



# Writing Overview 2024-25

## 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><b>This is me:</b>            Maisie Goes to Pre-school            This is our house            Will you be my friend            What I like about me            The Colour Monster</p>	<p><b>Explorers</b>            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><b>Understanding scary things</b>            The Gruffalo            Aaaarrgghh spider!            In the dark, dark wood            Lullabyhullaballoo!</p>	<p><b>Growing and Changing</b>            The Very Hungry Caterpillar            Titch            Little Seeds            The sunny day            The Amazing Lifecycle</p>
Summer	<p><b>Animals</b>            Brown bear, brown bear            Silly Suzy Goose            Dear Zoo            Hurray for fish</p>	<p><b>Moving on up!</b>            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>

<b>Writing outcomes</b>	
<b>Autumn</b>	<ul style="list-style-type: none"><li>• Use some of their print and letter knowledge in their early writing.</li><li>• Tell an adult about the marks they make.</li><li>• Attempt to write their name</li></ul>
<b>Spring</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Write some or most of their name.</li></ul>
<b>Summer</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Write most or all of their name.</li><li>• Write some letters accurately.</li></ul>

Reception

	Half term 1	Half term 2
Autumn	<p><b>Marvellous me</b>            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><b>A standing ovation</b>            Stick Man            The very helpful hedgehog            The fox in the dark            The secrets of winter            The jolly postman</p>
Spring	<p><b>My local area</b>            Paddington at the palace            Mapping Penny's world            Tidy            Katy in London            The Tower Bridge cat</p>	<p><b>Spring in our Step</b>            Lulu loves flowers            Poo in the zoo            The little red hen            Snail trail            The Easter story            Rhymes</p>
Summer	<p><b>Traditional tales</b>            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><b>Moving on up!</b>            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"><li>• Write their first name without a reference.</li><li>• Orally plan a sentence for an adult to scribe using colourful semantics.</li><li>• Write initial sounds.</li></ul>
Spring	<ul style="list-style-type: none"><li>• Create a simple narrative using vocabulary introduced through a text.</li><li>• Form lower-case and capital letters correctly.</li><li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li><li>• Include 'red words' in their writing.</li></ul>
Summer	<ul style="list-style-type: none"><li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Some pupils will be using connectives.</li><li>• Re-read what they have written to check that it makes sense.</li><li>• Form lower-case and capital letters correctly.</li></ul>

Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Autumn</b>	<p><b>Poetry:</b> Poems to Perform - Julia Donaldson</p>	<p><b>Retelling Narrative:</b> The Lonely Beast – Chris Judge</p>	<p><b>Developing Description:</b> Lost in the Toy Museum – David Lucas</p>				<p><b>Developing Sentence Structure:</b> Little Red / Rapunzel- Bethan Woollvin</p>	<p><b>Character and Plot:</b> Beegu – Alexis Deacon</p>		<p><b>Writing about Real Life:</b> The Big Book of the UK – Imogen Russell Williams</p>	
<b>Spring</b>	<p><b>Developing Narrative Structure:</b> Stanley’s Stick – John Hegley</p>		<p><b>Writing to Inform:</b> Look Up! – Nathan Byron</p>			<p><b>Developing Punctuation:</b> Traction Man is Here – Mini Grey</p> <p><b>Poetry Link</b> Daydreams and Jellybeans - Alex Wharton &amp; Katy Riddell</p>	<p><b>Fairy Tales:</b> Mixed Up Fairy Tales - Hilary Robinson &amp; Nick Sharratt) Billy and the Beast - Nadia Shireen</p>			<p><b>Persuasion:</b> Here We Are – Oliver Jeffers</p>	
<b>Summer</b>	<p><b>Creating Descriptions:</b> Journey - Aaron Becker</p> <p><b>Poetry Link</b> Out &amp; About: The First Book of Poems - Shirley Hughes</p>		<p><b>Recounts:</b> Nimesh the Adventurer – Ranjit Singh On the Way Home – Jill Murphy</p>			<p><b>Fact Files:</b> Ada Twist, Scientist/ Iggy Peck, Architect/ Rosie Revere, Engineer – Andrea Beaty</p>		<p><b>Writing Letters:</b> Where the Wild Things Are – Maurice Sendak</p>		<p><b>Instructions:</b> The Cook &amp; The King – Julia Donaldson</p>	<p><b>Writing about Real Events:</b> 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
<b>Autumn</b>	<p><b>Poetry:</b> Thinker: My Puppy Poet and Me - Eloise Greenfield</p>	<p><b>Writing Instructions:</b> The Disgusting Sandwich - Gareth Edwards</p>	<p><b>Creating Narrative:</b> Lubna and Pebble - Wendy Meddour</p>			<p><b>Personal Narratives:</b> The Proudest Blue - Ibtihaj Muhammad</p>		<p><b>Developing Punctuation:</b> Don't Let the Pigeon Drive the Bus! - Mo Willems</p>	<p><b>Writing Letters:</b> Paddington's Post - Michael Bond</p>		
<b>Spring</b>	<p><b>Persuasion:</b> The King Who Banned the Dark - Emily Haworth Booth</p>			<p><b>Writing to Entertain:</b> The Dragon Machine - Helen Ward</p> <p><b>Poetry Link</b>  Tiger, Tiger, Burning Bright - Poetry Anthology - Fiona Waters</p>	<p><b>Writing about Real Life:</b> What Do Grown Ups Do All Day? - Virginie Morgand</p>	<p><b>Writing Instructions:</b> How to Babysit a Grandma - Jean Reagan</p>	<p><b>Fact Files:</b> Monstrous Book of Monsters - Johnny Duddle &amp; Aleksei Bitskoff</p>	<p><b>Inventing Narratives:</b> The Night Gardener - The Fan Brothers</p>			
<b>Summer</b>	<p><b>Developing Description:</b> The Tunnel - Anthony Browne</p> <p><b>Poetry Link</b> An Emotional Menagerie - The School of Life</p>	<p><b>Recounts:</b> Augustus &amp; His Smile - Catherine Rayner</p>	<p><b>Developing Vocabulary:</b> Never Smile at a Monkey - Steve Jenkins</p>	<p><b>Developing Persuasive Language:</b> The Promise - Nicola Davies Wangari's Trees of Peace - Jeanette Winter</p>	<p><b>Writing to Inform:</b> Africa, Amazing Africa - Atinuke</p>			<p><b>Narrative:</b> The Midnight Fair - Gideon Sterer</p>			

Year 3

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



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

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

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

