

The Bishop Harvey Goodwin Writing Curriculum Plan



Composition - articulating ideas and structuring them in speech and writing

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Cycle A	EYFS ELG	Year 1/2	Year 3/ 4	Year 5	Year 6
Write with purpose This concept involves understanding the purpose or purposes of a piece of writing.	Write simple phrases and sentences that can be read by others.	Y1 - Say out loud what they are going to write about Y1 - Sequence sentences to form short narratives. Y2 - Write for a variety of purposes (including narratives about personal experiences and those of others – real and fictional, write about real events, write poetry) Y2 - Consider what to write before beginning by: planning or saying ideas aloud, writing ideas or key words, encapsulating what they are going to say- sentence by sentence. Y2 - Write, review and improve with the teacher and other pupils.	Discuss writing similar to that which they are planning to write (to learn from its structure, vocabulary and grammar. Discuss and record ideas to plan. Use the main features of a type of writing (identified in reading). Use techniques used by authors to create characters and settings. Compose and rehearse sentences orally, including dialogue, progressively building a rich and varied vocab (English NC appendix 2) Plan, write, edit and improve.	Identify the audience for writing. * Choose the appropriate form of writing using the main features identified in reading. * Plan, draft, write, edit and improve. *	Repeated objectives from Year 5 *
Use imaginative description This concept involves developing an appreciation of how best to convey ideas through description.	Write simple phrases and sentences that can be read by others.	Y1 -Use names of people, places and things. Y1 -To use verbs correctly. Y1 -Use nouns and pronouns for variety. Y2 -Use expanded noun phrases Y2 -Use adverbs for extra detail. Y2 - Use well-chosen adjectives to add detail.	Create characters, settings and plots. Use alliteration effectively. Use similes effectively. Use a range of descriptive phrases including some collective nouns.	Use the techniques that authors use to create characters, settings and plots. * Create vivid images by using alliteration, similes, metaphors and personification. * Interweave descriptions of characters, settings and atmosphere with dialogue. * Consider how authors have developed characters and settings in what ch read. *	Repeated objectives from Year 5 *

				Use expanded noun phrases to convey complicated information concisely. * Use model verbs or adverbs to indicate degrees of possibility. *	
Organise writing appropriately This concept involves developing an appreciation of how best to convey ideas through description.	Write simple phrases and sentences that can be read by others.	Y1 -Compose a sentence orally before writing it Y1 -Re-read writing to check it makes sense, Y2 -Re read to check for sense, including verbs to indicate time are used correctly and consistently (inc continuous form). Y2 -Proof read to check for errors in spelling, grammar and punctuation.	Use organisational devices such as headings and sub headings. Evaluate and edit the effectiveness of own work and to propose changes to grammar and vocab to improve consistency and accurate use of pronouns Y3 -Use the perfect form of verbs to mark relationships of time and cause. Y3 - Use connectives that signal time, shift attention, inject suspense and shift the setting. Y3 - Use direct speech. Year 4 - To use commas for cohesion.	Note, develop and research ideas from similar writing models. * Guide the reader by using a wide range of devices to build cohesion within and across paragraphs. * Use further organisational and presentational devices, including a range of connectives. * Choose effective grammar and punctuation. * To use adverbials and conjunctions to link ideas. Draft write by selecting appropriate grammar and vocab and know how this can effect meaning. * Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun *	Repeated objectives from Year 5 * Ensure correct use of tenses throughout a piece of writing.
Use paragraphs This concept involves understanding how to group ideas so as to guide the reader.			Organise paragraphs around a theme.	Write paragraphs that give the reader a sense of clarity. * Write paragraphs that make sense if read alone. * Write cohesively at length, precisising longer passages *	Repeated objectives from Year 5 *
Use sentences	Write simple phrases and sentences that can be read by others.	Write so that other people can understand the meaning of sentences.	Use a mixture of simple, compound and complex sentences.	Relative clauses, modal verbs, relative pronouns, brackets, parenthesis, a mixture of active	Repeated objectives from Year 5 *

appropriately This concept involves using different types of sentences appropriately for both clarity and for effect.		Vary the way sentences begin. Convey ideas sentence by sentence. Y1 - Sequence sentences to form short narratives. Y1 - Join words and clauses using 'and' Y2 -Join sentences with conjunctions and connectives (when, if because)	Y3 -Use expanded noun phrases. Y3- Write sentences that include: conjunctions, adverbs, direct speech, punctuated correctly, clauses, adverbial phrases.	and passive voice, a clear subject and object, hyphens, colons and semi colons, bullet points. Use passive verbs to affect the presentation of information in a sentence. * Use the perfect form of verbs to mark relationships of time and cause. *	
Transcription -spelling and handwriting					
Present neatly This concept involves developing an understanding of handwriting and clear presentation. Bubble writing progression in skills.docx	Write recognisable letters, most of which are correctly formed	Y1 -Sit correctly and hold a pencil correctly. Y1 - Begin to form lower-case letters correctly. Y1 - Form capital letters. Y1 - Form digits 0-9. Y1 - Understand letters that are formed in similar ways (handwriting families). Y2 - Form lower-case letters of a consistent size. Y2 -Begin to use some of the strokes needed to join some letters and understand which letters are best left unjoined. Y2 -Write capital letters and digits of consistent size and orientation, in relation to each other and lower case letters..	Pupil should be taught to use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent are best left un-joined. Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.	Write fluently and legibly with increasing speed. * Choosing which shapes of letter to use when given choices and deciding whether or not to join specific letters * Choosing the writing implement that will best suit a task *	Repeated objectives from Year 5 *
Spell correctly This concept	Spell words by identifying sounds in them and representing	Y1 -Spell words containing 40+ learned phonemes.	Pupils should learn to spell new words and have plenty time to practice them (non stat).	Distinguish between homophones and other words that are often confused. *	Repeated objectives from Year 5 *

involves understanding the need for accuracy spag-long-term-map-oct-2022.pdf	the sounds with a letter or letters	Y1 -Spell common exception words and the days of the week. Y1 - Name letters of the alphabet in order. Y1- Use letter names to describe spellings of words. Y1- Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). Y1- Use the prefix un. Y1 - Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. Year 1 and 2 - Use spelling rules (see appendix 1 NC). Year 1 and 2 - Write simple sentences dictated by the teacher. Y2-Continue to spell by segmenting words into phonemes and represent them with the correct graphemes. Y2-Learn some new ways to represent phonemes (learning words with each spelling, including common homophones). Y2 -Learn to spell common exception words correctly. Y2 -Spell contraction words correctly (can't, don't).	Pupils need sufficient kn of spelling in order to use a dictionary efficiently. Y3 - Use prefixes and suffixes and understand how to add them (NC English appendix 1). Spell further homophones correctly. Spell correctly often misspelt words (NC English appendix 1). . Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Proof read for spelling errors. Y3 - Word families. English Appendix 1 - Spelling.pdf	Use further prefixes and suffixes * Spell some words with silent letters * Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. * Use dictionaries to check spelling and meaning of words. * Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. * Use a thesaurus. * Spell the vast majority of words correctly. * Proof read for spelling errors. * Recognising vocabulary and structures that are appropriate for formal speech and writing (inc subjunctive forms) * English Appendix 1 - Spelling.pdf	English Appendix 1 - Spelling.pdf
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		Y2 -Add suffixes to spell longer words (-ment, -ness, -ful and -less, -ly). Y2 -Use the possessive apostrophe. (singular) (for example, the girl's book) Y2- Distinguish between homophones and near-homophones. T-L-5089-Common-Exception-Words-Years-1-and-2-Word-Mat ver 2.pdf			
Punctuate accurately This concept involves understanding that punctuation adds clarity to writing spag-long-term-map-oct-2022.pdf		Y1 -Leave spaces between words. Y1 - Use simple connectives including the word 'and' to join words and sentences. Y1 -Begin to punctuate sentences using a capital letter and full stop, question mark, or exclamation mark. Y1 -Use a capital letter for the name of people, places, the days of the week and I. Use both familiar and new punctuation correctly, y1 -including full stops, capital letters, exclamation marks, question marks, y2 -commas for lists and spelling words in their contracted form (using apostrophes for contracted forms) Y2-Use sentence es with different forms: statement, question, exclamation and command.	Develop understanding of writing concepts by: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Proof read for punctuation errors. Include and punctuate direct speech. Y3 -Using the present perfect form of verbs in contrast to the past tense. Y3 - Using conjunctions, adverbs and prepositions to express time and cause. Y4 -Using fronted adverbials, followed by a comma. Y4 - Place the possessive apostrophe accurately in words with regular and irregular plurals.	Using expanded noun phrases to convey complicated information concisely * Using modal verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Use commas to clarify meaning or avoid ambiguity in writing * Using hyphens to avoid ambiguity * Using brackets, dashes or commas to indicate parenthesis * Using semi-colons, colons or dashes to mark boundaries between independent clauses* Using a colon to introduce a list * Punctuating bullet points consistently * Proof read for punctuation errors *	Repeated objectives from Year 5 * Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using passive verbs to affect the presentation of information in a sentence. Using the perfect form of verbs to mark relationships of time and cause.

Analysis and presentation

Analyse writing This concept involves understanding how grammatical choices give effect and meaning to writing. spag-long-term-map-oct-2022.pdf		Use and understand grammatical terminology in discussing writing: Year 1 – terminology - word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. Year 1 - grammar to be introduced - plural noun, suffix, verb, prefix, words, sentence, (simple) clause, pronoun, Year 2 – terminology - Use and understand grammatical terminology in discussing writing: verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. Year 2 – grammar to be introduced-statement, question, exclamation, command, expanded noun phrases (the blue butterfly), present and past tenses, subordination (when, if, that, or, because) and coordination (or, and, but). To use and understand the grammatical terminology outlined in NC English appendix 2 when discussing their writing.	Use and understand grammatical terminology when discussing writing and reading (NC English Appendix 2): Year 3 - word family, consonant, vowel, conjunction, adverb, preposition, direct speech, inverted commas (or ‘speech marks’), prefix (e.g. super, anti, auto), introduce to paragraphs, headings, sub headings, present perfect verbs, clause, subordinate clause Year 4 – plural and possessive s, verb inflections (were/was, did/done), expanded noun phrases (that adjective noun and prep phrase) pronoun, possessive pronoun, adverbial. Determiners, fronted adverbials, paragraphs around a theme, varied nouns and pronouns for cohesion and to avoid repetition, inverted commas and other punctuation for speech, apostrophes for plural possession, commas after a fronted adverbial, determiner, possessive pronoun, adverbial, pronoun	Assess the effectiveness of their own writing. * Propose changes to vocabulary, grammar and punctuation to enhance meaning * Ensure consistent and correct use of tense throughout a piece of writing * Ensure correct subject and verb agreement * Use and understand grammatical terminology when discussing writing and reading (NC English appendix 2): Year 5 - relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity Year 5 content to be <u>introduced</u>: • converting nouns or adjectives into verbs using suffixes • verb prefixes dis, de, mis, over and re • relative clauses • adverbs and modal verbs to indicate a degree of possibility • devices to build cohesion • link ideas across paragraphs using tense choices and adverbials of time, place, number • brackets, dashes or commas (for parenthesis) • commas to clarify meaning/avoid ambiguity	Repeated objectives from Year 5 * Year 6 - active and passive voice, subject and object, hyphen, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points Year 6 content to be <u>introduced</u>: • Vocab choices for informal speech • Synonyms and antonyms • use of passive to affect the presentation of info in a sentence • the difference between structures typical of informal speech and those appropriate for formal speech and writing (eg use of question tags, use of subjunctive) • link ideas across paras using a wider range of cohesive devices (repetition of a word, grammatical connections, adverbials, ellipsis) • structure texts using layout devices (headings, sub headings, columns, bullets, tables) • mark boundary of an indt clause using use of semi colon, colon, dash
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					• use of colons to introduce a list and semi colon within a list • bullet points to list information • how use of hyphens to avoid ambiguity
Present writing This concept involves learning to reflect upon writing and reading it aloud to others.	Write simple phrases and sentences that can be read by others.	Y1 - Read aloud writing clearly enough to be heard by peers and the teacher. Y1 -Discuss what they have written with the teacher or other pupils Y2 - Read aloud writing with appropriate intonation.	Read aloud writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform compositions, using appropriate intonation, volume and movement so meaning is clear. *	Repeated objectives from Year 5 *

Cycle A	EYFS / Year One	Year Two / Three	Year Three / Four	Year Five	Year Six
Autumn <i>Who am I ?</i> <i>How should we act and be ?</i> Talk for Writing - https://www.talk4writing.com/	The Snail and the Whale Model – The story of Charlie Journey Poetry – Sounds good (Fantastic first poems) Judith Nicholls Non-Fiction - Charlie's Diary Genre- Diary The Dark Model- Three Billy Goats Gruff Defeating the Monster Poetry – Here is the nose (Twinkle, Twinkle chocolate bar) Clyde Watson	The Reluctant Dragon Model – Kassim and the Dragon Story Type - Fantasy Setting description Poetry – Once upon a time by John Agard (Puffin book of utterly brilliant poetry) pg 124 Non-Fiction –News break dragon spotted or mystery coin found Genre: news report (for tv or radio) The Fox Model – Jack and the Beanstalk Beating the Monster Character Description Poetry – Weeping Woman by Namin, Foreda, Roison and Shahana Shapla School (Paint me a poem) pg25	The Queen's Nose Model – the Kings of the Fishes Wishing Openings and endings Poetry – Sea...Creatures by Wes Magee (Deep in the Green Wood) Non-Fiction – Poppy's Diary / Li's diary from king of the fishes Genre – Diary The Wolves in the Wall Model The Manor House Suspense Poetry - In the Castle of Gloom by Wes Magee (Deep in the Green Wood) Non-Fiction - How to travel safely through a forest	Fiction - Street Child Model Text – Nightmare Man Suspense Poetry – The fear („Lost magic) by Brian Moses Non-Fiction – Early memories of reading Genre- Autobiography Varjak Paw Model Text – Zelda Setting and Suspense Poetry – One moment in Summer (the works 4) David Harmer Non-Fiction – How to look after a pet unicorn (rain cat) Genre – instructions	Goodnight Mr Tom Model text – The Tunnel Historical / Fear Poetry – Non-Fiction – Rocketeer rescue mystery Genre – Newspaper report Platform 13 Model Text – The Time Slip Scarab Portal Poetry – Non-Fiction - How to make a canopic jar or how to mummify a body Genre: instructions

	Non-Fiction – How to trap a dragon Genre – instructions	Non-Fiction – How to trap a troll (giant) Genre – Instructions	Genre: instructions		
Spring <i>What do we want and need to succeed?</i>					
Summer <i>How can we get along together ?</i>					