

Writing Curriculum Overview

Why?

At Park Hill, we know that learning to write is vitally important and, along with speaking and reading, learning to write well is crucial for children's success, both during their education and throughout their later lives.

Our Writing curriculum is values-based: it is designed to support and reflect our school values and the lives of the children we teach, as well as encourage them to think more deeply about the world around them and enable them to appreciate a varied literary heritage. We want children to leave us, feeling prepared: we want them to feel confident in articulating and structuring their ideas so that they can communicate using the written word.

Many of our children enter school with lower-than-expected language and communication skills, so we prioritise oral composition and sentence formation from the outset. We know that mastering the fluency of writing is vital so that children can become effective composers of written pieces. This is why we teach with a clearly sequenced handwriting and spelling strategy, ensuring that children are ready to write.

How?

At Park Hill, we nurture children's belief in their own potential as writers, providing clear purposes for writing and regular opportunities for children to share and celebrate their work. Transcription (handwriting and spelling) is taught explicitly and sequentially, so that children develop fluency for writing and are not hampered by the physical demands of writing.

Sentence instruction forms part of our daily lessons, as we play "sentence games" to support and develop our composition. This enhances our understanding of grammatical conventions, as we teach grammar in the context of a sound understanding of reading and writing. We also teach vocabulary explicitly so that children can communicate accurately, concisely and creatively.

We use the *Talk for Writing* approach, which supports children in internalising language structures through model texts, storytelling and shared retelling. This method allows children pupils to rehearse ideas aloud, develop vocabulary and understand how sentences are constructed, before moving on to the writing stage. By embedding oral rehearsal and sentence-level work into our teaching, we ensure that children build the confidence in using the linguistic structures needed to become successful, independent writers.

We ensure that teaching is sequenced to provide pupils with the best chance to master written language and understand the writing process. In our Writing journeys, teachers will model and scaffold learning towards the production of a certain text type. This will be achieved over a series of lessons, through immersion in the text and language, the exploration of language, structural and grammatical features, spoken language development and shared writing.

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Our curriculum is designed to leave no learner behind. Our lessons include engaging stimuli, links to the wider curriculum and regular opportunities for children to learn the value of each phase of writing: planning, drafting, revising, editing, and sharing. Lessons are resourced with communication and writing aids to help children with EAL and SEND. Our children will all have their own experiences and it is our aim to celebrate these differences, whilst also creating new, exciting and shared experiences through writing.

So?

We want children to make good progress from their own personal starting points. By the end of Year 6, they will be able to write clearly and accurately and adapt their language and style in a range of contexts and for a variety of purposes and audiences. Our children will acquire a wide vocabulary and have a strong command of the written word.

Most importantly, they will be writers with a passion for English and will be well-equipped for the rest of their education.

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Narrative Coverage

Narrative Toolkit	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Description	Aut 1 Spr 2	Aut 2 Spr 1 Spr 2 Sum 1	Sum 1 Sum 2		Spr 1 Sum 1	Aut 1 Sum 1		
Settings	Aut 2 Spr 2	Sum 2	Aut 2 Spr 2 Sum 2	Aut 2 Spr 2	Spr 1	Sum 1	Sum 2	
Characterisation	Aut 2 Spr 1	Aut 1 Spr 1 Spr 2	Aut 1	Aut 1 Sum 1	Aut 1	Sum 1	Sum 1	
Openings and endings	Sum 1 Sum 2	Spr 1 Spr 2 Sum 1	Spr 1		Aut 2			Aut 2
Dialogue					Spr 2	Spr 1	Spr 2	Aut 1 Spr 1
Action				Aut 1	Sum 2	Aut 2	Aut 2	
Suspense							Aut 1	Spr 1

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Non-Fiction Coverage

Non-Fiction Toolkit / Structure	N	R	Y1	Y2	Y3	Y4	Y5	Y6	
Recount	Non-fiction elements are met through Talk Time and Continuous Provision	Sum 1	Spr 2 Sum 2	Spr 2 Sum 1	Aut 1	Aut 2 Spr 2	Spr 2	Sum 1	
Instructions		Aut 2 Spr 2	Aut 2	Spr 1	Spr 2		Sum 1		
Information			Spr 2	Spr 1	Aut 2 Sum 2	Spr 1	Spr 1	Aut 2 Sum 2 (autobiography)	
Persuasion (informal)					Aut 2		Aut 1	Spr 1	Spr 2
Persuasion (formal)					Sum 2		Spr 2	Sum 2	Aut 1 Spr 2 (complaint)
Discussion						Spr 1		Aut 2	
Explanation							Sum 2	Sum 2	

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Poetry Coverage

	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Rhyme	Range of nursery rhymes (see LTP)	Range of nursery rhymes (see LTP)	Aut 1 – This Little Piggy Went to Market					
Narrative			Spr 1 – The Cow by Robert Louis Stevenson					
Repetitive				Aut 1 – Slowly by James Reeves Sum 2 – What is Pink? by Christina Rosetti		Aut 1 – The Magic Box by Kit Wright		
Nonsense					Aut 1 – The Owl and the Pussycat by Edward Lear			
Haikus and kennings						Sum 2 – linked to Charlotte’s Web		
Lyrical							Aut 1 – Daffodils by William Wordsworth	
Sonnets								Aut 1 – Sonnet 18 by Shakespeare
Didactic (teaches a lesson)								Sum 1 – If by Rudyard Kipling