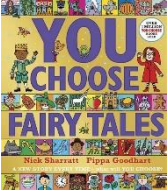




## Ashdene Primary School – Writing Curriculum

<b>Purpose of Study</b>	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.
<b>Aims</b>	<p>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:</p> <ul style="list-style-type: none"><li>• read easily, fluently and with good understanding</li><li>• develop the habit of reading widely and often, for both pleasure and information</li><li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li><li>• appreciate our rich and varied literary heritage</li><li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li><li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li><li>• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate</li></ul>
<b>Curriculum design</b>	<p>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.</p> <p>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.</p> <p>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.</p>



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	<p>Traditional Tales</p>  	 <p>End of half term mouse house is supplemented with lots of non-fiction</p>	 	<p>Hattie Peck</p>   	 	 
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	HT3	HT4	HT5	HT6
Topic	History – People from the past	Geography – Local area	STEM- Fairground rides	STEM- Fairground rides	History- Inventors	Geography- Seasides
Inspirational Text		 	 			 
Genres	Narrative – simple sentences about events Narrative – description Non-chronological report – facts Letter Lists Recount	Narrative – simple sentences about events Narrative – description Non-chronological report – facts Letter Lists Recount	Narrative Non-chronological report Letter Lists Recount Interview Instructions	Narrative Non-chronological report Letter Recount Instructions Explanation	Narrative Non-chronological report Letter Recount Instructions explanations	Narrative Non-chronological report Letter Recount Instructions



Year 2 Overview						
	HT1	HT2	HT3	HT4	HT5	HT6
Topic	History – The Great Fire of London	Geography – The UK: London	STEM – materials Pirate ships	STEM – materials Pirate ships	History – Styal Mill	Geography - Rainforests
Inspirational Text						
Genres	Narrative Recount Letter Non-chronological report	Narrative Recount Letter Non-chronological report Instructions	Narrative Recount Letter Non-chronological report Instructions	Narrative Recount Letter Explanations	Narrative Recount Letter Non-chronological report	Narrative Recount Letter Instructions Explanations



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						
Genres	<p>Narrative</p> <p><b>Advert: Posters and tickets</b></p> <p>Instructions</p> <p>Recount (news report)</p> <p>Non-chronological reports</p>	<p>Narrative</p> <p>Letter</p> <p>Non-Chronological reports</p> <p><b>Leaflet</b></p> <p>Explanations</p>	<p>Narrative</p> <p><b>Dialogue</b></p> <p><b>Diary</b></p> <p>Letters</p> <p>Instructions</p>	<p>Narrative- invent own story</p> <p>Diary</p> <p>Letters – varying purpose</p> <p>Explanation</p>	<p>Narrative</p> <p>Diary</p> <p>Letters</p> <p>Non-Chronological report</p> <p>Instructions</p> <p><b>Biography</b></p>	<p>Narrative</p> <p>Leaflet</p> <p>Diary</p> <p>Explanation</p>

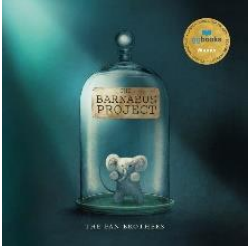
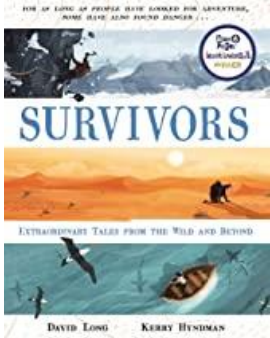


Year 4 Overview						
	HT1	HT2	HT3	HT4	HT5	HT6
Topic	History – Stone Age to Iron Age 2023 - Romans	Geography – Mountains and Rivers	STEM – F1	STEM – F1	History – Ancient Greece	Geography - Coasts
Inspirational Text	 					
Genres	Narrative (inc dialogue) Diary Letters (inc persuasion) Non-chronological 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						
Genres	Narrative Diary Letters <b>Speech – persuasive</b> Non-chronological report	Narrative Diary Letters (varying purposes) Advert/leaflet Explanation	Narrative Diary Letters (varying purposes) <b>Argument</b> 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 <b>Hybrid texts: fictional info texts</b>



Year 6 inspirational Texts Overview						
	HT1	HT2	HT3	HT4	HT5	HT6
Topic	The Industrial Revolution	Biomes and Vegetation Belts	World Trade		STEM	STEM
Inspirational Text				 		
Genres	Narrative Letters Diary Non-chronological report	Narrative Letters (varying purposes) Diary Argument Explanation Non-chronological report	Narrative Letters (varying purposes) Diary Argument Explanation Non-chronological report	Narrative Letter (including persuasive using subjunctive) Diary Biography	Narrative Diary Letters Argument Advert/leaflet – include passive voice and subjunctive Explanation Non-chronological report	