for clauses	Grammar: Apostrophes for plural possession Prepositional phrases	Grammar: Punctuating direct speech accurately Modifying adjectives Suffixes	Grammar: Standard English forms - was/were our/are did/done Paragraphs - sequencing and organising Word families	Grammar: Suffixes - ation, ly, ous, tion, sion, ssion, cian
	SMSC: Human flaws Jealousy	SMSC: Family Loyalty	SMSC: Racism Prejudice	SMSC: Racism Prejudice	SMSC: Human rights Perseverance	SMSC: Racism Immigration

	Temptation Loyalty Good vs Evil Morality Power and corruption Courage Perseverance	Good vs evil Morality Power and corruption Nature Acceptance Courage Forgiveness	Family Loyalty Courage Acceptance Tolerance Friendship Trust Good vs evil Gender stereotypes Perseverance	Family Loyalty Courage Acceptance Tolerance Friendship Trust Good vs evil Gender stereotypes Perseverance	Dedication Courage Acceptance Tolerance Racism Gender stereotypes Making a change Environment Climate change	Acceptance Tolerance Cultural miscommunication	
Year 5 Knowledge	Book: Iron Man Poem: The Sound Collector	Book: Holes Poem: The Raven	Book: Spies Poem: A Ballad of London	Book: Much Ado about Nothing Poem: I Want to be a Pink Flamingo	Book: Varjak Paw Poem: The River	Book: Varjak Paw	
	Texts to write: Story about a character, speech, calligram (shape) poem	Texts to write: Newspaper report, narrative poem	Texts to write: Non-chronological report, review, poem - ode	Texts to write: Balance argument, persuasive letter, metaphorical poem	Texts to write: Adventure story, figurative language poem	Texts to write: Recount	
	How to write an effective character description. How to structure a story. How to create a character within a story. How to plan a story. How to structure a speech. How to speak in front of an audience. How to create a calligram poem. How to use poetic devices.	How to report information in an engaging way. How to write an effective newspaper report. How to use direct and reported speech effectively. How create narrative in a poem. How to use poetic licence.	How to write to inform. How to organise writing effectively. How to use formal language effectively. How to write an effective review. How to express emotions in poetry. How to use poetic devices.	How to develop action in a story. How to write an adventure story. How to structure a story. How to use rhyming effectively in poetry. How to use poetic devices.	How to express different points of view. How to create a balanced argument. How to use facts and opinions. How to use persuasive language effectively. How to set out a letter. How to use formal language. How to use figurative language effectively. How to use poetic licence.	How to recount information.	
Year 5 Skills	Grammar: Nouns and pronouns	Grammar: Relative clauses Modal verbs	Grammar:	Grammar: Tenses: Present perfect	Grammar: Commas to clarify and avoid ambiguity	Grammar: Prefixes Suffixes	

	<p>Nouns phrases with modifying adjectives/prepositional phrases</p> <p>Fronted adverbials with commas</p> <p>Plural and possessive 's'</p> <p>Correctly punctuating speech</p>	<p>Adverbs to indicate degree of possibility</p>	<p>Parenthesis - brackets, dashes, commas</p> <p>Concise noun phrases</p>	<p>Past perfect</p> <p>Future perfect</p> <p>Synonyms and antonyms</p>	<p>Cohesive devices</p> <p>Linking ideas across paragraphs</p>		
	<p>SMSC:</p> <p>Acceptance</p> <p>Tolerance</p> <p>Irrational fear</p> <p>Inclusion</p> <p>Racism</p> <p>Courage</p> <p>Prejudice</p>	<p>SMSC:</p> <p>Friendship</p> <p>Family</p> <p>Loyalty</p> <p>Morality</p> <p>Consequences of choices</p> <p>Destiny/fate</p> <p>Courage</p> <p>Perseverance</p> <p>Compassion</p> <p>Racism</p>	<p>SMSC:</p> <p>Warfare</p> <p>Corruption</p> <p>Courage</p> <p>Gender stereotypes</p> <p>Morality</p>	<p>SMSC:</p> <p>Love</p> <p>Trust</p> <p>Respect</p> <p>Pride</p> <p>Gender</p> <p>Lies and deceit</p>	<p>SMSC:</p> <p>Courage</p> <p>Loyalty</p> <p>Good vs evil</p> <p>Family</p> <p>Friendship</p> <p>Perseverance</p> <p>Trust</p> <p>Bullying</p>	<p>SMSC:</p> <p>Courage</p> <p>Loyalty</p> <p>Good vs evil</p> <p>Family</p> <p>Friendship</p> <p>Perseverance</p> <p>Trust</p> <p>Bullying</p>	
Year 6 Knowledge	<p>Book: Mohinder's War</p> <p>Poem: In Flander's Fields</p>	<p>Book: Ghost</p> <p>Poem: The Highwayman</p>	<p>Book: Coming to England</p> <p>Poem: The British</p>	<p>Book: Midsummer Night's Dream</p> <p>Poem: The Three Little Pigs (Revolting Rhymes)</p>	<p>Book: Midsummer Night's Dream</p> <p>Poem: Adventures of Isabel</p>	<p>Book: The Lost Thing</p>	
	<p>Texts to write:</p> <p>Speech, historical story, war poem</p>	<p>Texts to write:</p> <p>Playscript, narrative poem</p>	<p>Texts to write:</p> <p>Biography, persuasive travel guide, free verse poem</p>	<p>Texts to write:</p> <p>Newspaper report, balanced argument, limerick poem</p>	<p>Texts to write:</p> <p>Adventure story, figurative language poem</p>	<p>Texts to write:</p> <p>Review</p>	
	<p>How to write an historical story.</p> <p>How to write effective openings and endings.</p> <p>How to plan a story.</p> <p>How to write an effective speech.</p>	<p>Features of playscripts.</p> <p>How to write a playscript.</p> <p>How to read and perform a play.</p> <p>How to create narrative in a poem.</p>	<p>How to write an informative biography.</p> <p>How to organise writing effectively.</p> <p>How to use persuasive language effectively.</p>	<p>How to report information in an engaging way.</p> <p>How to write an effective newspaper report.</p> <p>How to use direct and reported speech effectively.</p>	<p>How to develop action in a story.</p> <p>How to create suspense in a story.</p> <p>How to structure a story.</p> <p>How to use figurative language effectively.</p>	<p>How to write an engaging review.</p>	

	<p>How to speak in front of an audience.</p> <p>How to write an emotive poem.</p> <p>How to use poetic devices.</p>	<p>How to use poetic language.</p>	<p>How to create an engaging travel guide.</p> <p>How to structure a free verse poem.</p> <p>How to use poetic devices.</p>	<p>How to express different points of view.</p> <p>How to create a balanced argument.</p> <p>How to use facts and opinions.</p> <p>How to create a limerick poem.</p> <p>How to follow a rhythm in poetry.</p>			
Year 6 Skills	<p>Grammar:</p> <p>Relative clauses</p> <p>Modal verbs</p> <p>Adverbs to indicate possibility</p> <p>Parenthesis - brackets, commas, dashes</p> <p>Concise noun phrases</p> <p>Perfect form of verbs</p> <p>Commas to clarify and avoid ambiguity</p>	<p>Grammar:</p> <p>Word classes - identifying nouns, verbs, subject, object, determiner, conjunction, preposition</p> <p>Subjunctive form - formal/informal</p>	<p>Grammar:</p> <p>Colons and semi colons for lists</p> <p>Bullet points</p> <p>Active and passive verbs</p>	<p>Grammar:</p> <p>Colons and semi colons for clauses</p> <p>Dashes for clauses</p> <p>Hyphens</p>	<p>Grammar:</p> <p>Cohesive devices</p> <p>Layout devices</p> <p>Ellipses</p>	<p>Grammar:</p> <p>Prefixes</p> <p>Suffixes</p>	
	<p>SMSC:</p> <p>War</p> <p>Love</p> <p>Courage</p> <p>Other cultures</p> <p>Tolerance</p> <p>Racism</p> <p>Friendship</p> <p>Death</p> <p>Acceptance</p> <p>Grief</p>	<p>SMSC:</p> <p>Family</p> <p>Teamwork</p> <p>Courage</p> <p>Bullying</p> <p>Justice</p> <p>Identity</p> <p>Poverty</p> <p>Domestic violence</p> <p>Consequences</p> <p>Friendship</p> <p>Overcoming adversity</p> <p>Racism</p> <p>Perseverance</p> <p>Compassion</p>	<p>SMSC:</p> <p>Racism</p> <p>Immigration</p> <p>Windrush</p> <p>British values</p> <p>Family</p> <p>Courage</p> <p>Perseverance</p> <p>Tolerance</p> <p>Other cultures</p> <p>Tradition</p> <p>Acceptance</p>	<p>SMSC:</p> <p>Love</p> <p>Dreams</p> <p>Jealousy</p> <p>Appearance and reality</p> <p>Gender</p>	<p>SMSC:</p> <p>Love</p> <p>Dreams</p> <p>Jealousy</p> <p>Appearance and reality</p> <p>Gender</p>	<p>SMSC:</p> <p>Friendship</p> <p>Uniqueness</p> <p>Finding a purpose</p> <p>Tolerance</p> <p>Acceptance</p> <p>Perseverance</p> <p>Society</p> <p>Isolation</p> <p>Helping others</p>	

IMPACT:

- Children can write for a prolonged period with accuracy.
- Children can spell most words accurately.
- Children can adapt their writing style for different audiences and purposes.
- Children can create settings, plot, characters and atmosphere in narrative writing.
- Children can use figurative language effectively.
- Children can use a wide range of grammatical devices effectively.
- Children can discuss their writing with others and identify areas to improve.
- Children apply language, themes and ideas from their reading books to their own writing.
- Children can recognise and compare themes, characters and viewpoints of similar texts and can point out differences.
- Children show a passion for writing and enjoy writing a range of texts.