

Intent for our Writing Curriculum

At Grosvenor Road Primary, we are committed to fostering a lifelong love for writing among children. Writing serves as a vital means of expression that allows individuals to communicate creatively and connect with the world. We aim to inspire children, encouraging a passion for writing that they will carry with them throughout their lives.

We ensure that children are well-equipped for future educational stages by providing them with essential knowledge and understanding of writing conventions. This foundation will prepare them for more complex writing tasks ahead. Our pupils will learn both the mechanics of writing and the nuances of different genres, enabling them to articulate thoughts and ideas with clarity and confidence.

Our curriculum promotes the development of versatile writing skills that can be applied across various contexts. Whether crafting persuasive arguments or imaginative narratives, children will gain the adaptability needed to succeed in different writing situations. This skill set is crucial for their future learning and personal growth.

We are dedicated to maintaining high expectations throughout our writing curriculum while recognising the unique needs of every learner. Our approach includes adaptive teaching strategies and targeted support to ensure personal success for all children. By promoting resilience and a growth mindset, we empower pupils to take risks and develop their individual voice and style.

Implementation of our Writing Curriculum

Our approach to implementing the writing curriculum is guided by evidence-based practices and the primary writing curriculum framework, ensuring progression and depth in learning. This includes:

- **Structured and Sequential Curriculum:** Our writing curriculum is carefully sequenced to build skills progressively. We begin with phonics and basic sentence structure in early years, gradually introducing more complex elements such as grammar, punctuation, and style. Our Sentence level Progression curriculum ensures that children have direct instruction in different sentence types which build on ones previously taught. This is the 'Building the Toolkit' aspect of our curriculum. The children will then have opportunities to practice and apply this knowledge by 'Selecting the Tools'. This provides children with the opportunity to experiment with writing ensuring their writing is effective across a range of audiences and purposes. The children then use their acquired knowledge and skills to produce an Outcome 1 piece of writing which is planned, drafted and edited with support from their teacher. Outcome 2 writing follows this and gives the children the opportunity to independently plan, draft, edit a piece of writing based on their Outcome 1. The children finish the

unit of work by practising the skills of editing and revising their work under the guidance of teachers and peers. They may also need to revisit previously taught aspects based on the teacher's assessment.

- **Expository Writing.** As part of our writing curriculum we introduce the children to Expository Writing. This can be linked to either a topic studied in the wider curriculum or the analysis of their whole class reading book e.g. ***Were the Vikings invaders or settlers? Who was meaner, Mr or Mrs Twit?***
- **Modelled Writing:** Teachers provide clear examples of writing through modelled sessions, demonstrating processes from brainstorming ideas to composing final drafts. We incorporate shared writing activities to encourage collaboration and discussion, enhancing understanding.
- **Feedback and Assessment:** Regular formative assessments and feedback loops are integral to our practice. Teachers provide praise as well as constructive feedback both individually and as a whole class all through the writing process.
- **Differentiation:** We adapt our teaching to cater for all learners, including those with additional needs, providing targeted interventions and scaffolding where necessary.

Impact of our Writing Curriculum

The impact of our Writing Curriculum is evident in the consistent progress that pupils demonstrate. Our structured approach equips children with essential tools to grasp new ideas while reinforcing their prior learning, resulting in significant development of writing skills across all year groups.

Our curriculum promotes the transfer and application of previously acquired skills in new contexts. Children are challenged to utilise their writing capabilities across diverse scenarios, reinforcing their understanding and demonstrating the effectiveness of our curriculum in preparing them for varied writing tasks. Pupils approach these challenges with confidence, drawing on their accumulated knowledge to articulate their thoughts clearly.

Pupil voice, gathered by the English subject leader, indicates a strong enthusiasm for writing. Feedback mechanisms reveal that our curriculum has ignited a keen interest in writing tasks, with children eager to explore various styles and genres. This enthusiasm is crucial for fostering a lasting appreciation for writing, which is essential for children's future academic endeavours.

Linked Documents:

[GRPS Handwriting Policy](#)

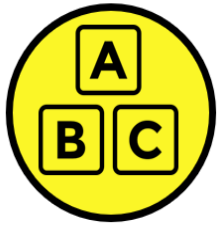
[GRPS Curriculum Progression Y1-6 Reading](#)

[GRPS The Big Ideas](#)

Writing Big Ideas:

We have designed a curriculum that builds links between topics within a subject, thus enabling our children to build up deep understanding of the disciplines within the curriculum subjects.

The Big Ideas is a systemic approach: ensuring that the curriculum model enables teachers to plan for, and for pupils to gain, sufficiently deep and meaningful LINKS across and between topics to create rich schema.



Phonics/Spelling



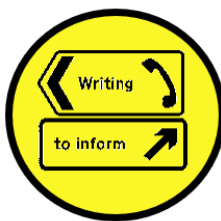
Handwriting



Vocabulary



**Writing to
Entertain**



**Writing to
Inform**



**Writing to
Discuss**



**Writing to
Persuade**



**Writing to
Explain**

Year 1	
Key Learning Composition	Key Learning Sentence Construction
<ul style="list-style-type: none"> • Planning • Orally plan and rehearse ideas. • Sequence ideas and events in narrative. • Sequence ideas and events in non-fiction. • Use familiar plots for structuring the opening, middle and end of their stories. • Drafting and Writing • Orally compose every sentence before writing. • Re-read every sentence to check it makes sense. • Compose and sequence their own sentences to write short narratives. • Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts</i>, <i>information texts</i>, <i>instructions</i>. • Use formulaic phrases to open and close texts. • Write in different forms with simple text type features e.g. <i>instructions</i>, <i>narratives</i>, <i>recounts</i>, <i>poems</i>, <i>information texts</i>. • Evaluating and Editing • Discuss their writing with adults and peers. • Performing • Read aloud their writing audibly to adults and peers. 	<ul style="list-style-type: none"> • Identify and write a past tense action verb • Identify and write a simple subject • Identify and write a capital letter to begin a sentence • Identify and write a full stop to end a sentence • Maintain a consistent past tense when writing • Identify and write a direct object • Identify and write nouns • Identify and write a compound subject • Identify and write a compound object • Identify and write personal pronouns as subjects • Identify and write personal pronouns as objects • Identify and write state of being verbs • Identify and write an adjective after a state of being verb • Identify and write lists of two adjectives after a state of being verb • Distinguish between statements and questions • Write the appropriate stop mark for questions and statements • Identify and write questions

Year 2	
Key Learning Composition	Key Learning Sentence Construction
<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> Plan and discuss what to write about e.g. <i>story</i> <i>mapping, collecting new vocabulary, key words and ideas.</i> Drafting and Writing Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Develop stamina for writing in order to write at length. Write about real and fictional events. Write simple poems based on models. Make simple notes from non-fiction texts, e.g. highlighting and noting key words. Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i> Evaluating and Editing Edit and improve own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation. Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking to the shop</i> to <i>he walked to the shop</i>. 	<ul style="list-style-type: none"> Distinguish between common and proper nouns Identify and write lists of nouns joined with conjunctions Identify and write conjunctions to list nouns Identify and write commas to list nouns Identify and write a present tense action verb Maintain a consistent present tense when writing Distinguish between statements and commands Identify and write commands Distinguish between singular and plural nouns Maintain the correct subject/verb agreement when writing with singular and plural subjects Identify and write adjectives before nouns acting as the subject Identify and write adjectives before nouns acting as the object Identify and write commas to list adjectives Identify and write apostrophes for contraction Identify and write prepositions of time, place and movement Distinguish between a main clause and a phrase Identify and write prepositional phrases of time, place and movement within simple sentences Identify and write prepositional phrases of time, place and movement that begin simple sentences

Performing <ul style="list-style-type: none"> Read aloud their writing with intonation to make the meaning clear. 	<ul style="list-style-type: none"> Identify and write adverbs of manner and time within a sentence Identify and write adverbs of manner that begin a sentence
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Year 3	
Key Learning Composition	Key Learning Sentence Construction
<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up</i>. <p>Drafting and writing</p> <ul style="list-style-type: none"> Create and develop settings for narrative Create and develop characters for narrative. Improvise, create and write dialogue. Create and develop plots based on a model. Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. Use different sentence structures (see VGP). Group related material into paragraphs. Use headings and sub headings to organise information. 	<ul style="list-style-type: none"> Distinguish between statements and exclamations Identify and write exclamations Identify and write comparative adjectives Identify and write superlative adjectives Identify and write adverbs that modify adjectives Identify and write adverbs of place within a simple sentence Identify and write adverbial phrases of manner, time and place within simple sentences Identify and write adverbial phrases of time, place and manner that begin simple sentences Identify and write compound sentences with the co-ordinating conjunction 'and' Identify and write compound sentences with the co-ordinating conjunction 'but' Identify and write compound sentences with the co-ordinating conjunction 'yet' Distinguish between simple and compound sentences

<p>Evaluating and Editing</p> <ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. • Discuss and propose changes with partners and in small groups • Improve writing in the light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> • Identify and write a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet') • Identify and write personal pronouns to replace nouns repeated as subjects in the second main clause of a compound sentence • Identify and write personal pronouns to replace nouns repeated as objects in the second main clause of a compound sentence
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Year 4	
Key Learning Composition	Key Learning Sentence Construction
<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> • Read and analyse narrative, non-fiction and poetry in order to plan their own versions. • Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. • Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> • Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. • Plan and write an opening paragraph which combines setting and character/s. • Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. 	<ul style="list-style-type: none"> • Identify and write compound sentences with semi-colons • Distinguish between a main clause and a subordinate clause • Identify and write the subordinating conjunctions 'because', 'when' and 'although' • Identify and write complex sentences that open with a main clause followed by a subordinate clause ('because', 'when' and 'although') • Identify and write complex sentences that open with a subordinate clause followed by a main clause ('because', 'when' and 'although') • Identify and write topic sentences that start new paragraphs in expository writing

- Generate and select from vocabulary banks e.g. **adverbial phrases**, *technical language*, *persuasive phrases*, *alliteration*.
- Use different sentence structures (see VGP).
- Use paragraphs to organise writing in fiction and non-fiction texts.
- Use organisational devices in non-fiction writing, e.g. *captions*, *text boxes*, *diagram*, *lists*.
- Link ideas across paragraphs using fronted **adverbials** for when and where e.g. *Several hours later...*, *Back at home...*

Evaluating and Editing

- Proofread to check for errors in spelling, grammar and punctuation.
- Discuss and propose changes to own and others' writing with partners/small groups.
- Improve writing in light of evaluation.

Performing

- Use appropriate intonation, tone and volume to present their writing to a range of audiences.

- Identify and **write supporting detail** that elaborates on topic sentences in expository writing
- Identify and **write concluding sentences** that end paragraphs in expository writing
- Identify and write the **subordinating conjunctions 'since', 'after/before' and 'even though'**
- Identify and write complex sentences that open with a main clause followed by a subordinate clause ('since', 'after/before' and 'even though')
- Identify and write complex sentences that open with a subordinate clause followed by a main clause ('since', 'after/before' and 'even though')
- Convert **spoken word into direct speech (question and exclamation)** starting with a reporting clause
- Convert **spoken word into direct speech (statement)** starting with a reporting clause
- Identify and write appropriate **verbs in reporting clauses** for characterisation
- Identify and write **new paragraphs for new speakers**
- Identify and write the **subordinating conjunctions 'as', 'while' and 'if'**
- Identify and write complex sentences that open with a main clause followed by a subordinate clause ('as', 'while' and 'if')
- Identify and write complex sentences that open with a subordinate clause followed by a main clause ('as', 'while' and 'if')
- Identify and write sentences that open with **present or past participles**

- Identify and write sentences that open with present or past participle phrases

Year 5	
Key Learning Composition	Key Learning Sentence Construction
<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> • Identify the audience and purpose. • Select the appropriate language and structures. • Use similar writing models. • Note and develop ideas. • Draw on reading and research. • Think how authors develop characters and settings (in books, films and performances). <p>Drafting and Writing</p> <ul style="list-style-type: none"> • Select <i>appropriate</i> structure, vocabulary and grammar. • Blend action, dialogue and description within and across paragraphs. • Use different sentence structures with increasing control (see VGP). • Use devices to build cohesion (see VGP). • Use organisation and presentational devices e.g. <i>underlining, bullet points, headings</i>. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> • Assess the effectiveness of own and others' writing in relation to audience and purpose. • Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> • Identify and write adverbs followed by present and past participle openers • To identify and write expanded noun phrases that include a prepositional phrase • Identify and write relative clauses (embedded and at the end of the main clause) as parenthesis • To substitute commas for brackets and dashes when demarcating relative clauses as parenthesis • Identify and write appositives (embedded and at the end of the main clause) as parenthesis • Write relative clauses and appositives within compound and complex sentences • To identify and organise ideas into paragraphs to indicate a change in person, place or a jump in time • Convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded • To open, embed or end a paragraph with direct speech • To expand on direct speech with narrative to advance the plot

<ul style="list-style-type: none"> • Ensure consistent and correct use of tense throughout a piece of writing. • Ensure consistent subject and verb agreement. • Proofread for spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none"> • Use appropriate intonation and volume. • Add movement. • Ensure meaning is clear. 	<ul style="list-style-type: none"> • Identify and write ellipsis as a stop mark and an incomplete thought • Identify and write ellipsis as a pause • To identify and write conjunctive adverbs to open sentences • To identify and write conjunctive adverbs after semi-colons to combine and then link two main clauses • Identify and write an introductory paragraph in expository writing • Identify and write a concluding paragraph in expository writing • Identify and write similes • Identify and write metaphor • Identify and write personification
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Year 6			
Key Learning Composition		Key Learning Sentence Construction	
<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> • Identify audience and purpose. • Choose appropriate text-form and type for all writing. • Select the appropriate structure, vocabulary and grammar. • Draw on similar writing models, reading and research. • Compare how authors develop characters and settings (in books, films and performances). • Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i> 		<ul style="list-style-type: none"> • Identify and write multi-clause compound sentences joined with two different coordinating conjunctions • Identify and write multi-clause complex sentences joined with two different subordinating conjunctions • Identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction • Identify and write a combination of sentence types to avoid repetition 	

Drafting and Writing

- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).
- Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"*
- Consciously control the use of different sentence structures for effect.
- Use a wide range of devices to build cohesion within and across paragraphs.
- Deviate narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts*.
- Combine text-types to create hybrid texts e.g. *persuasive speech*.
- Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. *headings, sub-headings, columns, bullet points, tables*
- Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. *repeated use of 'and' to convey tedium, one word sentence*.
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader*.
- Use **active** and **passive** voice to achieve intended effects e.g. *formal reports, explanations and mystery narrative*.
- Précis longer passages.

- Identify and write simple sentences to **enhance the mood and/or add emphasis**
- Identify and use **colons to introduce lists**
- Identify and use **colons to explain**
- Distinguish between **active and passive voice**
- Identify and use **dashes and ellipses** in direct speech for characterisation
- Identify and write **non-standard English in direct speech** for characterisation
- Identify and write **conjunctive adverbs** to link paragraphs
- Identify and write **cohesive paragraphs where the topic sentence links to the preceding concluding sentence**
- Identify and write **single sentence paragraphs to enhance the mood**, add emphasis and/or alter the pace of the narrative
- Identify and write **anaphora**
- Identify and write **epistrophe**
- Identify and write **exaggeration**
- Identify and use **pathetic fallacy**

Evaluating and Editing

- Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
- Proofread for grammatical, spelling and punctuation errors.

Performing

- Use appropriate and effective intonation and volume.
- Add gesture and movement to enhance meaning.
- Encourage and take account of audience engagement.