

Excellence: everyone, everywhere, every day

#### **Ashdene Primary School – Writing Curriculum**

### Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

#### Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## Curriculum design

The Ashdene Writing Curriculum is based around core 'inspirational texts'. These texts have been carefully chosen for each half term to engage students, provide high-quality literature models and writing opportunities for a range of genres. Where possible, high-quality texts have been chosen which fit with wider curriculum learning to support schema development and allow opportunities for cross-curricular writing. Additionally, in KS2, each year group studies at least one novel, picture book and non-narrative fiction text.

National Curriculum objectives for writing have been organised into elements: composition (crafting, editing and remodeling, and performing); grammar (verb forms, sentence constructs and punctuation); spelling; and handwriting. The curriculum breaks down the objectives set out in the National Curriculum so that the skills and knowledge of writing are taught progressively throughout a Key Stage and are built upon year to year. Within year groups, the sequence at which objectives are taught and the term-to-term progression of each objective have been carefully considered to match the texts chosen to study and build upon prior learning, aiding schema development.

At Ashdene, we believe children should have plentiful opportunities to practise writing, across genres. Therefore, each half term children write narratives, letters and recounts (KS1)/ diaries (KS2). They also frequently return to non-chronological reports, discussions, explanations, instructions (Y1-3), biographies (KS2) and speeches (UKS2). Children practise writing for a variety of genres, audiences and purposes every half term, retrieving their prior learning and applying new sequential knowledge to their writing.



	EYFS Overview						
	HT1	HT2	HT3	HT4	HT5	HT6	
Topic	Me and my World	Seasons and celebrations	STEM- Things with Wings	STEM- things with wings	Discovering the UK	Explorers	
Inspirational Text	Traditional Tales  Gingerbread Man An	End of half term mouse house is supplemented with lots of non-fiction	ROSIE REVERE. ENGINEER	Hattie Peck  Wings!  Supus and Polymers  Calvin Cent Fly Control Contr	Naughty Bus Town Mouse, Country Mouse	CAN CATCH A MONSTER.  GREAT EXPLORER  CREES JUDGE	
Genres	Captions/labelling Description Oral story telling Lists Recounts Story Recount Character profiles Speech/thought bubbles	Captions/labelling Description Lists Non-Fiction booklets Instructions	Captions/labelling Description Lists Non-Fiction booklets Letter Instructions Recount Narrative	Captions/labelling Description Lists Non-Fiction booklets Letter Instructions Recount Narrative	Description Lists Non-narrative: postcards Instructions Narrative – retell and create	Non-narrative: wanted poster Predictions Description Lists Non-fiction booklets Instructions Narrative – retell and create	



	Year 1 Overview							
	HT1	HT2	НТ3	HT4	HT5	HT6		
Topic	History – People from the past	Geography – Local area	STEM- Fairground rides	STEM- Fairground rides	History- Inventors	Geography- Seasides		
Inspirational Text	Man on the Moon (a day in the life of sold) Sinon partran	AST CAINAGE  POSTMAN  AND ALLAN ALLA	Interview with a SHARK & Other Ocean Glants Too	Modulen	The best finance, for head to have  REMON VILIDS  REMON VI	The SEASAW  TOM PERCIVAL  BIG  BOOK  BIG  BIG  BOOK  BIG  BIG  BOOK  BIG  BIG  BIG  BIG  BIG  BIG  BIG  BI		
Genres	Narrative – simple sentences about events Narrative – description	Narrative – simple sentences about events Narrative – description	Narrative Non-chronological report	Narrative Non-chronological report	Narrative Non-chronological report	Narrative Non-chronological report		
	Non-chronological	Non-chronological	Letter	Letter	Letter	Letter		
	report – facts	report – facts	Lists	Recount	Recount	Recount		
	Letter	Letter	Recount	Instructions	Instructions	Instructions		
	Lists	Lists	Interview	Explanation	explanations			
	Recount	Recount	Instructions					



Excellence: everyone, everywhere, every day **Year 2 Overview** HT2 HT1 HT3 HT4 HT5 нт6 **History – The Great Geography – The UK:** STEM - materials STEM - materials History - Styal Mill Geography -**Topic** Fire of London London **Pirate ships** Rainforests **Pirate ships Inspirational** HOW I BECAME Bog Baby **Text** a Pikate **Narrative Narrative Narrative Genres Narrative Narrative Narrative** Recount Recount Recount Recount Recount Recount Letter Letter Letter Letter Letter Letter Non-chronological Non-chronological Non-chronological **Explanations** Non-chronological Instructions report report report **Explanations** report Instructions **Instructions** 



	Year 3 Overview							
	HT1	HT2	HT3	HT4	HT5	HT6		
Topic	History – Stone Age to Iron Age	Geography – UK settlements	STEM- Trains	STEM- Trains	History- Ancient Egypt	Geography- Climate Zones		
Inspirational Text	LEON	Monsy Duddle  Ricker Blockell - History Harston	Lost Heppy Endings	MENCHENS CHARLES	R MUMMY RTE MY HOMEWORK!  ATTRICAGAL MONERAL IN THE ACTOR MONERAL IN THE	THE LAST BEAR  WAS ASSESSED TO THE LAST BEAR  WAS ASSESSED TO THE LAST BEAR  WAS ASSESSED TO THE LAST  HANNAH GOLD  THE LAST OF THE LAST  HANNAH GOLD  THE LAST OF THE LAST  HANNAH GOLD  THE LAST OF THE LAST  HANNAH GOLD		
Genres	Narrative Advert: Posters and tickets Instructions Recount (news report) Non-chronological reports	Narrative Letter Non-Chronological reports Leaflet Explanations	Narrative  Dialogue  Diary  Letters  Instructions	Narrative- invent own story Diary Letters – varying purpose Explanation	Narrative Diary Letters Non-Chronological report Instructions Biography	Narrative Leaflet Diary Explanation		



	Year 4 Overview						
	HT1	HT2	НТ3	HT4	HT5	HT6	
Topic	History – Stone Age to Iron Age 2023 - Romans	Geography – Mountains and Rivers	STEM – F1	STEM – F1	History – Ancient Greece	Geography - Coasts	
Inspirational Text	JOURNEY  Aaron Becker  QUEST  Aaron Becker	JOURNEY TO THE TAST RIVER	Varjak Paw  SF Said  Illustrated by Fore Rollan  Pathol, singular and surretire, laught than in a surretire, laugh	SKY Hauk GILL LEWIS  Come part ever, backer part heart, and is no engaging it about cases the peak for you.  Michael Maryungo	PERCY JACKSON. AND HIE LIGHTNING, THIEF  RICK RICK RICK RICK RICK RICK RICK RIC	THAT I HE THE THE THE THE THE THE THE THE THE	
Genres	Narrative (inc dialogue) Diary Letters (inc persuasion) Non-chronological reports	Narrative Diary Letters (varying purpose) Non- Chronological reports Explanations	Narrative Diary Letters – different purposes (introduce more formal) Non- Chronological reports Instructions	Narrative Diary Letters Leaflets/adverts Explanations	Narrative Diary leaflets/adverts Letters Non-chronological report	Narrative Diary Letter Explanations Instructions	



	Year 5 Overview							
	HT1	HT2	HT3	HT4	HT5	HT6		
Topic	History – Vikings and Anglo-Saxons	Geography – settlements	STEM	STEM	History - Mayans	Geography – Volcanoes		
Inspirational Text	MICHAEL MORPURGO BEOWULF		PHILIP PULLMAN  152 CLOCKWORK Penguir/Ball-SWOVND UP	THE NOWHERE EMPORIUM. ROS MACKEZIE	Marcus Sedgwick FLOODLAND Strating in a diseased well	The Live of EVERBELLEVE WAS ARREST AND A METAL M		
Genres	Narrative Diary Letters Speech – persuasive Non-chronological report	Narrative Diary Letters (varying purposes) Advert/leaflet Explanation	Narrative Diary Letters (varying purposes) Argument Advert/leaflet Non-chronological report	Narrative Diary Letters (varying purposes) Advert/leaflet Speech Explanation	Narrative Diary Letters Argument Explanation (climate change) Speech	Narrative Diary Letters Non-chronological report Hybrid texts: fictional info texts		



	Year 6 inspirational Texts Overview						
	HT1	HT2	НТ3	HT4	HT5	HT6	
Topic	The Industrial Revolution	Biomes and Vegetation Belts	World Trade		STEM	STEM	
Inspirational					TO NOTE COST, PROPERTIES TWO MARKS	S ANNO AND ADDRESS	
Text	BARNALUS PROPERS MEGIZIAS	BRIGHTSTORM  a sevel sur footering	DRAGON  ALLE INTERMEDIATE THAT THE DAY IN TH	A Subsequent Stary Associate Actions on Part has  A Subsequent Stary  A Subsequent Sta	SURVIVORS  EXTRACTIONAL TALES PRINT THE WILD AND BEYIND  DAYED LONG KERRY HYNDMAN		
Genres	Narrative Letters	Narrative	Narrative Letters (varying	Narrative Letter (including	Narrativ Diary		
	Diary	Letters (varying	purposes)	persuasive using	Letters		
	Non-chronological	purposes)	Diary	subjunctive)	Argume		
	report	Diary	Argument	Diary	Advert/leaflet – include		
	10,010	Argument	Explanation	Biography	subjunct	=	
		Explanation	Non-chronological		Explanat		
		Non-chronological report	report		Non-chronologi	ical report	