

Writing Curriculum

Langford, Wilberforce & Fulham
Primary Schools



Langford Primary
The best in everyone™
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Wilberforce Primary
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Fulham Primary School
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Aims:

- Experience writing a range of different genres;
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- Pupils know the impact writing can have on different audiences.

Our Curriculum:

- Our writing curriculum has been inspired by a range of different approaches, from The Writing Revolution to Talk for Writing. We have developed our sequenced curriculum which follows have our own writing learning journey (see separate document).
- It is expected that pupils write across the curriculum.
- Each writing genre has a medium-term plan which outlines the learning journey and teachers have further resources which they use.

EYFS and KS1

Team	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
N	The Colour Monster		Jack and the Beanstalk	Three Little Pigs	Dot the Fire Dog	Police Officers on Patrol	We Completely must Go to London	The Town mouse and the Country Mouse	The Very Hungry Caterpillar	Jaspers Beanstalk	Rainbow Fish	Tiddler
R	Giraffes Can't Dance	Funnybones	In the castle – making a brochure	George and the Dragon	Supertato	Elliot the Midnight Superhero	Man on the Moon	Aliens Love Underpants	Errol's Garden	Oliver's Vegetables	The Lighthouse Keeper's Lunch	Snail and the Whale
1	Writing a sentence	To Entertain	To Entertain	To Entertain	Questions and exclamation	To Inform	To Entertain	To Entertain	To Persuade	To Entertain	To Inform	Writing revision
		Acrostic poem (Seasons)	Narrative (Sequencing Lonely beast)	Character Description (Lonely Beast)		Instructions (How to make a jellyfish)	Talk for writing narrative (Little red hen)	The Lonely Giant	Travel Leaflet-London	Descriptive poem-European Landmark	Factual Report Europe	<ul style="list-style-type: none"> - Full sentences - Exclamation marks - Question marks
2	To Entertain	To Entertain	To Inform	To Entertain	To Entertain	To entertain	To inform	To Entertain	To Persuade	To Inform	To inform	Writing Revision
	Acrostic poem-Langford Learning	Character description (Paddington Bear)	Instructions (What to do in a fire)	Gorilla narrative	Magic box poem	Fantasy Narrative (an adventure in the Enchanted Wood)	Newspaper article-GFOL	Diary entry (from London on the day of the fire)	Travel Leaflet-Australia	Factual report The Truth about Trolls	Factual Report (Oceania)	<ul style="list-style-type: none"> - Full sentences -Exclamation marks -question marks - Commas - Noun phrases -Apostrophes

KS2

Team	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
3	To Entertain	To Inform	To Entertain	To persuade	To Entertain	To inform	To Entertain	To persuade	To Entertain	To Inform	To persuade	Writing Revision
	If I had wings poetry	Report (Pre-historic Britain)	Fantasy (Match stick girl)	Leaflet Langford/Wilberforce Primary School	Sound Poem	Biography of an Egyptian Pharaoh	Twisted Fairy tales	Letter of persuasion – The Day the Crayons quit. Duncan's response.	Fables – write own example	A factual report (Rainforest)	Travel leaflet Rio	- inverted commas for speech -prepositions -conjunctions
4	To Entertain	To Inform	To Entertain	To Persuade	To inform	To Discuss	To entertain	To inform	To Persuade	To Entertain	To inform	Writing Revision
	Poetry- Nature Trail	Letter writing - to the poet	Dragon narrative (myths and legends)	Persuasion – to go and watch a live show	Guide for learning timetables	Review of show	Narrative – writing ending – Puff of smoke.	Instructions – Teacher pleaser	Travel Leaflet- Tokyo	The King of the Fishes	Factual report (Asia)	- apostrophes -inverted commas for speech -fronted adverbials
5	To Entertain	To inform	To discuss	To Entertain	To inform	To Entertain	To Persuade	To Entertain	To Persuade	To Inform	To Persuade	Writing Revision
	Poetry - my dog has no manners	Letter writing – to the poet	Balanced Argument (cats or dogs)	Narrative – Purple Eyed Stranger	Factual report – Roman Invasion	Narrative – Way Home (re-telling)	To sell a house	The arrival – retelling from refugee coming to country	Travel leaflet - New York	Factual Report (Rivers)	Speech writing – Head boy/girl	- modal verbs -relative pronouns -Brackets, dashes or commas to indicate parenthesis
6	To Entertain	To Inform	To Entertain	To inform	To discuss	To Persuade	To Entertain	To discuss	To Persuade	To Entertain	To Inform	To Inform
	Poetry (Storm tiger)	Instructions How to play Netball	Narrative – Suspense	Biography (Darwin)	Recount of art/short film/book – Sayers Croft	Persuasion (persuasive letter - Chessington)	Narrative – Misery	Balanced Argument – mobile phones	Travel leaflet - Kenya	Narrative (the piano)	Letter to Year 7 teacher	Autobiographies (production)

Handwriting Overview

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nelson Handwriting Scheme of Work							
<ul style="list-style-type: none"> • Produce a controlled line • Produce pre letter shapes – vertical (top to bottom) and horizontal lines (left to right). • Produce pre letter shapes – anti-clockwise circle. • Produce pre letter shapes – diagonal lines (top to bottom) and x. • Write some or all of their name. • Write some letters accurately. • Use some of their print and letter knowledge in their early writing. 	<ul style="list-style-type: none"> • Write some or all of their name. • Write some letters accurately. • Begin to use finger spaces. • Form lower-case and capital letters correctly. • Develop accuracy with letter formation, including letter size. • Form most letters accurately. • Form most letters accurately and of a consistent size. 	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters consistently • form digits 0-9 consistently • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) • leave spaces between words. 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch). 	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <input type="checkbox"/> choosing which shape of a letter to use when given choices <input type="checkbox"/> deciding whether or not to join specific letters <input type="checkbox"/> choosing the writing implement that is best suited for a task. 		

Beyond KS2:

Reading and writing at key stage 3 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information. Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. They should be taught to write for a variety of purposes and audiences across a range of contexts. This requires an increasingly wide knowledge of vocabulary and grammar. Opportunities for teachers to enhance pupils' vocabulary will arise naturally from their reading and writing. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils should be taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. Teachers should build on the knowledge and skills that pupils have been taught at key stage 2. Decisions about progression should be based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic development is more advanced should be challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice.

[KS3 National Curriculum Programme of Study](#)