

Avonwood Primary School

Writing Curriculum Policy



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Avonwood Primary School

The best in everyone™

Part of United Learning

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1.0 Our School Vision

At Avonwood we see it as our moral imperative for all children, regardless of background, to achieve their very best. Our children all read classic literature, study modern foreign languages, experience the science of dissecting organs and even learn a new musical instrument every year as a right, not a privilege. These high expectations enable us to develop and deliver a curriculum rich in carefully sequenced and embedded powerful knowledge. We expect teachers to deliver lessons with that fulfil this expectation whilst living up to our ambition of **inspiring wonder and intellectual curiosity**.

Our curriculum is at the centre of every education decision we take at Avonwood. We do not see the curriculum as a finished product, far from it. On a weekly, termly and annual basis we review plans, consider our intent and make sure we deliver the very best academic and enrichment diet to our children. All curriculum areas have a subject lead that is responsible for the design, implementation and ongoing monitoring and evaluation of this area.

Avonwood has moved away from tokenistic topics towards knowledge rich experiences in discrete subjects, with deliberate cross curricular links only when appropriate. For example, in Year 2 we teach the Great Fire of London when children have already learnt in Geography where London is and its status within the United Kingdom. The awe and wonder of learning continues to characterise the Avonwood curriculum but in a purposeful, sequenced and deliberate manner.

If **'powerful knowledge' is the head of our school, then reading for pleasure and progress is its heart**. Our school environment and curriculum crystallises reading for pleasure as a valued and purposeful part of our curriculum. We agree with the view of Thompson (2020) when she states the importance of becoming a reader who teachers and a teacher who reads is a pedagogy with far reaching consequences. Reading progression is carefully mapped to provide opportunities for exposure to a wide variety of genres, authors of different backgrounds and a mixture of classic and contemporary texts. Every afternoon we 'Drop Everything and Read' to end our school day with a high-quality whole class reading session. **We wholeheartedly believe reading is the golden key to unlocking the potential of every child's success.**

We are honoured to be the only United Nations Earth Charter Primary School in Europe. We believe it is vital that all children have an understanding of their responsibility as global citizens and our eight Earth Charter principals are referenced throughout our curriculum and daily life. From the importance of peace and respect for all living creatures through to the consideration of the past and future of our planet, this ethos gives our Avonwood curriculum a very current and relevant perspective that all stakeholders within our community hold strong. This runs deep within our "Avonwood DNA" and is optimised by our school mantra... it starts with one!

1.1 How our whole school vision links with Writing

Writing is a powerful means of communication which builds on the spoken word. This vital skill is necessary to allow pupils to function, engage and contribute within our society. Our aims in teaching writing are to equip pupils with a strong command of spoken and written language, and to develop a love of literature. Across the school, we ensure that there is a good coverage of genres which are progressive across year groups.

The writing curriculum at Avonwood Primary School provides pupils with:

- The skill to transcribe (spelling and handwriting) and compose (articulating ideas and structuring them in speech and writing)
- The ability to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- The ability to plan, revise and evaluate their writing
- The ability to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Competency in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
- Effective composition which involves articulating and communicating ideas, and then organising them coherently for a reader.
- Clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

At Avonwood Primary School, we teach writing alongside a different high-quality text every half term, which develop vocabulary, reading and writing skills. The writing curriculum has been designed to best suit the needs of the pupils and to spark interest and curiosity. Children are given the opportunities to write for real purposes and audiences. Moreover, our pupils have opportunities to apply and showcase their writing skills across other areas of the curriculum.

Core texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R						
1						
2						
3						
4						
5						
6						

2.0 Subject Intent, Implementation & Impact

2.1 Subject Intent

The teaching of writing at Avonwood Primary School aims to provide a high-quality education in English that 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.

At Avonwood, we aim to give children an understanding of the world around them by ensuring that they are exposed to diverse and inclusive texts. Through this range of core texts (and additional stimulus), Avonwood aims to provide a sense of awe and wonder which inspires pupils to develop their love of writing. We believe that providing pupils with an element of choice in what they write, will develop their creativity, passion for writing and bring out their author voice. We believe that reading and writing are closely connected and mutually supportive - we read as writers and write as readers. All pupils are encouraged to develop and use a range of skills including oracy, planning, editing and evaluating. Pupils should be closely involved in assessing their own development as writers and be given the opportunity to collaborate with other children both to compose and to revise their writing.

In accordance with the curriculum overview, pupils will acquire specific grammatical skills and knowledge to help them to structure their writing as more effective writing is dependent upon increasingly informed grammatical and linguistic choices. This will be achieved through preliminary talk and teacher modelled examples.

2.2 Subject Implementation

The Avonwood Writing Curriculum is aligned with the National Curriculum 2014 and Programmes of Study for KS1 and KS2 and 'Understanding of the World' in the Early Years Foundation Stage.

Avonwood's curriculum sets out the writing units that should be covered in each year. For each text type taught, the year group's teaching objectives are identified alongside the writing objectives which need to be explicitly reviewed from previous years. This ensures a full coverage of skills which progress at an appropriate pace.

Each half term, a range of fiction and non-fiction units are taught to ensure an appropriate balance of genre. The length of a unit is dependent on the complexity of the skills involved and whether the children have been exposed to the text type previously.

Text types include:

- Letters
- Diary entries
- Persuasive texts
- Balanced arguments
- Newspaper reports
- Narratives (story writing)
- Poetry
- Non-chronological reports
- Explanation texts
- Playscripts
- Biographies

2.3 Subject Impact

Our Writing Curriculum is high quality, well-sequenced and is planned to demonstrate progression. Our curriculum aims to provide children with all the necessary skills to become secure in producing coherent, grammatically sound writing. By the time our pupils leave Avonwood, we aim for them to be able to write effectively for a range of purposes and audiences whilst carefully selecting vocabulary and grammatical structures that reflect what the writing requires. As a result, children will feel well-equipped and prepared for the requirements of Key Stage 3.

At Avonwood, we measure the impact of our Writing Curriculum through the following methods:

- Regular moderation of English books within year groups.
- Moderation across year groups.
- Book monitoring (subject leader).
- Pupil voice.
- Reflective planning processes.
- Termly assessment against the writing objectives (linked to the National Curriculum and Assessment for Writing Framework).

3.0 Sequencing of the Avonwood Writing Curriculum

3.1 Long Term Planning

Writing Overview: Reception



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Baseline Assessment		Family picture (S+L) <i>So Much</i>	House picture (S+L) <i>Here Comes Frankie</i>	Trumpet picture (S+L) <i>Here Comes Frankie</i>	Speech bubbles Choice - superhero <i>Supertato</i>	Character list <i>Juniper Jupiter</i>	Labelling autumn objects <i>Leaf Man</i>	Woodland collage (S+L) <i>Owl Babies</i>	Speech bubbles <i>Owl Babies</i>	Character description <i>Rama and Sita</i>	List writing <i>Rama and Sita</i>	Postcard/Card /Letter Choice <i>Stick Man</i>	Christmas cards and lists
Spring	Penguin facts poster <i>Lost & Found</i>		Character description Choice <i>Frozen</i>	Setting description Choice <i>Frozen</i>	Narrative writing <i>The Naughty Bus</i>		<i>The Extraordinary Gardener</i>		<i>The Gruffalo</i>		Wanted poster <i>Goldilocks & Three Bears</i>	Porridge Instructions <i>Goldilocks & Three Bears</i>		
Summer	Knights' information poster <i>St George and the Dragon</i>	How to Catch a Dragon instructions <i>Zog</i>	Character description Choice – design a character <i>Zog</i>	Story <u>retell</u> <i>Jack & the Beanstalk</i>		Lists, invites, menus <i>Banquet writing</i>	Story <u>retell</u> <i>The Very Hungry Caterpillar</i>	Lifecycles & Butterfly facts <i>The Very Hungry Caterpillar</i>	Story innovation Choice – alternative story and minibeast <i>Superworm</i>		Bee facts <i>Nature's Tiny Miracle</i>	Letter writing & ladybird facts <i>What the Ladybird Heard Next</i>	Trip recount What am I? Lift the flap Choice <i>Facts</i>	

Writing Overview: Year 1



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn	Getting to know our class Ruby's worry	Character description Percy's Bumpy Ride	Rewrite a story One Snowy Night		Adjective, Noun, Verb poem Poetry Week	Fact files A Walk in London		Character description Choice Traction Man		PIRA assessment	Story innovation Traction Man		Christmas Letter writing
Spring	Writing a recount of holidays	Character description The Very Last Castle	Sequence a story The Very Last Castle	Rewrite a story The Very Last Castle	Leaflet Look Inside Castles		Instruction writing (Topic link)	Postcard writing Choice Meerkat Mail	2 adjectives Handa's Surprise	Conjunction 'and' Handa's Surprise	Adjective, Noun, Verb poem Kapiti Plain	<u>Thank you letters</u> (Topic link)	Animal riddles Choice Commotion in the ocean
Summer	Animal fact files Choice Little Kids First Big Book of Animals		Persuasive writing (Topic link)		Descriptive writing The Magic Bojabi Tree	Letter writing Oi! Get off our Train		Writing a recount Choice (Topic link)		Dear Teacher Letter to new teacher		Memory jars (PSHE link)	

Writing Overview: Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Narrative – Retelling and alternative ending Tom and the Island of the Dinosaurs			Persuasive letter Dinosaurs and all that rubbish	National Poetry Week – The Environment (The Earth Charter)	Character description Dinosaur Fact File Choice	Instructions A storm in a jar National Geographic First Big Book of Weather Topic Link	Non-Chronological reports – Newspaper report Tornado Topic Link		Report Writing: Weather National Geographic First Big Book of Weather Topic Link	
Spring	Story Recount Katie in London		Writing to Inform Fact Files Tourist information leaflets		Personal recount Personal Diary Writing	Historical recount Diary Writing Choice – perspective – child / king / Samuel/fictional character from 1666 Topic Link	Expanding vocabulary to describe and inform Lila and the Secret of the Rain	Story Recount Imitate and innovate Tools for Planning Lila and the Secret of the Rain	Letter writing Lila and the Secret of the Rain	Personal recount Cross curricular Craig - Fresh Air Friday	Poetry Haiku Choice of climate/animal from that climate
Summer	Writing instructions The Great Explorer	Writing Recount The Great Explorer Choice- choose own type of expedition Topic Link	Personal Recount <i>Revision of SAPG apostrophes/use of capital, tenses, suffix/prefix/expanded noun phrases</i> Choice – opened activity free choice of style in recount is given – eg – diary extract, newspaper	SATS – Assessment weeks			Expanding vocabulary to describe and inform The Storm Whale		Fact Files National Geographic magazines		Poem Developing vocabulary The Storm Whale

Writing Overview: Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn	Character Description <i>Stone Age Boy</i>	Instructional Writing (Topic) <i>Stone Age Boy</i>	Diary Writing <i>Stone Age Boy</i>		No More Marking Assessment	Non-Chronological Report Writing (Topic) <i>Stone Age Boy</i>	Character Description choice <i>Peter Pan</i>	Discussion Text <i>Peter Pan</i>		Informal Letter <i>Peter Pan</i>	Wanted Poster choice <i>Peter Pan</i>	Letter Writing <i>Father Christmas and Me</i>	
Spring	Haiku Poem <i>The Egyptian Cinderella</i>	Persuasive letter Healthy Eating (Science)	Egyptian Gods Fact File choice (Topic) <i>The Egyptian Cinderella</i>		Instructional Writing Mummification choice (Topic) <i>The Egyptian Cinderella</i>	Persuasive Poster Visit the Pyramids (Topic) <i>The Egyptian Cinderella</i>	Character Description Edward Tulane choice	Newspaper Report <i>Edward Tulane</i>		Diary Writing <i>Edward Tulane</i> choice		Story Writing <i>Edward Tulane</i>	
Summer	Easter Holiday Writing	<i>King Midas</i> <i>Greek Myths</i> Narrative Choice – Alternative Ending		Persuasive writing <i>Greek Myths</i> Choice – mythical creature	Brochure	choice <i>Alice In Wonderland</i> Balanced argument		Invitation Writing <i>Alice In Wonderland</i>	Persuasive Letter Europe Choice		Letter writing (new teacher)		

Writing Overview: Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Character Description – Charlie Bucket <i>Charlie and the Chocolate Factory</i>	Diary – in role as Charlie Bucket <i>Charlie and the Chocolate Factory</i>	Newspapers – Finder of the golden ticket CHOICE <i>Charlie and the Chocolate Factory</i>		Haikus CHOICE <i>National Poetry Week</i>	Developing Setting Descriptions Chocolate Room → own invention room CHOICE <i>Charlie and the Chocolate Factory</i>		Narrative - Prologue CHOICE <i>The Iron Man</i>	Letter of complaint in role as an angry farmer <i>The Iron Man</i>	Diary (assessment) <i>The Iron Man</i>	Balanced argument – Should the Iron Man be allowed to live on Earth? CHOICE <i>The Iron Man</i>		Leaflet <i>Visit Brazil (Geography)</i>	Instructions <i>Linked to art topic on Banksy</i>
Spring	Character Description (evil sorcerer) <i>Usborne's 1001 Arabian Nights</i>	Setting Description (cave of wonders) <i>Usborne's 1001 Arabian Nights</i>	Newspaper – There's a genie on the loose in the school! <i>Usborne's 1001 Arabian Nights</i>	Diary – in role as Scheherazade <i>Usborne's 1001 Arabian Nights</i>	Visit Brilliant Baghdad leaflet [Topic] <i>Usborne's 1001 Arabian Nights</i>	Water Cycle Explanation text [science] <i>Usborne's 1001 Arabian Nights</i>	First person recount CHOICE <i>The Explorer</i> <i>Katherine Rundell</i>	Setting description <i>The Explorer</i> <i>Katherine Rundell</i>	Non-chronological report - rainforest animal [Topic] CHOICE <i>The Explorer</i> <i>Katherine Rundell</i>	Telegram CHOICE <i>The Explorer</i> <i>Katherine Rundell</i>	Dialogue CHOICE <i>The Explorer</i> <i>Katherine Rundell</i>	Narrative – 'Just so' story CHOICE [Topic] The Just So Stories Rudyard Kipling		
Summer	How to trap a dragon - Instructions CHOICE <i>How to Train your Dragon</i> <i>Cressida Cowell</i>	How to look after a dragon - Independent instruction CHOICE <i>How to Train your Dragon</i> <i>Cressida Cowell</i>	Dragon Description CHOICE <i>How to Train your Dragon</i> <i>Cressida Cowell</i>	Diary Entry in role as Hiccup <i>How to Train your Dragon</i> <i>Cressida Cowell</i>	Narrative Retelling the story of <u>Biron</u> the Viking with alternative ending CHOICE <i>How to Train your Dragon</i> <i>Cressida Cowell</i>		Balanced argument <i>The Firework Maker's Daughter</i> <i>Phillip Pullman</i>	Runaway Letter in role as Lila <i>The Firework Maker's Daughter</i> <i>Phillip Pullman</i>	Non-chronological report – earthquakes [Topic] <i>The Firework Maker's Daughter</i> <i>Phillip Pullman</i>	Prologue CHOICE <i>The Firework Maker's Daughter</i> <i>Phillip Pullman</i>	Playscripts <i>The Firework Maker's Daughter</i> <i>Phillip Pullman</i>			

Writing Overview: Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn	Recount – own and Michael's life <i>Kensuke's Kingdom</i>	Letters to Eddie (informal) Choice <i>Kensuke's Kingdom</i>	Recount from a new perspective (Stella's) <i>Kensuke's Kingdom</i>	Narrative – setting descriptions. Show not tell <i>Kensuke's Kingdom</i> (Topic)	Poetry – National Poetry Week choice <i>Water theme</i> <i>(Earth Charter link)</i>	Non-Chronological Reports Choice <i>Kensuke's Kingdom</i>	Explanaiion Text 500 words The Water Cycle <i>Kensuke's Kingdom</i> (Topic)	Character Descriptions Show not tell choice <i>Christmas Carol</i>	Balanced Arguments Anti-bullying week and Christmas Carol (Topic)	Playscripts <i>Christmas Carol</i>		Diary – Scrooge's <i>Christmas Carol</i>	Persuasive letter – from Scrooge choice <i>Christmas Carol</i>
Spring	Poetry <i>The Tyger</i> <i>Tyger inspired animal poetry</i>	Fast Paced narrative and setting description <i>Variak Paw</i>	Non-chronological Reports (cats) <i>Variak Paw</i>	Newspapers – The Vanishing <i>Variak Paw</i>	Newspapers <i>Variak Paw</i> Narrative Own chapters <i>Variak Paw</i> Own chapters <i>Variak Paw</i>	Narrative Own chapters <i>Variak Paw</i> choice	Persuasive Brochure – Camp Green Lake <i>Holes</i> Choice (Topic)	Informal letter – home to mum <i>Holes</i>	Flashback – dialogue (Narrative) <i>Holes</i>	Diary – Stanley entry <i>Holes</i>	Newspaper Kissin Kate Barlow Holes <i>Holes</i>	Persuasive argument/ Biography <i>Holes</i> Choice (Topic)	Not needed
Summer	Narrative – setting descriptions. Show not tell Poetry – Free Verse (10 Things found in Skellig's Pocke) <i>Skellig</i>	Narrative - prologue <i>Skellig</i>	Balanced <u>argument</u> – home schooling vs. public schooling <i>Skellig</i> (Topic)		Non-chronological report – Owls (based on Bird Sanctuary Visit) <i>Skellig</i> (Topic)		Narrative - Epilogue <i>Skellig</i> choice	Narrative - Dialogue writing <i>Who Let the Gods Out?</i> choice	Formal letter writing <i>Who Let the Gods Out?</i>	Poetry <i>The Highwayman</i>	Poetry <i>The Highwayman</i>	Instructions – How to take over the world <i>Who Let the Gods Out?</i> Choice (Topic)	Transition letters to new teacher

Writing Overview: Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	<p>Choice:</p> <p>Free Verse Poem</p> <p><i>The London Eye Mystery</i></p>	<p>Choice:</p> <p>Diary Entry</p> <p><i>The London Eye Mystery</i></p>	<p>Choice:</p> <p>Cohesive writing</p> <p><i>Snarktoog</i></p>	<p>Choice:</p> <p>Letter [Topic]</p> <p><i>The London Eye Mystery</i></p>	<p>Choice:</p> <p>Reverse poetry</p>	<p>Choice:</p> <p>Narrative</p> <p><i>Jessie the Jellyfish</i></p>		<p>Setting description</p> <p><i>Letters from the Lighthouse</i></p>	<p>Choice:</p> <p>Diary Entry</p> <p><i>Letters from the Lighthouse</i></p>	<p>Choice:</p> <p>Biography</p> <p><i>Letters from the Lighthouse</i></p>	<p>Balanced argument</p> <p><i>Letters from the Lighthouse</i></p>	<p>Choice:</p> <p>Non-chronological report</p> <p>[Topic]</p> <p><i>Letters from the Lighthouse</i></p>	<p>Choice:</p> <p>Narrative</p> <p><i>Letters from the Lighthouse</i></p>	
Spring	<p>Choice:</p> <p>Poem</p> <p><i>The Spider and the Fly</i></p>	<p>Finish Poem</p> <p><i>The Spider and the Fly</i></p> <p>Choice:</p> <p>Suspense Writing</p> <p><i>Frankenstein</i></p>	<p>Choice:</p> <p>Suspense Writing</p> <p><i>Frankenstein</i></p>	<p>Narrative</p> <p><i>Frankenstein</i></p>	<p>Newspaper report</p> <p><i>Frankenstein</i></p>	<p>Finish Newspaper report</p> <p><i>Frankenstein</i></p> <p>Narrative</p> <p><i>Frankenstein</i></p>	<p>Finish Narrative</p> <p><i>Frankenstein</i></p>	<p>Persuasive letter</p> <p><i>Pig Heart Boy</i></p>	<p>Choice:</p> <p>Balanced argument or persuasive argument</p> <p><i>Pig Heart Boy</i></p>		<p>Narrative</p> <p><i>Pig Heart Boy</i></p>		<p>Newspaper report (Topic)</p> <p><i>Pig Heart Boy</i></p>	
Summer	<p>Fact file</p> <p><i>Shackleton's Journey</i></p>		<p>Choice:</p> <p>Persuasive Brochure</p> <p><i>The Land of Neverbelieve</i></p>		<p>Narrative</p> <p><i>Inspired by 'The Tale of the Three Brothers'</i></p>			<p>Character and setting description</p> <p><i>Video: Pere Lachaise</i></p>	<p>Choice:</p> <p>Formal letter of complaint</p> <p><i>Real-life experience: Restaurant</i></p>	<p>Choice:</p> <p>Biography</p> <p>Or</p> <p>Narrative</p> <p><i>Video: The Piano</i></p>	<p>Choice:</p> <p>Debate</p> <p><i>Macbeth</i></p>	<p>Playscript</p> <p><i>Macbeth</i></p>		

3.2 Whole School Overview: Grammar Progression

Using the National Curriculum objectives, Avonwood have designed a Long-Term Plan to show Grammar Progression.

Avonwood Grammar and Writing Progression

EYFS: Detail of content to be introduced (statutory requirement)	
ELG: Fine Motor Skills	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
ELG: Writing	Write recognisable letters, most of which are correctly formed
	Spell words by identifying sounds in them and representing the sounds with a letter or letters
	Write simple phrases and sentences that can be read by others

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun <i>I</i>
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1 from the national curriculum) Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, verb tense (past, present) apostrophe, comma

3.3 Whole School Overview: Spelling Progression

Using the National Curriculum objectives, Avonwood have designed a Long-Term Plan to show Spelling Progression.

Year 1 Example

Year 1		
Revision of reception work		
The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:		
<ul style="list-style-type: none"> All letters of the alphabet and the sounds which they most commonly represent Consonant digraphs which have been taught and the sounds which they represent Vowel digraphs which have been taught and the sounds which they represent The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds Words with adjacent consonants Guidance and rules which have been taught 		
Spellings		
Common exception words. Pupils' attention should be drawn to the grapheme/phoneme correspondences that do and do not fit in with what has been taught so far.		
The, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our		
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /tʃ/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are <u>spelt -ed</u> . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'oo') sounds can be spelt as u-e	June, rule, rude, use, tube, tune
ak		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea /i:/		sea, dream, meat, each, read (present tense)
ea /e/		head, bread, meant, instead, read (past tense)
er /ɜ:/		(stressed sound): her, term, verb, person
er /ə/		(unstressed schwa sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday
oo /u:/	Very few words end with the letters oo, although the few that do are often words that a primary child in year 1 will encounter, for example, zoo	food, pool, moon, zoo, soon
oo /o/		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal

3.4 Medium Term Planning: Knowledge & Skills Overview – EYFS

This is an example of the EYFS Knowledge and Skills Overview from Autumn term.

Year Reception

Autumn 1 / 2

	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
Family picture So Much (1 week)	In this unit, children will orally describe themselves and their family members using new vocabulary introduced through the story. The children will draw a picture of themselves and their family. They will attempt to write their name underneath.	So Much (Trish Cooke) Usborne All About Families	<ul style="list-style-type: none"> Write their first name without a reference 	<p>Development Matters – PD 3&4 years</p> <ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. <p>Development Matters – Literacy 3&4 years</p> <ul style="list-style-type: none"> Use some print and letter knowledge in their early writing
Family house picture Here Comes Frankie (1 week)	Children will draw and orally describe their home using new vocabulary linked to houses and rooms. Using sentence stems, children will orally construct sentences about their family home. Using a folded house template, children will draw who lives in their house and attempt to label using initial sounds.	Here Comes Frankie (Tim Hopgood)	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. <i>- write the correct initial sounds of words</i> 	<p>Development Matters – PD 3&4 years</p> <ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. <p>Development Matters – Literacy 3&4 years</p> <ul style="list-style-type: none"> Use some print and letter knowledge in their early writing Write some letters accurately

3.5 Medium Term Planning: Knowledge & Skills Overview – KS1

This is an example of the Year 2 Knowledge and Skills Overview from Autumn term.

Year 2 English

Autumn 1 / 2

	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Narrative</p> <p>Tom and the Island of Dinosaurs</p> <p>(4 weeks)</p>	<p>In this unit, children will become familiar with fictional texts. They will focus on how to link their ideas, developing their use of coordinating and subordinating conjunctions. They will develop and practice their use of compound sentences.</p> <p>The children will revisit the Year 1 common exception words and demonstrate their phonetical knowledge of graphemes.</p> <p>The children will be introduced to Year 2 common exception words and words containing the Y2 suffixes, prefixes and spelling patterns (No Nonsense Spellings).</p> <p>The children will be able to imitate and innovate a familiar story.</p> <p>The children will be able to make simple improvements to their writing composition.</p>	<p>Tom and the Island of Dinosaurs</p>	<ul style="list-style-type: none"> Learn how to use co-ordination (using or, and or but) to join their ideas Learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks. To develop the ability to entertain, including writing narratives To make simple additions, revisions and corrections to their own writing. 	<p>Leave spaces between words (Y1)</p> <p>Join words and join clauses using 'and' (Y1)</p> <p>Begin to punctuate sentences with a capital letter and a full stop, question mark or exclamation mark (Y1)</p> <p>Use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1)</p> <p>Composing a sentence orally before writing it (Y1)</p> <p>Re-reading what they have written to check it makes sense (Y1)</p> <p>Discuss what they have written with the teacher or other pupils (Y1)</p> <p>Read aloud their writing clearly enough to be heard by their peers or the teacher (Y1)</p> <p>Year 2 Writing composition objectives to be constantly taught and reviewed in every Writing unit.</p>
<p>Poetry</p> <p>(1 week)</p>	<p>In this unit, children will develop their understanding of poetry and free verse, developing their vocabulary and word choice. They will also learn about the structure of repeated pattern poem and attempt to create their own, by carefully thinking about repetition and use of adjectives.</p>	<p>Given text changes year on year due to National Poetry Day</p>	<ul style="list-style-type: none"> Develop positive attitudes and stamina towards writing by creating poetry Use expanded noun phrases to describe and specify Divide words into syllables (<i>statutory requirement in Appendix 1</i>) 	<p>Leave spaces between words (Y1)</p> <p>Join words and join clauses using 'and' (Y1)</p> <p>Begin to punctuate sentences with a capital letter and a full stop, question mark or exclamation mark (Y1)</p>

3.6 Medium Term Planning: Knowledge & Skills Overview – KS2

This is an example of the Year 3 Knowledge and Skills Overview from Autumn term.

Year 3 English

Autumn 1 / 2

	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Character Description</p> <p>Stone Age Boy (1 week)</p>	<p>In this unit, children will develop their understanding of the use of description. Children will learn how to select words to describe a character and develop these words into expanded noun phrases without a prepositional phrase.</p> <p>They will review their knowledge and understanding of punctuation taught in KS1, focusing mainly on full stops, capital letters and commas.</p> <p>Children will create a short character description of Om.</p>	<p>Stone Age Boy (Satoshi Kitamura)</p>	<ul style="list-style-type: none"> To describe characters and setting using expanded noun phrases. To use full stops and capital letters correctly taught in KS1. Make choices about vocabulary and grammar that shows an understanding of purpose and audience. 	<ul style="list-style-type: none"> Use the co-ordinating conjunction 'and' (Y2) Use capital letters and full stops when required (Y2) Use spacing between words (Y1) Form capital letters to the correct size (Y2) Separate items in a list with commas (Y2) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>
<p>Instructional Writing</p> <p>Stone Age Boy (1 week)</p>	<p>In this non-fiction unit, children will review their understanding of the features and purpose of instructional writing from their KS1 learning.</p> <p>They will learn to select words that indicate time and recap their knowledge of verbs to describe how an action is performed.</p> <p>Children will apply this knowledge to create a set of instructions outlining how to make a Stone Age Clay Pot.</p>	<p>Stone Age Boy (Satoshi Kitamura)</p>	<ul style="list-style-type: none"> To use simple organisational devices (numbered steps) Use some adverbs to express time (soon, afterwards, next) Use a wide range of conjunctions. Make choices about vocabulary and grammar that shows an understanding of purpose and audience. 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Separate items in a list with commas (Y2) Use the present tense consistently throughout a piece of writing (Y2) Use co-ordinating and some sub-ordinating conjunctions (Y2) Add detail by describing nouns (Y2) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>

4.0 Writing Curriculum Resources

4.1 Lesson Structure

At Avonwood, we believe that the lessons should inspire intellectual curiosity. Therefore, when launching our key texts, we use a range of 'hook' activities such as immersive days, dress-up events, drama, film clips, visits and workshops. Lessons generally will follow the same structure across each unit. To begin with, the genre is launched. After this, each class examines an example text, breaking down the key features to create the 'Steps to Success'. Once the text type has been analysed, children are given the opportunity to verbalise their ideas through a range of activities such as:

- Conscience alley
- Role on the wall
- Hot seating
- Freeze framing
- Role play
- Story mapping
- Book Talk

Following on from this, the children have a lesson dedicated to learning a grammar objective and how to apply this within their sentence building. The children will use this new knowledge to plan their independent piece of writing. Before the children begin their independent writing, the class teacher will model an exemplar piece using the Rosenshine 'I, We, You' approach. Once complete, the children will edit and improve their work.

4.2 Assessment

Avonwood assess pupils' writing as Working Below (B), Working Towards (T), Working at the Expected Standard (E) and Working at Greater Depth (G). We assess them based on what has been taught throughout the year so far. The expectation for writing assessment is that all teachers will assess each pupil's collection of writing evidenced in several independent pieces written over the term as part of class work (as with Yr6 and Yr2 end of year assessment).

Termly pupil assessment profiles are used to support teachers in assessing against the taught Learning Objectives covered over each term. Taught Learning Objectives have been mapped alongside the coverage in the writing units. A RAG rate is used to assess against the criteria required for the point in the year.

This is an example of the Year 3 Assessment criteria after the Autumn term.

	No evidence/not yet taught	<i>Any red in autumn term indicates WT as all have been covered by the end of the term so should at least be amber</i>
	Embedding in writing	<i>Some expected evidence given current teaching/coverage</i>
	Achieved	<i>Ample evidence given current teaching/coverage – lots of green should be followed up using the Working at Greater Depth grid</i>

Working at the expected standard in Yr3				
	The pupil can, after discussion with the teacher:	Autumn RAG	Spring RAG	Summer RAG
Purpose and Audience	write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing	Description Instructions Diary Writing Letter Writing Non-chronological Report Discussion Text	Poetry Letter Writing Fact File Instructions Newspaper Diary Writing Narrative	•
Sentence	describe settings and characters using expanded noun phrases	4 units	4 units	
	use a range of co-ordinating and subordinating conjunctions	2 units	5 units	
	use some adverbs to express time	3 units	5 units	
	use some prepositions to express place and time	3 units	1 unit	
	use correct tense consistently, including the present perfect tense			
Text	correctly use 'a' or 'an' according to whether the next word begins with a consonant or vowel	1 unit	1 unit	
	begin to use paragraphs to structure writing	5 units	6 units	
Punctuation	use simple organisational devices (e.g. headings or sub-headings) appropriately	2 units	2 units	
	use the full range of punctuation taught in KS1 correctly:			
	full stops	7 units	7 units	
	capital letters	7 units	7 units	
	question marks	5 units	3 units	
	exclamation marks	7 units	5 units	
Spelling	use the full range of punctuation taught in Yr3			
	Some inverted commas to punctuate speech		2 units	
Handwriting	spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3)			
	use the diagonal and horizontal strokes needed to join some letters			

No More Marking



No More Marking uses comparative judgement which is a process where judges compare two responses and decide which is better. Following repeated comparisons, the resulting data is statistically modelled, and responses placed on a scale of relative quality. Data is then drawn across schools nationally and a report is produced to inform where pupils sit in relation to age-related expectations.

5.0 Roles and Responsibilities

5.1 Class Teacher

It is the teachers' role to be aware of and follow the guidance contained within this policy. They should seek advice from the subject leader if they are unsure of knowledge content or how best to tackle a unit of work.

5.2 Subject Leader

The roles of the subject leader are to:

- Plan a progressive Long Term Plan using the National Curriculum as a base and using the School Curriculum Intents to tailor their subject provision to suit our pupils, which is chunked into units for each year group.
- Produce Medium Term Plans to frame the teaching and learning for each unit. - Promote their subject through signposting staff to up-to-date resources and subject specific evidence-based research.
- Support staff through planned CPD events and ad-hoc requests for assistance with knowledge or planning.
- Oversee the delivery of the subject through:
 - learning walks
 - book looks
 - pupil voice
 - subject audits
- Meet with their SLT link to update them with current developments in research and thinking.
- Create an annual action plan.
- Ensure there are sufficient resources for the subject to be taught effectively and efficiently.
- Ensure this policy is up to date.

5.3 Senior Leadership Team

Each subject will have an SLT link/ Their roles are to:

- Support the subject leader to:
 - Be an advocate for the subject
 - Oversee the delivery of their subject through assisting with learning walks, book looks and pupil voice
 - Enable their subject leader to have sufficient CPD opportunities to develop staff knowledge.
 - Implement their action plan. - Work together so that school priorities can be identified, and prevent all subjects from being promoted and developed at the same time