



Writing Overview

Curriculum Intent

Daily lessons at Whittingham aim to equip pupils to confidently communicate their thoughts when speaking to others or composing ideas they write about. The English curriculum aims to promote pupil autonomy for learning, so students are motivated to pursue personal literature choices and access age-related content in the wider curriculum. To achieve this, core texts are selected according to pupil interest, alignment with the UL and National Curriculum objectives, and reflect the diverse backgrounds of our school community. We aim to equip our children with the ability to write with fluency and their own authorial voice, as well as to consider the intended impact on their reader. Children will be taught to structure and organise their writing to suit diverse genres, build vivid descriptions with a strong knowledge of various literary techniques and develop a recursive writing process. We aim to ensure that children also develop their transcription skills so their writing is well-presented and punctuated through exploring a range of models of excellence and using these to guide the drafting and editing process. As well as a competent grasp of English grammar, spelling and reading comprehension skills, which are both embedded within our curriculum and taught explicitly, we aim to promote pleasure for writing through sharing stories in class, holding school-wide competitions and proudly displaying pupil outcomes around the school.

How do you ensure consistent delivery across all key stages?

Writing objectives in all units are aligned with the National Curriculum year group expectations. Teachers use the United Learning English Writing scheme to both support their planning and to ensure that learning is progressive from year to year, as well as to revisit skills obtained in previous stages. Medium Term Planning is mapped by subject leaders to ensure that skills are taught in small steps and align with the Rosenshine principles of teaching and delivery. Teachers are provided with CPD to ensure that all year groups are consistent in their delivery of English writing lessons and to develop their subject knowledge.

How does the curriculum cater for disadvantaged, SEND and minority group students?

We aim to ensure that all children feel that they are a writer. We build our English units around core texts that act as both a window and a mirror; a base from which to observe other cultures and lifestyles, as well as having their own experiences reflected. All English units are mapped in small, manageable steps, with outcomes scaffolded to suit all learners. Colourful Semantics are used from EYFS onwards to aid development of both oral and written sentence structure, as well as physical supports to ensure that all students can express themselves effectively through their writing.

How does the curriculum embed prior knowledge and aid long term retention of knowledge?

Pupils are able to build on their skills and knowledge obtained in both previous year groups and writing units through the use of spaced retrieval. Pupils have opportunities to continuously practise the skills they have learnt through a daily writing outcome, as well as various opportunities for extended writing across the wider curriculum.

Long Term Plan

Nursery

	Half term 1	Half term 2
Autumn	<p>This is me: Maisie Goes to Pre-school This is our house Will you be my friend What I like about me The Colour Monster</p>	<p>Explorers We are going on a bear hunt We are going on a lion hunt Walking through the jungle The way back home The Christmas Story</p>
Spring	<p>Understanding scary things The Gruffalo Aaaarrgghh spider! In the dark, dark wood Lullabyhullabaloo!</p>	<p>Growing and Changing The Very Hungry Caterpillar Titch Little Seeds The sunny day The Amazing Lifecycle</p>
Summer	<p>Animals Brown bear, brown bear Silly Suzy Goose Dear Zoo Hurray for fish</p>	<p>Moving on up! Where my feet go The wolf who wouldn't go to school How big are your worries little bear? The colour monster goes to school</p>

Writing outcomes

Autumn

- Use some of their print and letter knowledge in their early writing.
- Tell an adult about the marks they make.
- Attempt to write their name

Spring

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or most of their name.

Summer

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write most or all of their name.
- Write some letters accurately.

Reception

	Half term 1	Half term 2
Autumn	<p>Marvellous me First day at bug school Have you filled a bucket today? Who's in my family? I like myself Hair love My five senses</p>	<p>A standing ovation Stick Man The very helpful hedgehog The fox in the dark The secrets of winter The jolly postman</p>
Spring	<p>My local area Paddington at the palace Mapping Penny's world Tidy Katy in London The Tower Bridge cat</p>	<p>Spring in our Step Lulu loves flowers Poo in the zoo The little red hen Snail trail The Easter story Rhymes</p>
Summer	<p>Traditional tales Little Red Gliding Hood Little Red Riding Hood Rhymes The Three Little Pigs The three little wolves and the big bad pig Jack and the Beanstalk Not all princesses dress in pink</p>	<p>Moving on up! Mr Gumpy's motor car My bridge is so cool Cycle city On the train How to catch a star Amazing! Emma Jane's aeroplane</p>

	Writing outcomes
Autumn	<ul style="list-style-type: none">• Write their first name without a reference.• Orally plan a sentence for an adult to scribe using colourful semantics.• Write initial sounds.
Spring	<ul style="list-style-type: none">• Create a simple narrative using vocabulary introduced through a text.• Form lower-case and capital letters correctly.• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.• Include 'red words' in their writing.
Summer	<ul style="list-style-type: none">• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Some pupils will be using connectives.• Re-read what they have written to check that it makes sense.• Form lower-case and capital letters correctly.

Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	<p>Poetry: Poems to Perform – Julia Donaldson</p>	<p>Retelling Narrative: The Lonely Beast – Chris Judge</p>	<p>Developing Description: Lost in the Toy Museum – David Lucas</p>			<p>Developing Sentence Structure: Little Red / Rapunzel- Bethan Woollvin</p>		<p>Character and Plot: Beegu – Alexis Deacon</p>		<p>Writing about Real Life: The Big Book of the UK – Imogen Russell Williams</p>	
Spring	<p>Developing Narrative Structure: Stanley’s Stick – John Hegley</p>		<p>Writing to Inform: Look Up! – Nathan Byron</p>		<p>Developing Punctuation: Traction Man is Here – Mini Grey Poetry Link Daydreams and Jellybeans – Alex Wharton & Katy Riddell</p>		<p>Fairy Tales: Mixed Up Fairy Tales – Hilary Robinson & Nick Sharratt) Billy and the Beast – Nadia Shireen</p>			<p>Persuasion: Here We Are – Oliver Jeffers</p>	
Summer	<p>Creating Descriptions: Journey – Aaron Becker Poetry Link Out & About: The First Book of Poems – Shirley Hughes</p>		<p>Recounts: Nimesh the Adventurer – Ranjit Singh On the Way Home – Jill Murphy</p>		<p>Fact Files: Ada Twist, Scientist/ Iggy Peck, Architect/ Rosie Revere, Engineer – Andrea Beaty</p>		<p>Writing Letters: Where the Wild Things Are – Maurice Sendak</p>		<p>Instructions: The Cook & The King – Julia Donaldson</p>		<p>Writing about Real Events: All About Year 1! Meesha Makes Friends – Tom Percival</p>

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	Poetry: Thinker: My Puppy Poet and Me - Eloise Greenfield		Writing Instructions: The Disgusting Sandwich - Gareth Edwards		Creating Narrative: Lubna and Pebble - Wendy Meddour			Personal Narratives: The Proudest Blue - Ibtihaj Muhammad		Developing Punctuation: Don't Let the Pigeon Drive the Bus! - Mo Willems	Writing Letters: Paddington's Post - Michael Bond	
Spring	Persuasion: The King Who Banned the Dark - Emily Haworth Booth			Writing to Entertain: The Dragon Machine - Helen Ward Poetry Link Tiger, Tiger, Burning Bright - Poetry Anthology - Fiona Waters		Writing about Real Life: What Do Grown Ups Do All Day? - Virginie Morgand	Writing Instructions: How to Babysit a Grandma - Jean Reagan	Fact Files: Monstrous Book of Monsters - Johnny Duddle & Aleksei Bitskoff		Inventing Narratives: The Night Gardener - The Fan Brothers		
Summer	Developing Description: The Tunnel - Anthony Browne Poetry Link An Emotional Menagerie - The School of Life		Recounts: Augustus & His Smile - Catherine Rayner		Developing Vocabulary: Never Smile at a Monkey - Steve Jenkins		Developing Persuasive Language: The Promise - Nicola Davies Wangari's Trees of Peace - Jeanette Winter		Writing to Inform: Africa, Amazing Africa - Atinuke		Narrative: The Midnight Fair - Gideon Sterer	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	<p>Poetry: Jabberwocky – Lewis Carroll (1 week)</p>	<p>Developing Description: Once Upon an Ordinary School Day – Colin McNaughton (3 weeks)</p>			<p>Instructions: Instructions – Neil Gaiman (2 weeks)</p>		<p>Writing to Inform: Day of the Dinosaurs – Steve Brusatte (2 weeks)</p>		<p>Developing Dialogue: Stone Age Boy – Satoshi Kitamura (3 weeks)</p>		
Spring	<p>Investigating Viewpoint: Fairy Tales The True Story of the Three Little Pigs – Jon Scieszka (2 weeks)</p>		<p>Discussion: Fairy Tale Crimes Who Pushed Humpty Dumpty & Other Notorious Nursery Tale Mysteries – David Levinthal (2 weeks)</p>		<p>Reporting: Fairy Tale Crimes (2 weeks)</p>		<p>Fact Files: This is How We do It – Matt Lamothe (2 weeks)</p>		<p>Traditional Fables: Poetry Link (3 weeks)</p>		
Summer	<p>Creating Atmosphere: Escape From Pompeii – Cristina Balit Poetry Link (4 weeks)</p>				<p>Writing to Inform: Earth Shattering Events – Robin Jacobs (2 weeks)</p>		<p>Writing to Persuade: Adverts & Reviews Izzy Gizmo – Pip Jones (2 weeks)</p>		<p>Letter Writing for Different Purposes & Audiences: The Day The Crayons Quit – Drew Daywalt (3 weeks)</p>		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	<p>Poetry: Poems Aloud – Joseph Coelho (1 week)</p>	<p>Instructional Writing: With Lego Chop, Sizzle Wow – The Silver Spoon (2 weeks)</p>		<p>Developing Description: The Building Boy – Ross Montgomery (3 weeks)</p>			<p>Writing to Inform: Dragonology: The Complete Book of Dragons – Dugald Steer (3 weeks)</p>			<p>Writing Short Stories: Characters & Settings The Story Shop: Stories for Literacy – Nikki Gamble (2 weeks)</p>	
Spring	<p>Creating Narrative: Traditional Tales Usborne’s 1001 Arabian Nights (3 weeks)</p>			<p>Dual Purpose Writing: David Attenborough Wildlife Voiceovers Atlas of Animal Adventures – Rachel Williams/ Emily Hawkins (3 weeks)</p>			<p>Creating Narrative: The Great Kapok Tree (2 weeks)</p>		<p>Persuasion: Save the Rainforest Poetry Link: There’s a ‘Rangtan in my Bedroom – James Sellick and Frann Preston-Gannon (3 weeks)</p>		
Summer	<p>Writing to Entertain: Personal Recounts Quick! Let’s Get Out of Here – Michael Rosen Poetry Link (3 weeks)</p>			<p>Discussion: This or That? Pippa Goodheart (3 weeks)</p>			<p>Author Study: Nicola Davies (3 weeks)</p>			<p>Biography: Inventors: Incredible stories of the world’s most ingenious inventions –Robert Winston (2 weeks)</p>	

Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	<p>Poetry: Rhythm and Poetry - Karl Nova (1 week)</p>	<p>Character & Setting: Painting A Picture with Words (3 weeks)</p>			<p>Writing to Inform & Discuss: Comparative writing What's The Difference – Emma Strack (2 weeks)</p>		<p>Creating a New Chapter: The Invention of Hugo Cabret – Brian Selznick (3 weeks)</p>			<p>Explanations: The Way Things Work – David Macaulay (2 weeks)</p>	
Spring	<p>Creating Recounts: Shackleton's Journey – William Grill (3 weeks)</p>			<p>Creating Pace and Tension in Narrative: Varjak Paw – S F Said (3 weeks)</p>			<p>Writing to Entertain: Cloud Busting – Malorie Blackman Poetry Link (3 weeks)</p>			<p>Writing Biographies: Survivors – David Long (2 weeks)</p>	
Summer	<p>Writing Narrative: The Water Tower – Gary Crew (2 weeks)</p>		<p>Writing to Inform: Real-Life Mysteries – Susan Martineau (2 weeks)</p>		<p>Discussion: High Rise Mystery- Sharna Jackson (2 weeks)</p>		<p>Narrative: Playing With Words Varmints – Helen Ward; (3 weeks)</p>			<p>Persuasion: Global Warming (2 weeks)</p>	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	<p>Poetry: Poetry Please: The Seasons – Various; If All The World Were – J Coelho (1 week)</p>	<p>Creating Narrative: Quest How To Train Your Dragon – Cressida Cowell (2 weeks)</p>	<p>Informative Writing: Experimenting with Formality & Voice Fantastic Beasts and Where to Find Them – JK Rowling (3 weeks)</p>				<p>Creating a New Chapter: SeaBEAN – Sarah Holding (3 weeks)</p>			<p>Persuasion: Reducing Waste Campaign (2 weeks)</p>	
Spring	<p>Multi-Text Storytelling: The Arrival – Shaun Tan Poetry Link ‘On The Move’ – Michael Rosen (4 weeks)</p>				<p>Biographies: Little Leaders – Vashti Harrison (2 weeks)</p>		<p>Discussion: What Is Right & Wrong?... – Michael Rosen & Annemarie Young (3 weeks)</p>			<p>Dystopian Fiction: The Hunger Game (2 weeks)</p>	
Summer	<p>Modern Retellings: Shakespeare Mr. William Shakespeare’s Plays – Marcia Williams (3 weeks)</p>			<p>Journalism: Critical Literacy & Bias (3 weeks)</p>			<p>Class Anthology: Book of Hopes – Katherine Rundell Poetry Link (3 weeks)</p>			<p>Fact or Fiction: History’s Mysteries – National Geographic Kids (2 weeks)</p>	