

At St Joseph's Catholic Primary School we are committed to delivering a high quality, broad and balanced curriculum. We understand the importance of placing high quality, language rich texts at the heart of our curriculum. Children are encompassed by texts which allow them to explore the world, escape into magical worlds and engage with rich language in different contexts. These carefully planned out texts spark imagination and inspire ideas of writing. Texts are also used to explore layout and language features of specific genres.

Intent – we aim to:

- ❖ deliver an engaging and exciting curriculum that helps develop a love of writing & inspires children to want to write.
- ❖ encourage children to be imaginative and to bring this to their writing.
- ❖ provide children with essential skills in grammar, spelling, punctuation and composition that will be life-long.
- ❖ support children to express their thoughts and ideas clearly and creatively through the written word.
- ❖ develop children into writers with an understanding of the writing process, including proof-reading and editing to improve their work.
- ❖ support children to be articulate and confident communicators who express themselves and enhance their learning when engaging in discussions.
- ❖ create a culture where children love to read and take pride in their writing.

Implementation – how do we achieve our aims?

- ❖ **High quality texts.** Across the school children have access to high quality texts and visual stimuli in line with our Literary Canon. We put a rich, high quality text at the heart of every English unit to inspire pupils' writing. These texts are also used to explore layout and language features of specific genres.
- ❖ **Strong grammar teaching.** Children are taught to use the precise grammatical terminology in line with the English National Curriculum. They are taught to discuss and learn from the works of authors and to explain their own choices. Each year group has a set of Key Performance Indicators (KPIs) which they are assessed against. Each of these KPIs, alongside the remaining objectives, are planned throughout the year to ensure children are taught and have plenty of opportunities to practise using them in their writing across the curriculum.
- ❖ **A clear writing process.** Lessons are clearly structured to allow children to develop essential knowledge and skills. Effective composition involves forming, articulating and communicating ideas for a reader. This requires clarity: awareness of the audience, purpose and context and an increasingly wide knowledge of vocabulary, spelling and grammar. Lessons in KS1 are structured to allow our children to discuss ideas for writing which feed into written pieces. Children are taught essential knowledge and skills to craft pieces of writing over time in order to build stamina. In KS2, teachers guide children through a clear writing process and children have the opportunity to generate ideas, plan, draft, edit and publish their writing.
- ❖ **Writing for a range of purposes.** Children in KS1 write for a range of purposes and audiences and this is developed and strengthened in KS2, with children enhancing their understanding of a writer's craft and seeing themselves as authors. These writing purposes are taught repeatedly to ensure progression and differentiation and to reinforce learning.
- ❖ **Poetry exploration.** Children explore a range of poetry in KS1 and in KS2 specific poetry types are taught across the key stage. We aim to show a progression of poetry in KS2 which begins with acrostic poetry, free verse and shape in LKS2 and Kenning, limerick, cinquain and nonsense in UKS2. In addition to this, every year group will learn a piece of choral poetry which they will perform to an audience. Children's fluency and oracy skills and confidence will develop as a result and each child will have recited 7 pieces of poetry by the time they leave us in year 6.
- ❖ **Strong vocabulary development.** In KS1, vocabulary is explored in texts and collected for writing. In KS2, children are encouraged to draw upon what they read when writing and to 'magpie' vocabulary from shared texts. All classes in KS1 & KS2, have word walls and vocabulary banks to use for collecting and exploring vocabulary and children make use of this in lessons. Across the school, children have access to speed sound charts and vocabulary mats to support their writing and in KS2 they access dictionaries and thesauruses. Teachers encourage the use of tier 1, 2 and 3 words across the curriculum and for use in all writing.
- ❖ **Quality editing and publishing.** In KS1, children are initially taught to discuss what they have written before they begin to evaluate their writing with the teacher and other pupils; reread their writing to check that it makes sense and to ensure verbs are used correctly and to proof-read to check for errors. In KS2, post-writing, children are encouraged to proofread and edit their writing with an editing partner with high quality modelling from the teacher using examples of writing from the class. After editing, children will publish their writing for their given audience and for a given purpose. Examples of good and improved writing will be displayed throughout the school on display boards, ClassDojo, the website and blog.

- ❖ **Strong oracy development.** In KS1, for children to become fluent, creative writers they are encouraged to express ideas through speaking and listening opportunities including partner talk, role play and hot seating. These are lively, interactive learning exchanges that provide all children with the tools and knowledge necessary to become proficient writers. In KS2, there are opportunities across the curriculum for children to enhance their spoken language through exploring tier 2 vocabulary, carrying out informal presentations, taking part in class performances and engaging in debates.
- ❖ **Rigorous and consistent spelling.** In KS1, when assessed as necessary, children will continue to learn spellings through RWI. From year 3 children will move onto Twinkl spellings to ensure progression through the National Curriculum objectives and access to commonly misspelt words. Through 20 minute daily spelling sessions, children will learn definitions and spelling rules, participate in dictations and will be tested weekly.
- ❖ **Handwriting.** Correct letter formation is taught from EYFS and is practised daily. Once children move on from Read, Write Inc and are confident with printing letters, they are introduced to cursive handwriting. Handwriting in KS2 is taught and modelled on a regular basis as needed by the children. Incorrect letter formation is identified during marking and addressed by teachers.
- ❖ **Big writes.** Every three weeks, all children in EYFS, KS1 and KS2 will participate in a 'Big Write'. Children write independently using the same stimulus with no further input. After the session, the writing is assessed by their teacher to allow for further teaching and interventions to be planned according to the needs of the children. In EYFS, the Big Write is done as a shared write until children are confident to put pen to paper independently.

Impact – how will we know we have achieved our aims?

- ❖ Children are engaged and thoughtful in lessons.
- ❖ Writing is developed from good ideas and is imaginative in use of ambitious vocabulary and figurative language.
- ❖ Children know more and remember more and have skills which equip them to progress from their starting points.
- ❖ Children have strong writing skills that allow them to access the whole curriculum & transition to secondary school with language.
- ❖ Writing is high quality and well presented in a range of ways.
- ❖ Children's understanding of the writing process helps them make good progress, with a high percentage achieving age-related expectations.
- ❖ Communication skills are strengthened and they can articulate themselves well.
- ❖ Children take pride in their work by making choices in language and presentation to appeal to the reader.

What an English lesson looks like –

A writing unit in KS1 Clear audience and purpose ● Immersion and reading ● Oral composition of sentences prior to writing ● Sentence building ● Building vocabulary ● Shared writes – teacher model ● Plan ● Draft and write ● Evaluate and edit ● Publishing ● Read aloud their final piece	A writing unit in KS2 : Clear audience and purpose. ● Immersion and reading ● Writing opportunities – ● SPaG lessons ● Building vocabulary ● Shared writes – teacher model ● Plan ● Draft and write ● Evaluate and edit ● Publish ● Reading aloud.
English lessons: 1. Recap speed sounds in line with RWI and suited to the level of the majority of the children. 2. Reading of the text by the teacher, whilst discussing inferences, vocabulary and retrieval. 3. Main teaching, modelling including handwriting and activity. 4. Addition to the vocabulary bank for the unit.	English lessons: 1. Recap speed sounds in line with RWI and suited to the level of the majority of the children. 2. Reading of the text by the teacher, whilst discussing inferences, vocabulary and retrieval. 3. Main teaching, modelling including handwriting and activity. 4. Addition to the vocabulary bank for the unit.

Explorers

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Map Of Me – (St Jo’s)							Light and Dark (St Jo’s)						
	Drawing Club – No drawing club this term Big Write – No Big Write this term <u>Communication and language:</u> Engage in both story times and non-fiction books; Learn and use new vocabulary throughout the day; Understand how to listen carefully and why listening is important; Articulate their ideas and thoughts. <u>Literacy:</u> Write their first name with a reference; Answer ‘what’ questions related to a story; Understand the 5 key concepts about print; Develop phonological awareness; Write some letters							Drawing Club – Start drawing club looking for initial sounds or sounds they know linked to RWInc. Big Write – Start as Big Talk – whole contributing ideas with no written expectation <u>Communication and Language</u> Listen to longer stories; Ask questions to check understanding; Listen to and talk about selected non-fiction books and stories; Learn and use new vocabulary throughout the day; Learn rhymes, poems and songs; Listen to and talk about stories to build familiarity and understanding. <u>Literacy</u> Share ideas and thoughts clearly; Recognise and write individual letters; Orally blend and segment simple words; Use magnetic boards to spell CVC words using taught sounds; Sequence and retell the main events in a story; Answer who, what and where questions about a book; Write their first name with a reference.						
Spring	Is Everybody’s home the same? (St Jo’s)							How do we care for new life? (St Jo’s)						
	Drawing Club – Start to represent sounds correctly and write CVC/VC words. Big Write – Continue with Big Talk unless showing appropriate skills when Big Write can be introduced <u>Communication and language:</u> Speak in sentences; Connect one idea or action to another using a range of connectives; Make simple predictions about what will happen next; Retell the story, once they have developed a deep familiarity with the text; Listen carefully to rhymes and songs, paying attention to how they sound; and learn rhymes, poems and songs. <u>Literacy:</u> Verbally create a simple narrative using vocabulary introduced through a text; Spell words by identifying the sounds and writing the sound with letters; Write their first name without a reference.							Drawing Club – Continue as in Spring 1 introducing caption writing weekly Big Write – majority expected to engage with Big Write unless not appropriate <u>Communication and Language</u> Understand and use new vocabulary introduced through non-fiction texts and stories; Use talk to help work out problems and organise thinking; Ask questions to find out more and to check understanding. <u>Literacy</u> Begin to form lower-case and letters correctly; Write short sentences with words with known letter-sound correspondences; Read and write simple phrases made up of words with known letter-sound correspondences and exception words.						
Summer	Minibeasts (St Jo’s)					Pirates (St Jo’s)								
	Drawing Club – looking for children to be writing sentences Big Write – With less prompts to support <u>Communication and language:</u> Listen to and talk about stories to build familiarity and understanding; Link events in a story to their own experiences; Articulate their ideas and thoughts in well-formed sentences; Describe events in some detail. <u>Literacy:</u> Spell words by identifying the sounds and then writing the sound with letter(s); Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.					Drawing Club – Looking for children to be increasingly confident in sentence writing Big Write – Independent <u>Communication and language:</u> Articulate their ideas and thoughts in well-formed sentences; Learn and use new vocabulary; Retell a story, both as exact repetition and in their own words. <u>Literacy:</u> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop; Form lower-case and capital letters correctly; Re-read what they have written to check that it makes sense; Spell words by identifying the sounds and then writing the sound with letter(s).								

Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Mission Control							In your Element			Come Fly with Me! America.			
	A Wizard of Earthsea Fiction: To write an effective story opening.					I am Cat Poetry: To write a version of a poem.		Volcanoes Non fiction: To write pages about another topic.			A thief in the village Fiction: To write a story about a toy that the children really want.			
	Expanded noun phrases Relative clauses			Colons Commas		Layout devices		Expanded noun phrases Relative clauses Cohesive devices Layout devices		Commas for clarity brackets dashes	Cohesive devices		Commas for clarity	
Spring	Come Fly with Me! America.				Pharaoh Queen				Wars of the World					
	The Everyday Journeys of Ordinary Things Non fiction: To write a sequential explanation of the journey of an everyday thing				Chitty, Chitty, Bang, Bang & the race against time Fiction: To write own chapter for the book where Chitty visits another place in time				My Secret War Diary Non - fiction: To write own sequence of diary entries related to a time in history					
	Passive Relative clauses Cohesive devices Layout devices		Bullet points colons		Perfect form Expanded noun phrases Relative clauses		Brackets Dashes					brackets dashes commas		
Summer	Go with the Flow			Reach Week		Full of Beans								
	The Ice Bear Fiction: To write a story that shows the links between animals/humans/earth			The Sea Poetry: To write your own extended metaphor poem		RSPB Non fiction: To write own persuasive letter about an issue of importance to each child			Flood Fiction: To write the story of Flood					
	Expanded noun phrases Layout devices			Commas for clarity Layout devices		Expanded noun phrases Modal verbs Relative clauses Cohesive devices			Passive verbs Expanded noun phrases Relative clauses		Commas for clarity hyphens			

Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Seaside							The Great Fire of London						
	Naughty bus Fiction: To write a story about the adventures of a favourite toy				Dino-Dinners Non fiction: To create a group text about a family of animals			Volcanoes Non fiction: To write pages about another topic.			A thief in the village Fiction: To write a story about a toy that the children really want.			
	Expanded noun phrases Relative clauses		Colons Commas		Layout devices		Commas Past and present tense Capital letters Full stops	Expanded noun phrases Relative clauses Cohesive devices Layout devices		Commas for clarity brackets dashes	Cohesive devices		Commas for clarity	
Spring	Why is our world so wonderful?						Wars of the World							
	Big write (3 days)	This is how we do it Non-Fiction: To write about yourself to the seven children in the book and write about how you live			No-Bot, the robot with no bottom Fiction: To write their own story about a robot who loses a body part		My Secret War Diary Non - fiction: To write own sequence of diary entries related to a time in history							
		Expanded noun phrases Subordinating conjunctions Present tense		Apostrophes for contraction Commas	Sentences with different forms Punctuating a range of sentence types Expanded noun phrases Subordinating conjunctions Coordinating conjunctions		Question marks Exclamation marks Commas	Brackets Dashes					brackets dashes commas	
Summer	Uganda													
	The Ice Bear Fiction: To write a story that shows the links			The Sea Poetry: To write your own extended metaphor poem			RSPB Non fiction: To write own		Flood Fiction: To write the story of Flood					

	between animals/humans/earth				persuasive letter about an issue of importance to each child				
	Expanded noun phrases Layout devices		Commas for clarity Layout devices		Expanded noun phrases Modal verbs Relative clauses Cohesive devices		Passive verbs Expanded noun phrases Relative clauses	Commas for clarity hyphens	

Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Changes in Europe from Stone Age to Iron Age							Europe (Greece) and UK						
	Meerkat Mail Fiction: To write own book based on a voyage and return blueprint.				Rocks (science in a flash) Non fiction: To write your own version of two of the pages in the book.			The Day the Crayons Quit Fiction: To write own letters about a group of objects that are fed up to create a story.			Dare to Care: Pet Dragon Non fiction: To write own page(s) of advice on looking after a creature or object (real, e.g. puppy/wolf/bicycle/submarine or fantasy, e.g. frost troll/lightning machine)			
	Apostrophe with singular and plural nouns. Revising simple and compound sentences.				Conjunctions Prepositions Paragraphs			Conjunctions			Conjunctions			
Spring	Ancient Greeks and the influence on the Western World							Forces						
	Myth Atlas Fiction: To write a myth based on one of the characters from one of the cultures in the book			A question of history series Non fiction: To create a class Question of History book based on a current history study as a series of double page spreads.				Leon and the place between Fiction: All children to create their own versions of Leon's story from the point the portal is reached.			Interview with a tiger and other clawed beasts too Non fiction: To create your own 'Interview with...' (could be an animal, person or even inanimate object)			
	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although				Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although (Y3/4) Conjunctions				Choose nouns for clarity Using conjunctions, adverbs and prepositions to express time, place and cause. Use and punctuate direct speech.				Use conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of) to	

	Use conjunctions, adverbs (then, next, soon, therefore) and prepositions (before, after,		Paragraphs Headings and subheadings to aid presentation		Introduction of paragraphs as a way to group related material		express time, place and cause.		
Summer	Roman Empire and its impact on Britain				Rainforests				
	Escape from Pompeii Fiction: To re-write the original story from one character's point of view		Fantastically Great Women Who Changed the World Non fiction: Write a biography of a famous person, choosing elements of layout, presentation and language to match the chosen personality and their achievements		Carry me away Poetry: Write a poem about a chosen animal using some of the poetical devices explored		Rainforest rough guide Non fiction: To create a class 'Rough Guide' to another endangered habitat		
	Use conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of) to express time, place and cause.		using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of) to express time, place and cause [introduction to] paragraphs as a way to group related material headings and subheadings to				Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if because, although</i> Use the present perfect form of verbs instead of the simple past tense (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>) Use conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of) to express time, place and cause.		

Year 4

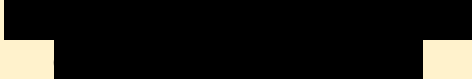
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
Autumn	Anglo Saxons							Mountains			Mountains				
	Monster Slayer Fiction: To write a further episode about a monster slayer					Poetry pie Poetry: To write a version of a poem.		Everest Non fiction:The outcome is to write one or more sections in a class information book about another special place studied.			Mimi and the Mountain Dragon Fiction: To write a story about a monster that might be responsible for natural disasters.				
	Multi clause sentences and single clause sentences: exploring choices Adverbials including fronted adverbials			Precise verb choice Choice of noun/pronoun for cohesion and clarity Cohesion		Layout devices		Expanded noun phrases Prepositional phrases Present perfect form Nouns and pronouns			Paragraphs		Speech punctuation		
Spring	Ancient Egypt				Ancient Egypt				Electricity						
	A question of history Non fiction: To create questions and double page spreads of information to answer them.				Cinderella of the Nile Fiction: To write another version of the Cinderella story in a different setting.				Until I met Dudley Non fiction - The outcome is to create a new explanation in both forms.						
	Simple organisational devices and different ways of presenting information Headings and subheadings Multi-clause sentences with subordinating conjunctions		Adverbs and adverbials including fronted adverbials Nouns and pronouns for clarity and cohesion.		Adverbials: prepositional phrases and adverbials of time Perfect verb form.				Multi-clause sentences with subordinating conjunctions Present tense (revise Y2) Wider range of punctuation (brackets and exclamation marks)						
Summer	Living things			Livings things		Dartmoor									
	Arthur and the golden rope Fiction: To write a quest story as one of the Brownstone adventures			An anthology of intriguing animals Non fiction: The outcome is to write an information text about three different animals.		I don't believe it, Archie! Fiction: To create a new chapter with another strange adventure for Archie.			Everything you need to know about snakes Non fiction: The outcome is to write a hybrid text about a subject of choice.						
	Present perfect verb form Using and punctuating direct speech Adverbials		Multi-clause sentences with a range of	Multi-clause sentences with subordinating conjunctions (revise single clause and coordination)		Multi-clause sentences with a range of conjunctions Adverbials (when) Perfect verb form		Using and punctuating direct speech	Paragraphs around a theme Expanded noun phrases Headings/sub-headings		Paragraphs: links within Verb forms (including passive and modal) Expanded noun phrases				



	Possessive apostrophe	conjunctions Layout for presentation and meaning	Adverbials (prepositional phrases) Nouns and pronouns for clarity and cohesion		(opportunity to revise			
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Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Volcanoes and Earthquake Oceans 2024–2025							Vikings						
	Volcanoes Non fiction: To write explanation				Earth Verse Poem Poetry: To write a version of a poem			A Wizard of Earthsea Fiction: To write an effective story opening			The Genius of The Ancients– Vikings Non fiction: To write pages about another topic			
	Move to Vikings unit - Expanded noun phrases Relative clauses Cohesive devices Layout devices		New – fronted adverbials and Alan Pete. Conjunctive adverbs				New – Expanded noun phrases Relative clauses	Commas		Passive Cohesion across paragraphs		brackets dashes		
Spring	Oceans						Space							
	Undertow Fiction: To write a complete story about an unlikely event and its resolution.		Are Humans Damaging the Atmosphere? by Catherine Chambers (Earth Debates series, Raintree) Non fiction: To write instructions to look after the environment				Cloth lullaby Create a biography about an astronaut			Dragonology Non fiction: To write instructions to look after a creature				
	Relative clauses Cohesive devices			Layout devices.		Brackets, dashes, commas– for parenthesis Conjunctive adverbs.	Relative clauses Cohesive devices		Brackets, dashes, commas– for parenthesis.		Layout devices.			
Summer	Life cycles/WW2					Rivers								

	<u>RSPB</u> Non fiction: To write a letter to persuade <u>My Secret War Diary</u> 		<u>How the whales became</u> Fiction: To write a creation story to explain the existence/ development of an animal's distinguishing feature		<u>The Seg</u> Poetry: To write your own extended metaphor poem		<u>Flood</u> Fiction: To write the story of Flood 3 weeks		
	Relative clauses Cohesive devices	Brackets, dashes, commas- for parenthesis.	Linking across paragraphs	Commas for clarity	Layout devices	Commas for clarity	Passive verbs Expanded noun phrases Relative clauses	Commas for clarity hyphens	

Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
Autumn	Mission Control							In your Element			Come Fly with Me! America.				
	A Wizard of Earthsea Fiction: To write an effective story opening.					I am Cat Poetry: To write a version of a poem.		Volcanoes Non fiction: To write pages about another topic.			A thief in the village Fiction: To write a story about a toy that the children really want.				
	Expanded noun phrases Relative clauses			Colons Commas		Layout devices		Expanded noun phrases Relative clauses Cohesive devices Layout devices		Commas for clarity brackets dashes	Cohesive devices		Commas for clarity		
Spring	Come Fly with Me! America.				Pharaoh Queen				Wars of the World						
	The Everyday Journeys of Ordinary Things Non fiction: To write a sequential explanation of the journey of an everyday thing				Chitty, Chitty, Bang, Bang & the race against time Fiction: To write own chapter for the book where Chitty visits another place in time				My Secret War Diary Non - fiction: To write own sequence of diary entries related to a time in history						
	Passive Relative clauses		Bullet points colons		Perfect form Expanded noun phrases		Brackets Dashes					brackets dashes			

	Cohesive devices Layout devices		Relative clauses			commas	
Summer	Go with the Flow	Reach Week	Full of Beans				
	The Ice Bear Fiction: To write a story that shows the links between animals/humans/earth	The Sea Poetry: To write your own extended metaphor poem	RSPB Non fiction: To write own persuasive letter about an issue of importance to each child	Flood Fiction: To write the story of Flood			
	Expanded noun phrases Layout devices		Commas for clarity Layout devices	Expanded noun phrases Modal verbs Relative clauses Cohesive devices		Passive verbs Expanded noun phrases Relative clauses	Commas for clarity hyphens