

Manor Junior School

Curriculum Statement – Writing

“If you want to change the world, pick up your pen and write.” – Martin Luther

The national curriculum aims to ensure that all pupils:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Develop competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).
- Learn how to plan, revise and evaluate their writing.
- Can articulate and communicate ideas, organising them coherently for a reader.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.
- Develop fluent, legible and, eventually, speedy handwriting.

Intent – Aim

We aim to develop confident, competent and creative writers who are able to communicate ideas accurately and coherently to an audience in a variety of different styles across a variety of contexts. We endeavour to ensure our children are able to adapt their language and style for a range of contexts, purposes and audiences. We provide opportunities for children to explore a range of rich and diverse texts that engage and enthuse our pupils to write. These may be linked to our topics or inspired by real or fictionalised events occurring in our text drives. Our children will have a secure knowledge of grammar and spelling, and are able to apply this confidently to their writing

We aim to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to use the essential skills of grammar, punctuation and spelling with confidence. Our children will develop legible, fluent handwriting

Our Planning Approach

Hook/Key Question

Inspire and motivate. Be inspired, curious and fascinated. Share the expected final written outcome and intended audience.



Stimulate and Generate

Use a rich text stimulus. Reading as a reader, Focus on spoken language and word level/vocabulary. Apply prior learning in a new and meaningful way.



Capture, Sift and Sort

Learn new skills (the grammar and punctuation) needed for final written outcome. Read as a writer. Explore WAGOLLs (What a good one looks like) and explore and experiment with language.



Create, Refine and Evaluate

Continue to teach key skills and behaviour of a writer. Plan, write, edit and evaluate. Share final written outcome with audience.

Implementation- How do we achieve our aims?

Writing is a key part of our curriculum. We provide regular writing opportunities for children in various forms and purposes. Lessons are meticulously planned to engage pupils through varied stimuli, including visual prompts, literature, and real-life scenarios, fostering a real purpose for writing. The curriculum is structured to ensure a clear progression in writing skills, starting from basic sentence construction to complex composition and analysis. Children are provided with high-quality text WAGOLLs (What a good one looks like), which allows them to have a clear understanding of their end goal and be able to create a success criteria to achieve this. Children are encouraged to adapt vocabulary and tone for specific audiences to evoke emotions. This is achieved through writing sessions five times a week.

Spelling is taught daily. Focus is given to learning key spelling patterns, including the etymology of words. Knowing the history of root words provides us with a greater understanding of the language we use. We use the resource *Spelling Shed* which maps out the spellings taught in each year group and offers a common approach for each unit and across year groups. It includes the high frequency words and the statutory words for Y3-6.

For children who have not yet mastered phonics, they are placed on the catch-up program from ELS (Essential Letters and Sounds). They are given focused sessions to close the gaps in their knowledge. The aim is to close these gaps quickly to ensure they can access the curriculum for their year group.

We teach cursive writing to all pupils using the Letter-join, in order, for them to master a clear, consistent, legible style used in all areas of the curriculum. For children whose handwriting is hard to read, it may be decided, by the class teacher, that Clicker is an appropriate program for them to achieve longer writes. This scaffold would be removed over time as handwriting improves.

Impact - How will we know we have achieved our aims?

Writing is assessed consistently throughout the year through apprentice and applied writes in planned learning journeys. Teachers use this to identify areas needing specific teaching to address pupils' needs. Children gain confidence in writing as they progress, becoming familiar with various genres and adept at applying literary features. By the end of a school year, we aim for children to be able to make choices on the forms they could use in their writing.

Curriculum Links with other subjects and enrichment opportunities

Writing has a place in all subjects across the primary curriculum.

Maths: providing explanations to reasoning problems

Science: writing conclusions to experiments

Geography: reporting information from sources

PE and Games: explaining rules of games

Art: evaluating the work of artists studied and their own work

History: writing in role as people from the past

Design technology: creating questionnaires for market research, evaluating successfulness of makes

Modern Foreign Languages: making comparisons between grammar

Computing: writing code, use of computer programs such as Word and PowerPoint to present information

Music: writing lyrics

RE: expressing thoughts and opinions

PSHE: providing advice to others linked to scenarios, presenting information to others


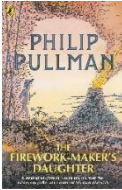
Year 3 Long Term Writing Overview

<u>AU1 - Fractured Fairy tales</u>	<u>AU2 - Fabulous Fables and Marvellous and Myths.</u>	<u>SP1 - Digging up the past</u>	<u>SP2 - It's Good To Be Me</u>	<u>SU1 - New Beginnings</u>	<u>SU2 - Tomb Raiders</u>
<p align="center">The True Story of The Three Little Pigs The Three Little Wolves and the Big Bad Pig</p>  <p align="center">Outcome: Retell and rewrite an innovated version of the text driver</p>	<p align="center">The Lion and the Mouse</p>  <p align="center">Outcome: Retell the narrative to accompany the wordless fable</p>	<p align="center">Stone Age Boy</p>  <p align="center">Outcome: Innovated portal story</p>	<p align="center">An Emotional Menagerie</p>  <p align="center">Outcome: Write a poem using an emotion of their choice to be added to the glossary.</p>	<p align="center">The Last Garden</p>  <p align="center">Outcome: Own version extended narrative</p>	<p align="center">Marcy and the Riddle of the Sphinx</p>  <p align="center">Outcome: Narrative entry to accompany map in the book which includes dialogue.</p>
<p align="center">Little Red: A Howlingly Good Fairy Tale with a Twist</p>  <p align="center">Outcome: Character description of the wolf.</p>	<p align="center">Arthur and the Golden Rope</p>  <p align="center">Outcome: Write a description of Fenrir from the perspective of Arthur or the villages to scare the reader.</p>	<p align="center">How To Wash A Woolly Mammoth</p>  <p align="center">Outcome: Instructional</p>	<p align="center">The Barnabus Project</p>  <p align="center">Outcome: Design their own failed pet and write informatively about how to look after it.</p>	<p align="center">The Flight of a Honey Bee Raymond Huber</p>  <p align="center">Outcome: Diary account of bee</p>	<p align="center">National Geographic</p> <p align="center">Outcome: Write an informative and explanatory guide of the mummification process for an apprentice embalmer on the first day of the job.</p>



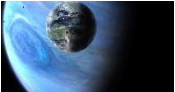
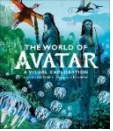
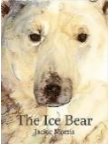
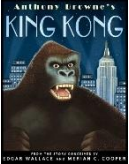
<p>Inside the Villains</p>  <p>Outcome: Non chronological report about a traditional tale villain</p>	<p>The King Who Banned the Dark</p>  <p>Outcome: Write letters in role as the characters. Exploring the levels of formality.</p>	<p>The Pebble in My Pocket</p>  <p>Outcome: Investigate different types of rock and write a who am I</p>	<p>Russian Doll (2011) Rachel Rooney (poem)</p>  <p>Can I build another Me? By Shinsuke Yoshitake</p> <p>Outcome: Write their own Russian doll poem about themselves.</p>	<p>Perfectly Peculiar Plants</p>  <p>Outcome: Non Chronological report about a fantasy plant.</p>	<p>The Scarab's Secret</p>  <p>Outcome: Atmospheric setting description of the river Nile through the eyes of the beetle nestled in the basket.</p>
Linked texts					
<ul style="list-style-type: none"> • Roald Dahls Revolting Rhymes • • Explore a variety of modern twisted versions. 	<ul style="list-style-type: none"> • Hare and the Tortoise • Lion and the Mouse • The Town Mouse and the Country Mouse • The Misadventures of Frederick 	<ul style="list-style-type: none"> • Stone Age Bone Age! • Secrets of Stonehenge • The Street Beneath my Feet • A rock is lively 	<ul style="list-style-type: none"> • The Proudest Blue • Wisp, a Story of Hope • The Invisible by Tom P 	<ul style="list-style-type: none"> • Wind in the Willows • Vicious Veg • The Plant Book • Hungry Plants 	<ul style="list-style-type: none"> • Secrets of a Sun King • Flat Stanley

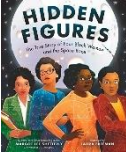
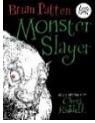
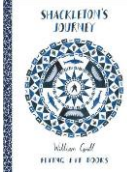

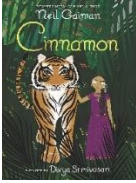

Year 4 Long Term Writing Overview

AU1 - Circle of Life	AU2 - It's All Greek to Me	AU3 – Stitch Head	SP1 - A planet full of plastic	SP2 - Bubbles, Muggles, Toil and Trouble	SU1 - Journeys	SU2 – Amazing People
<p>Tuesday</p>  <p>Outcomes: Recount the events of the night from different characters' perspectives</p>	<p>Theseus and the Minotaur</p>  <p>Outcome: Write a character description of the Minotaur through the eyes of Theseus</p> <p>Site of application: Describe Medusa</p>	<p>Stitch Head</p>  <p>Outcome: Write a short narrative using the moment that Stitch Head encounters (find character) and write about the moment he encounters their creature.</p>	<p>The Great Kapok Tree: A Tale of the Amazon Rain Forest</p>  <p>Outcome: Persuasive speech in role as an animal from the rainforest to stop the woodcutter from cutting down the tree.</p>	<p>Harry Potter and the Philosopher's Stone</p>  <p>Outcome: Short narrative about Diagon Alley</p>	<p>The Firework Maker's Daughter (1 week)</p>  <p>Outcome: Instructions of how to make their own firework using imaginary ingredients inspired by the text.</p>	<p>Escape from Pompeii</p>  <p>Outcome: Write informative yet descriptive narrative of the eruption from the view of the children on the boat.</p>
<p>Fanatical About Frogs by Owen Davey</p>  <p>Outcomes: Non chronological report about the flying frogs from Tuesday.</p>	<p>The Magic Box: Poems For Children</p>  <p>Outcome: Following the structure of the Magic Box, write a poem about Pandora's Box and the abstract nouns that come out (hate, anger, poverty, sickness and hope)</p>		<p>What A Waste: Rubbish, Recycling, and Protecting our Planet</p>  <p>Outcome: Information page in the style of the book</p>	<p>Fantastic Beasts and Where to Find Them With Dare To Care</p>  <p>Outcome: Non chronological report about a mythical creature, of their design, in the style of the book (Dare to Care) and inspired by Fantastic Beasts.</p>	<p>The Firework Maker's Daughter (2 weeks)</p>  <p>Outcome: Letters and diaries exploring the relationships between the characters.</p>	<p>The People Awards</p> <p>Lily Murray</p>  <p>Outcome: Collection of biographies about</p>


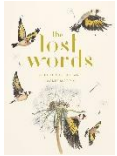

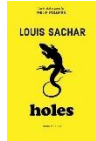
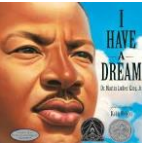
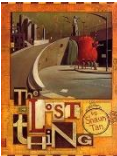

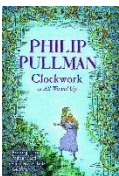
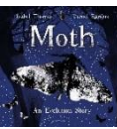
<p>The Spider and the Fly by Mary Howitt https://www.youtube.com/watch?v=XOjXllqoCyo</p>  <p>Outcome: Write a conversation between two animals in a food chain conveying the same atmosphere created in the WAGOLL.</p>			<p>Letter WAGOLL</p> <p>Outcome: Formal letter to children, families and staff to advise on the importance of recycling in school and changes they will implement.</p>	<p>Harry Potter and the Chamber of Secrets (extract)</p>  <p>Outcome: Write howlers for different characters</p>	<p>The Firework Maker's Daughter (2 weeks)</p>  <p>Outcome: Write an imagined conversation between two of the characters in the book</p>	<p>Outcome: Boudicca speech to rally troupes</p>
Linked texts						
<ul style="list-style-type: none"> • Tadpoles Promise 	<ul style="list-style-type: none"> • Boys who dare to be different • Goodnight stories for Rebel Girls • Who Let the Gods Out • Here Comes Hercules 	<ul style="list-style-type: none"> • Dinkin Dings and Frightening Things • Elf Girl and Raven Boy: Creepy Caves 	<ul style="list-style-type: none"> • Old Enough to Save the Planet • Greta and the Giants • The Lorax 	<ul style="list-style-type: none"> • Harry Potter and the Philosopher's Stone • Wizards of Once 	<ul style="list-style-type: none"> • Dragon Keeper • Lao Lao of Dragon Mountain 	<ul style="list-style-type: none"> • I Survived the Destruction of Pompeii • National Geographic : Volcanoes

Year 5 Long Term Writing Overview

<p align="center">AU1 Out Of This World</p>	<p align="center">AU2 Mythical creatures</p>	<p align="center">SP1 Journeys</p>	<p align="center">SP2 Frozen explorers</p>	<p align="center">SU 1 It must be love</p>	<p align="center">SU 2 What would you do?</p>
<p>Six Ways to Look at the Moon by Pie Corbett</p> <p>Outcome: poetry written in the same style as the key text.</p>	<p>Tell Me a Dragon (1 week)</p>  <p>Outcomes: Design their own monster for an entry in a class book. Writing a description using the structure of the text. My monster... WAGOLL How to cheat a dragon's curse Book 5 Cressida Cowell Chapter 16 description of the Doomfang.</p>	<p>The Journey (2 weeks)</p>  <p>Outcome: Write the narrative recount of attempting to climb the border wall being stopped by the guard.</p>	<p>Ice Trap (2 weeks)</p>  <p>Outcome: Write contrasting diary entries from different points of the expedition.</p>	<p>The Highwayman (3 weeks)</p>  <p>Outcome: Explore the love triangle between Bess, Tim the Ostler and the Highwayman writing love letters in role. Outcome: Newspaper report of the death of the Highwayman.</p>	<p>The Man Who Walked Between the Towers (2 weeks)</p>  <p>Outcome: Write an atmospheric and suspense filled narrative recounting the tightrope scene</p>
<p>Pandora (2 weeks)</p>  <p>www.literacyshed.com The World of Avatar: A Visual Exploration.</p>  <p>Outcome: Design a planet and write a non-chronological report about it.</p>	<p>Dragonology (2 weeks)</p>  <p>Outcomes: Children to produce a double page spread of information about their monster in the style and structure of the book. Class to produce Monsterology book.</p>	<p>We Travel So Far (2 weeks)</p>  <p>Outcome: Writing an information page on an animals migration journey presented in the style of the text.</p>	<p>The Ice Bear (2 weeks)</p>  <p>Outcome: Write a detailed description of the frozen landscape applying the language from the text and the figurative language from Ice Trap.</p>	<p>The Princess' Blankets (1 week)</p>  <p>Outcome: Choose a blanket to describe.</p>	<p>King Kong (2 weeks)</p>  <p>Outcome: Write character description of King Kong from Anne's perspective. At the beginning when she is sacrificed.</p>

<p>Hidden Figures (2 weeks)</p>  <p>Outcome: Write a memoir in role as one of the women.</p>	<p>Monster Slayer (3 weeks)</p>  <p>Site of application: Character description of Grendel (written from the perspective of the sea hag and Beowulf.)</p> <p>Outcome: Graphic recount of the fight between Beowulf and Grendel in role as onlooker (mouse hiding in the great hall).</p>	<p>Shackleton's Journey (2 weeks)</p>  <p>Outcome: Chronological report recounting the key information about Shackleton's journey to Antarctica. www.bbc.co.uk/news/science-environment-60662541</p>	<p>Easter production alongside</p> <p>The Dreadful Menace (1 week)</p>  <p>https://www.youtube.com/watch?v=Wle3-h1yc0</p> <p>Outcome: Write in role as frost-bite or snow-blindness.</p>	<p>Cinnamon (2 weeks)</p>  <p>Outcome: Write internal monologue from different points of the story.</p>	<p>King Kong (2 weeks)</p>  <p>Site of application: Newspaper—point when Kong is shot on the Empire State building recounting the breaking news as it unfolds.</p> <p>Outcome: Debate—Was it right to kill Kong? Write a balanced argument.</p>
Linked texts					
<ul style="list-style-type: none"> • The Cosmic Diary of our Incredible Universe • Counting on Katherine • George's Secret Key to the Universe 	<ul style="list-style-type: none"> • How to Train Your Dragon • Dragon Rider 	<ul style="list-style-type: none"> • Migration • Journey Trilogy 	<ul style="list-style-type: none"> • Race to the Frozen North • Ice Trap 	<ul style="list-style-type: none"> • Culwch and Olwen 	<ul style="list-style-type: none"> • Harley in the Sky • The Rooftoppers

Year 6 Long Term Writing Overview

<u>A1 – Overcoming fear</u>	<u>A2 – Regaining things lost</u>	<u>Spring - Explorers</u>	<u>Summer – New places</u>
<p align="center">Chaperon Rouge</p>  <p align="center">Outcome: Retelling part of the narrative to create a scary atmosphere using appropriate language and suspense.</p>	<p align="center">The Lost Words</p>  <p align="center">Outcome: an acrostic spell poem based on a garden creature.</p>	<p align="center">The Explorer</p>  <p align="center">Outcome: Two contrasting descriptions of a forest Chapter about the raft and its voyage</p>	<p align="center">Holes</p>  <p align="center">Outcome: A persuasive leaflet encouraging children to visit Camp Green Lake A diary entry reflecting on Stanley's first day digging Informal letter to Stanley's mum Poster to persuade people to buy one of Stanley's father's new inventions Narrative of climbing God's thumb</p>
<p align="center">I have a dream</p>  <p align="center">Outcome: House captain speeches</p>	<p align="center">The Lost Thing</p>  <p align="center">Outcome: A memoir that recounts an encounter with a lost thing.</p>		<p align="center">The Arrival</p>  <p align="center">Outcome: a description of a scene from the book</p>
<p align="center">Clockwork</p>  <p align="center">Outcome: Diary Letter of advice</p>	<p align="center">Moth</p>  <p align="center">Outcome: A narrative from the perspective of the moth.</p>		