



At Bilston Church of England Primary School, we believe that all pupils should be able to confidently communicate their unique voice, growing language and diverse experiences through their writing. We want all pupils to acquire a wide vocabulary, a solid understanding of grammar and to be able to spell new words by effectively applying their phonic knowledge, spelling patterns and rules they have learnt throughout their time at Bilston Primary School. We want them to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. The belief of all staff at Bilston Primary is that every child is encouraged to take pride in the presentation of their writing by developing a secure letter formation in Reception, leading to cursive style in Y1 and beginning a joined, handwriting style in Y2. All writers will evaluate, edit and improve their writing at an age-appropriate level. All children will then develop their independence as a writer.

Our ambitious writing curriculum is built around units of work that follow a mastery approach. Clear lesson plans and resources are linked to high quality texts, ensuring engaging and purposeful English lessons. The English curriculum contributes well to our overarching vision of community, aspiration and 'Who am I?'. Each unit gives opportunities for children to master vocabulary, grammar and punctuation skills; write across a range of genres, develop and improve oracy through spoken language activities including drama and presentations. Children are then encouraged to review and revisit previously taught genres for sticky knowledge and to allow them to write at length independently.

We have chosen our content carefully, to promote pupils' sense of identity and belonging in our Bilston Community. Skills in grammar, sentence cohesion and writing composition have been carefully planned to build on each other year upon year as the curriculum becomes progressively more challenging. The books we have chosen incorporate diversity, challenge old ways of thinking and ensure children leave the school with a thorough understanding and appreciation of the diversity of British and world literature. Our English Curriculum aims to raise aspirations by being immersed in a plethora of high-quality texts to encounter a rich and varied range of vocabulary.

### EYFS

In EYFS our curriculum is very fluid and a range of opportunities for writing and mark making can be found in and around in the environment, the opportunities for writing around the outdoor area also mirror this. Children are immersed in a language rich environment and encouraged to speak in sentences. They are given opportunities for mark making through story and role play activities and encouraged to give meaning to the marks they make through discussion. They attempt letter formation in RWI lessons and other activities both indoors and in the outside environment support the development of their fine and gross motors skills.

#### The key skills introduced in EYFS are:

- The use of phonic knowledge to read and write words.
- Write some common irregular words.
- Write simple captions and sentences that can be read by themselves and others.
- Orally composing sentences and articulating ideas.
- Some words are spelt correctly and others are phonetically plausible

In Year 1, the main focus is to write fiction stories based on the texts they have read. In Year 1, the genres are sequenced to ensure each half-term is started with fictional writing and a 'hook' activity to immerse the children in the text. Children are hooked with resources and activities that encourages them to become fully engaged in the story. Children are slowly introduced to non-fiction genres once they have gained the knowledge required to be able to write from their personal experience. Children then build on skills they have learnt in EYFS and continue to develop these skills.

**The key skills introduced in Year 1 are:**

- Write simple narratives about personal experiences.
- Write three or more sentences in order to tell a story.
- Use statements, questions and commands in sentences.
- Use past and present mostly correctly.
- Use some co-ordinating conjunctions (and/but).
- Using spaces between most words.
- Use capital letters and full stops.
- Use question marks when needed.
- Write capital letters to the correct size and orientation.
- Spell Year 1 common exception words and spell other words phonetically.
- Can form lower case letters.

In Year 2, children build upon what they have learned when writing fiction stories and apply this knowledge to write moral fiction, an adventure story and a story with a focus on characters. They also build upon what they learned in Y1 by writing another recount in the form of a diary, based on the book 'Major Glad, Major Dizzy' by Jan Oke. New writing genres are introduced in Y2 when children write a non-chronological report about owls, following the study of 'The Owl who was afraid of the Dark' by Jill Tomlinson. In the summer term, children think deeply about Eco issues that are affecting our planet when reading, 'The Last Wolf' by Mini Grey and they write a letter in role to the Prime Minister urging change. In their writing, children will include detail and description to inform the reader. They will use the past tense consistently and include personal comments and their own viewpoint. Children will order events with adverbs of time. Apostrophes are introduced in Y2 for simple contracted forms and conjunctions for coordination and subordination are used when children write compound sentences.

In Year 3, children continue to embed and strengthen their ability to write fiction pieces. This time, they write fantasy stories in response to 'Winter's Child' by Graham Baker-Smith and historical fiction based on 'Stone Age Boy' by Satoshi Kitamura. Following the study of 'Journey' by Aaron Becker, children write an adventure story. They also write letters, information texts and a persuasive leaflet. When writing, children use a balance of description and opinion and a range of adverbs and prepositions. A range of past tense forms is used and children write in 1st person or 3rd person. Paragraphs and use of inverted commas to punctuate speech are introduced.

In Year 4, children continue to develop their fiction skills when writing in response to texts. Previous genres are revisited and writing an explanation text is introduced. Through their writing, children engage the reader through detailed description, including eye witness accounts as quotes and fronted adverbials to introduce or connect paragraphs. Children learn how to write an introductory paragraph including the 5Ws- who, what, where, when, why and how.

In Year 5, children continue to build upon prior learning whilst writing in genres. Children read 'Queen of the Falls' by Chris Van Allsburg and write a recount in the form of a series of diaries. New genres introduced are myth writing and a hybrid leaflet of persuasion and information. Children learn how to really engage the reader through use of description,

feelings and opinions. They create cohesion through use of a range of adverbs and adverbials and write in consistent tense using a range of verb forms. The 5Ws- who, what, where, when and how and included and information writing concludes with a clear summary.

In Year 6 children enter their final year of primary school by reading 'Star of Fear, Star of Hope, by Jo Hoestlandt and respond by writing a flashback story and information text. They study the classic novel, 'The Selfish Giant' by Oscar Wilde and respond by writing classic fiction and explanation texts. This year, children are taught journalistic writing and narrative and biography.

## The writing cycle

### Week 1



### Week 2



