

## Primary Writing Curriculum Overview

**At Reach, we believe that it is all of our responsibilities to ensure that our students are confident, fluent writers and readers, who are able and enthusiastic in expressing themselves both orally and through written language in a range of genres and styles.**

*What knowledge have we selected in our curriculum and why?*

Our English curriculum is driven by the whole-school vision to give students the skills, attributes and academic qualifications to go on to live lives of choice and opportunity. In selecting and sequencing knowledge for our curriculum, we are guided by the national curriculum and led by our whole-school curriculum design principles.

**1. Knowledge-rich:** We teach writer's methods explicitly, including aspects of language, structure, and form, and use these as a basis for the deep discussions we have about the complex texts we read in English. We believe in giving students a rigorous understanding of content before attempting to develop procedural knowledge. The effect and impact of a writer's methods cannot be explained effectively without understanding the meaning of the text itself.

**2. Backwards planned:** The writing curriculum is backwards planned, not only to ensure coverage of all statutory and non-statutory elements of the NC, but also to ensure breadth of text-types, a mastery of grammar and an in-depth understanding of the nuances of language. It is extremely important to us that children understand that writing is a process of drafting and redrafting that requires writers manipulate language, tone and grammar to suit the text type, the purpose and the audience.

Our writing curriculum begins with a storytelling approach, which provides structured periods of communication and language. We feel that before children can write stories, they need to hear and speak stories and embed the structural and grammatical features first. While in Nursery, children are largely hearing and stepping (reciting the story section-by-section) familiar stories, from Reception, children begin writing and innovating the stories they hear. Our goal, for each child by the end of Reception, is that they can independently formulate and write a complete sentence based on a familiar story.

In Year 1, it is important to us that the children gain lots of oracy practice before writing takes place. At this early stage we feel it is important that we reduce cognitive load by ensuring that the children are thinking less about the content of their writing and more about the process and logistics of writing, such as using their knowledge of phonics to spell, finger spaces, basic punctuation and letter formation.

From HT6 of Year 1 up to Y6, teachers use The Write Stuff programme as the starting point for their writing lessons. This programme focuses on a language rich approach to writing, through which the teaching of grammar is embedded into practice and teacher modelling is fundamental to children's success. Key to the programme's success, throughout our school, is the consistency of approach for both children and teachers. Where planning is concerned, teachers are provided with a unit overview, which includes

three 'types' of lessons: experience lessons, sentence stacking lessons and independent lessons.

We know that in order to have confident, fluent writers, pupils need to be writing across the curriculum for multiple different purposes. As a result, pupils are regularly taught to write for a range of purposes across the curriculum. In Book Club, children write in response to their reading. In Science, pupils are taught how to write up their Scientific experiments. Half termly, we have essay writing mornings where pupils write an essay based on their learning in humanities.

**3. Carefully resourced:** We continually improve the central resources on our drive each year; we adapt them to the learning needs of our groups, co-plan for mixed attainment groups and use medium term plans to ensure every learning objective is delivered. All-through our school we use explicit instruction, modelling with worked examples, and using systematic assessment for learning in lessons - our resources reflect this. We use scaffolding to ensure our curriculum is accessible to all pupils and interleaving to secure long-term, deep and adaptable understanding of the processes behind writing.

Teachers use The Write Stuff writing plans in conjunction with our own grammar overview and the objectives outlined in the National Curriculum. Teachers understand the importance of adapting sentence stacking lessons to suit the needs of the children, ensuring learning is developmentally appropriate while at the same time offering an appropriate level of challenge to all. It is important that children know what to expect from writing lessons and build schemes that provide them with a clear understanding of what good writing looks like. This is what the writing rainbow, which includes lenses that the children repeatedly encounter, provides. The rainbow lenses convey: what the children should write about (FANTASTICS), key grammatical features to include (GRAMMARISTICS) and linguistic features that add depth and nuance to writing (BOOMTASTICS).

Our spelling programme, which has been uniquely designed to explicitly link to the phonics programme, enables pupils to engage with the full range of taught phonemes and graphemes, learning how to experiment with phoneme-grapheme correspondences when spelling unfamiliar words. Students then utilise this learning whenever they write, whether this be during independent writing, answering longer questions in humanities booklets or writing up science experiments.

**4. Aspirational, inclusive and diverse:** Aspiration in our curriculum is seen in our high expectations of pupils, and the depth we expose our students to in lessons. Rigour is embedded through our adaptations of The Write Stuff planning and the texts that we expose the students to. Students are taught in mixed attainment classes, and this allows all students exposure to complex ideas, which they are then supported to embed into their own thinking and writing through rich class discussion and careful scaffolding by teachers.

We support and ensure our curriculum is inclusive for pupils with a range of needs first and foremost through high quality teaching: this means explicit instruction, scaffolding, adapting teaching according to our assessment for learning to help more pupils learn, providing learners with worked examples, and dual coding support resources. Our scaffolding is evident in our exposition, questioning and through use of concrete aids where appropriate. We differentiate by time, not task, by pitching high and scaffolding up, and this is illustrated through our commitment to mixed ability groups from Nursery through to Year 6 to ensure all students are exposed to complex ideas and discussion. As a small school, we know our pupils and their needs very well, using the Graduated Approach to trial in-lesson interventions with our SENCO.

We have thought carefully about diversity and inclusion in regards to the texts we expose our students to. We aim to ensure that our students see themselves, their communities and cultures in the texts we expose them to. As such, our writing units and core reading texts expose students to a range of protected characteristics. We review our curriculum on a regular basis to ensure that pupils feel represented and empowered through reading and writing.

**5. Rigorously assessed:** We systematically assess pupils both in lessons, by teaching responsively through a range of AFL strategies, and through moderating writing throughout the year. This enables teachers to deliver whole class feedback. Formal assessments provide robust student data that can be used formatively to re-teach content identified through data analysis and pupil progress meetings, and summatively to consider the snapshot of attainment and progress at that time.

**6. Regularly evaluated and reflected upon:** We use structures such as subject specific CPD (continued professional development) and pupil progress meetings, after formal assessments, to frequently reflect on our curriculum. We consider its design, its resourcing, its implementation and its impact; making changes immediately or logging them for the next academic year. Constant reflection on our implementation takes place through our instructional coaching system, in which every teacher receives a weekly action step to improve their implementation of the curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	The tiger who came to tea <i>Narrative x 2</i>	Sam's Sandwich <i>Non-fiction x 3</i>	The dinosaur who lost its roar Information text about dinosaurs <i>Narrative / non fiction</i>	Katie in London Recount of a trip <i>Narrative / non fiction</i>	Jabuti How to plant a tomato seed Narrative / non fiction	The way back home Last stop on market street <i>Narrative x 2</i>

<p><b>Year 2</b></p>	<p>Little Red Reading Hood</p> <p>Pirates</p> <p><i>Narrative / non-fiction</i></p>	<p>My Christmas Star</p> <p>How to Make a Bird Feeder</p> <p><i>Narrative / non fiction</i></p>	<p>Theseus and the Minotaur</p> <p>The Day the Crayons Quit</p> <p><i>Narrative / non fiction</i></p>	<p>If I were in charge of the world</p> <p>Recount</p> <p><i>Poetry / non-fiction</i></p>	<p>Stardust</p> <p>Plants</p> <p><i>Narrative / non fiction</i></p>	<p>The Owl who was afraid of the dark</p> <p>This is how we do it</p> <p><i>Narrative / non fiction</i></p>
<p><b>Year 3</b></p>	<p>The Magic Paintbrush</p> <p>Autumn is here</p> <p><i>Narrative / poem</i></p>	<p>The secret of black rock</p> <p>Earthquakes</p> <p><i>Narrative / nonfiction</i></p>	<p>The true story of the three little pigs</p> <p>How a robot-dog works</p> <p><i>Narrative / nonfiction</i></p>	<p>I Asked the Little Boy Who Couldn't See</p> <p>The Wolves in the Walls</p> <p>(poetry/fiction)</p> <p><i>Poetry / nonfiction</i></p>	<p>The Iron Man</p> <p>My Strong Mind</p> <p><i>Narrative / nonfiction</i></p>	<p>Stone Age Boy</p> <p>Skara Brae</p> <p><i>Narrative / nonfiction</i></p>
<p><b>Year 4</b></p>	<p>Journey by Aaron Becker</p> <p>Should we feed animals in national parks?</p> <p><i>Narrative/non fiction</i></p>	<p>Feast</p> <p>Once Upon a Raindrop</p> <p><i>Narrative / nonfiction</i></p>	<p>Explorer</p> <p>The river</p> <p><i>Narrative / nonfiction</i></p>	<p>Secrets of a sun king</p> <p>Still I rise</p> <p>Poetry x 2</p>	<p>Aladdin and the magic lamp</p> <p>The plague (playscript)</p> <p><i>Narrative / nonfiction</i></p>	<p>The creature</p> <p>A journey into the wonderful world of your microbiome</p>
<p><b>Year 5</b></p>	<p>Zoo by Anthony Browne</p> <p>Screen use</p> <p><i>Narrative / nonfiction</i></p>	<p>Kick</p> <p>The Snowman</p> <p><i>Narrative / nonfiction</i></p>	<p>Gaslight</p> <p>Refugees</p> <p><i>Narrative</i></p>	<p>The Malfeasance</p> <p>Biography about The Buddha (using JC David Attenborough unit as a model)</p> <p>Poetry</p>	<p>One small step</p> <p>The Present</p> <p><i>Narrative x 2</i></p>	<p>Cosmic</p> <p>The Origin of Species</p> <p><i>Narrative/no nfiction</i></p>

<b>Year 6</b>	<p>The Graveyard Book</p> <p>Letters from the Lighthouse</p> <p><i>Narrative x 2</i></p>	<p>A Monster Calls</p> <p>A letter to Scrooge</p> <p><i>Narrative x 2</i></p>	<p>Northern Lights</p>	<p>Northern Lights</p>	<p>The Boy at the Back of the Class</p>	<p>No Ballet Shoes in Syria</p> <p>Illegal</p>
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