



# St Stephen's C.E. Primary School

## Writing Curriculum



### Overview:

At St Stephen's all our literacy units are based around real, quality reading books. Children have the opportunity to read and share books in whole class sessions. Once fully immersed in the story, the text becomes a tool to explore ideas about plot, characterisation, setting, themes and use of language. Class discussions give a context to grammar and syntax, which helps to develop and enrich pupils' own writing skills. Our curriculum provides children with opportunities to write across a range of fiction, non-fiction and poetry genres (text types).

The Literacy Unit Overview is used as long term planning to ensure coverage of genre (text types). Medium terming planning follows the teaching and learning cycle below to ensure consistency and progression. Learning objectives are taken from the Year group programmes of study for National Curriculum expectations.

### Teaching and Learning Cycle:

The cycle of a literacy unit is as follows:

Phase	What?	Why?
1	<b>Hook</b> <b>Cold Write</b> Children are given the opportunity to write a given text type independently.	To gather in the topic/genre through creative activities.  To assess what the children know about given text type and inform planning for the unit.
2	<b>Immersion</b> A text is explored in depth, often with a particular focus/objective. In the case of non-fiction writing, research may take place and writing models explored. Short writing opportunities are planned for in order to explore sentence construction, authors' techniques and practice grammar and punctuation.	To provide the children with opportunity for children to get to know the text / genre through reading, drama and speaking and listening activities.
3	<b>Planning</b>	To allow children to develop ideas to ensure coherent writing.



## St Stephen's C.E. Primary School Writing Curriculum



4	<b>Final written outcome</b> Children are guided in the writing process; sharing ideas, drafting, editing and revising work to produce their own piece of extended writing.	To support children in creating a high quality piece of writing.
5	<b>Hot write/Independent writing</b> Children are given the opportunity to write a given text type independently.	To embed learning over the unit and provide an opportunity to assess children's progress.

### Assessment

Two main approaches to formative assessment are used. **Verbal feedback**. This should be recorded in books using 'Verbal Feedback' or 'VF'. Older children should also briefly record the verbal feedback they have been given, e.g. 'We talked about varying the starts to sentences'.

The other key formative assessment strategy is **written feedback**. All pieces of learning in a child's Literacy book should be marked. The minimum expectations for marking are to indicate whether the learning question has been achieved, e.g. 'You have achieved your learning objective.' and use the marking code to highlight errors. Final written outcomes need to be marked in considerably more detail identifying next steps for learning. Children in Year 2 and up should be given regular opportunities to respond to marking and feedback with the use of a green pen. ( Please see **Marking Policy** for more details).

The children's independent writing tasks (Hot write) should be used to inform summative assessments and the children's future next steps. Updated step judgements should be added to Target Tracker half-termly.



# St Stephen's C.E. Primary School

## Writing Curriculum: Literacy Unit Overview



		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction
Y1	Topic	Land of the Fairy Tales		On the move		To infinity and beyond		Clean and Green		Breakfast (Enterprise project)		Then and now	
	Text	Goldilocks and the three bears	Little Red Riding Hood	Beegu		Man On The Moon	Bob's New Friend	Scrapman		Handa's Surprise		Dogger	
	Genre	Warning story (Focus on re-telling)	Letter: Apology letter	Poetry: Acrostic poems	Recount: Trip to London Transport Museum	Meeting Tale	Information text: Sun, moon and planets	Poetry: Shape poems/Calligrams	Diary writing	Journey story	Instruction Writing: Pancake recipes	Lost and found tale	Recount: Victorian Day
Y2	Topic	Making a difference (Enterprise project)		London's burning		Super Heroes		Around the world in 80 days		Traditional tales with a twist		Minibeasts	
	Text	George's Marvellous medicine		Toby and the Great Fire of London		Traction Man		Meercat Mail		The True Story of the Tree Little Pigs			
	Genre	Defeating a monster tale	Diary: Grandma's diary	Poetry: Diamantes	Newspaper: Gunpowder plot	Adventure Tale	Information writing: Superheroes	Postcards/ Letters	Persuasive writing: Country advert	Warning tale	Instructions Writing: How to trap a wolf	Poetry: Riddles	Explanation Minibeasts
Y3	Topic	Egypt		Tell Me A Story...		The Iron Man		Food! Glorious Food! (Enterprise project)		Charlotte's web		Mapping it out	
	Text	Flat Stanley and the Egyptian Adventure		Fly Eagle Fly		The Iron Man				Charlottes web		Varjak Paw	
	Genre	Finding Tale	Report	Poetry: Haikus	Diary writing	Defeating a Monster Tale	Discussion: Should the Iron Man stay?	Poetry: Kennings	Instruction Writing: Healthy Recipes *	Setting description	Newspaper	Short suspense story	Persuasive: Lewisham leaflet*



# St Stephen's C.E. Primary School

## Writing Curriculum: Literacy Unit Overview



		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction
Y4	Topic	World War II		Inventions		Out of Africa (Enterprise project)		Getting to Know You		Friends Romans ,and Countrymen...		Vikings and Anglo Saxons	
	Text	Friend or Foe		The Invention of Hugo Caberet		Journey to Jo'burg		Secret Friends		Roman myths		The Saga of Eric the Viking	
	Genre	Meeting Tale	Biography: Author study (Michael Morpurgo)	Suspense writing	Explanation text: How machines work	Journey tale	Persuasive writing: Travel brochure*	Losing Tale Focus: Character description)	Poetry: Limericks	Roman myth	Information text: Roman life	Poetry: Kennings	Instructions: How to live like a Viking? (How to defeat....)
Y5	Topic	Meet the Flintstones				Total Wipeout challenge		Chocolate (Enterprise project)		Gallivanting through the Galaxies		Ancient Greece	
	Text	Stig of the dump				Gulliver's Travels		Charlie and the Chocolate Factory		Aquila		Greek myths	
	Genre	Poetry: Clerihews	Newspaper report	Setting description	Information text	Poetry: Haikus	Recount: School journey diary	Zero to Hero (Rags to Riches) Focus: Character description)	Persuasive writing: Fair trade Leaflets/Adv erts	Adventure (Sci-Fi) Tale (Focus: Setting)	Explanation Text: Solar system	Greek myth	Discussion writing/Debat es
Y6	Topic	Tempestuous Tudors		Exploration		Decisions Decisions (Enterprise project)		A world in Our Hands? / Moving On Up				A world in Our Hands? / Moving On Up	
	Text	Romeo and Juliet		Pirate Diary		Thief		Thief (SATS revision etc.)				Kensuke's Kingdom	
	Genre	Playscript Poetry: Sonnets/lam bic Pentameter	Character analysis	Diary writing	Biography: Great Explorers - Christopher Columbus	Character flaw	Newspaper report	Revision and various pieces for writing sample				Journey Tale / Meeting tale	Discussion writing Poetry

