

At St Mary's Primary School, we aim to provide a high-quality writing curriculum which will allow pupils to speak, read and write fluently so they are ready for the next phase of their education by the time they leave primary school.

Our curriculum reflects the context of our school and coincides with our school vision. We start with high expectations to ensure pupils are closing the gap, improving and becoming successful, resilient writers.

Throughout the pupil's journey in primary school, we provide them with a range of opportunities to learn and apply writing skills across the curriculum.

Our school's curriculum plan ensures all pupils access a high-quality text as a driver for the writing. We then use a cycle of gather, grammar and go to teach and embed different writing skills through a unit.

This cycle focuses on the gathering skills specific to that genre, teaching relevant grammar behind a text, the vocabulary that underpins the writing process as well as emphasising the importance of presentation through high expectation of handwriting and spelling so pupils are able to take responsibility for their own work. Our writing units focus around audience and purpose so pupils are able to reason and explain why they are writing in this way.

By the time pupils leave St Mary's Primary School, we aim to ensure they are proficient, independent writers.

Writing Curriculum Coverage

KS1					
Autumn Term		Spring Term		Summer Term	
Year 1 Pumpkin Soup Three little Pigs Year 2 The Great Fire of London Meerkat Mail How to Wash a Woolly Mammoth		Year 1 Funny Bones The Rainbow Fish Year 2 The owl who was afraid of the Dark Leaf The Pirates Next Door		Year 1 Little Red Riding Hood The Storm Whale Year 2 A planet full of plastic Flat Stanley	
Writing to entertain	Writing to inform	Writing to entertain	Writing to inform	Writing to entertain	Writing to inform
Character descriptions/ Stories (Adventure/Fantasy) Stories with repetitive patterns/structures Traditional tales Poems on a theme	Captions, labels, lists Letters (letters to friends, postcards and invitations) Instructions Explanation	Different stories by the same author Fairy tales as plays (Year 2) Stories with repetitive patterns/structures Year 1 Stories from other cultures Poems (Year 1 – kennings and cinquain/ Year 2 poems with structure riddles)	Recount (1 st person retell of event) Non- chronological text Information texts (books)	Character descriptions/ Stories (Adventure/Fantasy) Traditional Tales Poetry -classic poems Fairy tales as plays (Year 2) Different stories by the same author	Instructions Explanation Information texts (book reviews) Letters (letters to friends, postcards and invitations) Recount (1 st person retell of event)

LKS2					
Autumn Term		Spring Term		Summer Term	
Year 3 Iron Man Stone Age Boy Stone Age Year 4 Pig Heart Boy What a Waste		Year 3 The fire work Maker Daughter The Ancient Egyptian Sleep Over Year 4 Bill's New Frock Anglo- Saxons		Year 3 The Butterfly Lion Julius Zebra Empires End Roman Story Year 4 How to train your dragon Explorer	
Writing to entertain	Writing to inform	Writing to persuade	Writing to entertain	Writing to inform	Writing to persuade
Diary entry Narrative Descriptive- character and setting Poetry on a theme	Report Recount Biography Newspaper article Essay Explanation text	Letter Advert Poster	Diary entry Narrative Descriptive- character and setting Poetry (Year 3 Poems with a structure – shapes, calligrams / Year 4 kennings, cinquain	Report Recount Biography Newspaper article Essay Explanation text	Letter Poetry for performance Poster

UKS2					
Autumn Term		Spring Term		Summer Term	
Year 6 The Boy in the Striped pyjamas Macbeth Year 5 The Boy at the Back of the Class Who Let the Gods out		Year 6 Cogheart Darwin's Dragons Year 5 The Nowhere Emporium Blue Planet 2		Year 6 Early Islamic Civilisation The Golden Horseman of Baghdad Orphans of the Tide Year 5 Malamander Young Gifted and Black	
Writing to entertain	Writing to discuss	Writing to entertain	Writing to inform	Writing to entertain	Writing to persuade
Diary entry Narrative Descriptive-character and setting Poetry (Year 5 – haiku, limericks/ Year 6 Free verse)	Balanced argument Newspaper Report Review	Diary entry Narrative Descriptive-character and setting Poetry (Year 5 Poems with figurative language – simile and alliteration/ Year 6 Poems with imagery – metaphor and personification)	Report Recount Biography Newspaper article Essay Explanation text	Diary entry Narrative Descriptive-character and setting Poetry (Classic narrative)	Letter Advert Speech

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	Letter formation, positioning and placement	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.
	Joining letters		To begin to use the diagonal and horizontal strokes needed to join letters.	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).
Writing Composition	Planning, Writing and Editing	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work</p>	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and</p>

		<p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
	Awareness of Audience, Purpose and Structure	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.	To demonstrate an increasing understanding of purpose and audience by discussing writing	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read

		<p>choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>
Vocabulary, Grammar and Punctuation	Sentence construction and tense	To use simple sentence structures.	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
	Use of phrases and clauses	To use the joining word (conjunction) 'and' to link ideas and	To use co-ordination (or/and/but).	To use subordinate clauses, extending the range of	To use subordinate clauses, extending the range of sentences with	To use a wide range of linking words/phrases between sentences and	To use the subjunctive form in formal writing.

		<p>sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>	<p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>
	Punctuation	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophe to mark singular possession and contractions. 	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>

	Use of terminology	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
Oracy	Linguistic	<p>Speaking in sentences</p> <p>Using specific vocabulary e.g. lighter/heavier rather than bigger and smaller</p> <p>Start to answer what, where, when, how and why questions</p> <ul style="list-style-type: none"> Using joining connectives for longer sentences 	To use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because..' 'linking to...'	<p>Use how and why questions</p> <p>Using joining connectives for longer sentences</p> <p>To use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because..' 'linking to...'</p>	<p>To vary sentence structures and length for effect when speaking</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</p> <p>To use sentence stems to signal when they are building on or challenging other's ideas.</p> <p>To take opportunities to try out new language, even if not always used correctly.</p> <p>To adapt how they speak in different situations according to audience</p>	<p>To vary sentence structures and length for effect when speaking</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</p> <p>To use vocabulary appropriate specific to the topic at hand.</p> <p>To understand common idioms and expressions</p>	<p>To use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.</p> <p>To use specialist vocabulary.</p> <p>Beginning to consider the use of specialist language to describe their own and others' talk.</p> <p>To be comfortable using idioms and expressions.</p> <p>To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk.</p>

	Cognitive	<p>Answers that match what has been asked; relevant, appropriate</p> <p>Retell stories and experiences.</p> <p>To ask simple questions.</p>	<p>To be able to build on others ideas in discussions.</p> <p>To make connections between what has been said and their own and others' experiences.</p> <p>To recognise when they haven't understood something and asks a question to help with this.</p> <p>To disagree with someone's opinion politely.</p>	<p>To build on, challenge and summarise others' ideas in discussions.</p> <p>To offer reasons for their opinions.</p> <p>To begin to reflect on their oracy skills and identify areas of strength and areas to improve.</p> <p>To ask questions to find out more about a subject.</p>	<p>To structure extended presentational talk e.g. beginning, middle and end.</p> <p>To offer opinions that aren't their own.</p> <p>To identify when a discussion is going off topic, and to be able to bring it back on track.</p> <p>To be able to summarise a discussion.</p> <p>To reflect on their oracy skills and identify areas of strength and areas to improve.</p>	<p>To structure a detailed argument or complex narrative.</p> <p>To reach shared agreement in their discussions.</p> <p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</p> <p>To reflect on discussions and identify how to improve.</p> <p>To ask probing questions.</p> <p>To explain ideas and events in chronological order.</p>	<p>To spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate.</p> <p>To cite evidence, with mature and appropriate reference points.</p> <p>To reflect on their own and others oracy and identify how to improve.</p>
	Social and emotional	<p>Waiting for a turn</p> <p>Listening and responding appropriately</p> <p>Building friendships</p> <p>Using language to express needs and feelings (e.g. rather than snatching).</p>	<p>To take turns showing patience</p> <p>To listen for extended periods of time.</p>	<p>To speak with increased confidence in front of a small audience.</p> <p>Recite pre-prepared material in front of an audience.</p> <p>Begin to consider the impact of their words on others when giving feedback.</p>	<p>Listen to others and is willing to change their mind based on what they have heard.</p> <p>To speak with confidence in front of a larger audience.</p> <p>To be aware of others who have not spoken and invite them into the discussion.</p> <p>To be comfortable organising group talk e.g. as a chairperson.</p>	<p>To listen for extended periods of time, being prepared to change your mind.</p> <p>Confident delivery of a short pre-prepared task.</p> <p>To start to develop an awareness of audience e.g. what might interest a certain group.</p> <p>To consider the impact of their words on others when giving feedback and adapt appropriately.</p>	<p>To reflect careful listening skills in subsequent talk.</p> <p>To adapt the content of their speech for a specific audience.</p> <p>To use humour effectively.</p> <p>To speak with flair and passion.</p> <p>To consider the impact of their words on others when giving feedback</p>

					To consider the impact of their words on others when giving feedback.		and be sensitive to their needs. To organise group discussions independent of an adult.
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