



Brown's C of E Primary School, Horbling

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Curriculum Intent for English

English Writing

At Horbling Brown's, we aim to produce writers who can express ideas and emotions for a wide range of purposes and audiences. Through high-quality class texts and engaging experiences children are inspired to write imaginative, informative or persuasive texts. We aim for children to have a wide range of high-level vocabulary and an appreciation of the nuances of the English language which they can apply in English, and across other curricula.

We aim to build a writing community in classrooms from EYFS to Upper Key Stage 2, and deploy a consistent approach to the teaching and learning of writing, whether the pupils be writing to teach, persuade/influence, entertain, reflect or make records.

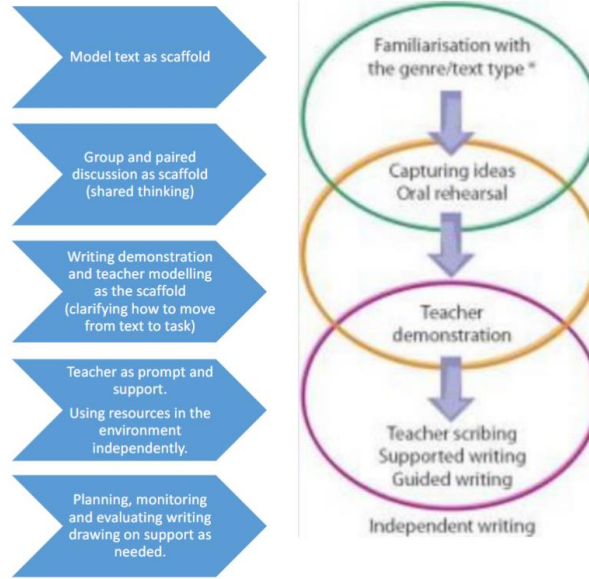
The school values of 'courage' and 'hope' can be seen as drivers for the curriculum as we encourage children to have the courage to strive for excellence in writing and have hope that timely feedback will help them to improve their writing.

We aim to help children to become successful and confident writers by embedding handwriting, spelling grammar and editing throughout each year group. Successes are celebrated and errors are seen as a positive step on a learning journey.



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How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in English builds.

Baseline	End of Autumn 2	End of Spring 2	End of Summer 2
<p>Telling an adult what they have drawn or painted; Recognising a capital letter at the start of their name;</p> <p>Identifying sounds from own name in other words;</p> <p>Ascribing meaning to other marks, like on signage; starting to write identifiable shapes and Letters;</p> <p>Drawing lines and circles in the air, on the floor or on large sheets of paper;</p> <p>Using tools for mark making with control; Gripping using five fingers or preferably two fingers and thumb for control;</p> <p>Copying shapes, letter and pictures.</p>	<p>Beginning to form lowercase and capital letters correctly; Being more confident in writing identifiable shapes and letters;</p> <p>Segmenting and blending the sounds in simple words and naming sounds;</p> <p>Spelling words by identifying the sounds and then writing the sound with letter/s;</p> <p>Talking about sentences and starting to write short phrases/captions</p>	<p>Using their phonic knowledge to write words in ways which match their spoken sounds;</p> <p>Writing some irregular common words;</p> <p>Writing simple captions/sentences which can be read by themselves and sometimes by others;</p> <p>Spelling small, familiar words correctly and making phonetically plausible attempts at more complex words;</p> <p>Re-reading what they written to make sure it makes sense.</p>	<p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>



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<p>KEY TEXTS</p> <p>A range of High-quality texts have been chosen which are progressive throughout the year, teach specific vocabulary and skills and can be used alongside children's interests and own ideas. Texts are chosen weekly and may change from those outlined to follow specific need and interests.</p>	<p>On the way home by Jill Murphy Five Minutes Peace by Jill Murphy Cottonwool Colin by Jeanne Willis Perfectly Norman by Tom Percival The Scarecrow's Wedding by Julia Donaldson Room on the Broom by Julia Donaldson</p> <p>Non-Fiction All about families/ All about Diversity by Felicity Brooks and Mar Ferrero</p>	<p>Owl Babies by Martin Waddell The owl who was afraid of the dark by Jill Tomlinson One Snowy Night by Nick Butterworth Stickman by Julia Donaldson</p> <p>Whatever Next by Jill Murphy Goodnight Moon by Margaret Wise Brown</p> <p>Non-fiction Night-time Animals</p>	<p>Goldilocks and the Three Bears Mr Wolf's Pancakes by Jan Fearnly The Three Billy Goats Gruff Little Red Riding Hood Six Dinner Sid by Inga Moore (Maths)</p> <p>Non-fiction Castles</p>	<p>The Tiny Seed by Eric Carle The Giant Jam Sandwich by Janet Burroway The Extraordinary Gardener by Sam Boughton Farmer Duck by Martin Waddell</p> <p>Non-fiction How to grow a seed</p>	<p>Gecko's Echo by Lucy Rowland The Slightly annoying elephant by David Walliams Elmer by David McKee Mrs Armitage on Wheels by Quentin Blake</p> <p>Non-fiction</p>	<p>Mr Gumpy's Outing by John Burningham The Rainbow Fish by Marcus Pfister Tiddler by Julia Donaldson Billy's Bucket by Kes Gray</p> <p>Non-fiction Big Blue Whale by Nicola Davies</p>
<p>POETRY BASKET</p> <p>Children hear and enjoy poems and rhymes daily. They discuss or learn a new poem each week. Children will have</p>	<p>Everybody has a name Ask Mummy, Ask Daddy – John Agard One, Two, Three, Four - Anon I'm an apple – Clive Riche Autumn Woods – James S Tippett The Wizard Said by Richard Edwards</p>	<p>Good night, good night - Dennis Lee Star light, star bright – Traditional The Dark – Adrain Henri Going to sleep – Ian McMillan My Teddy has a fright - Charles Thompson 5 Little Owls - Anon</p>	<p>Porridge is bubbling – Anon Honey Bear – Elizabeth Lang If I could only take home a snowflake – John Agard Breakfast – PH Kilby There was an old woman – Traditional</p>	<p>The Pancake – Christine Rossetti Soggy Greens - John Cunliffe Dinnertime Rhyme – June Crebbin Peas – Anon Hen's Song – Rose Fyleman The Tickle Rhyme – Ian Serrailier</p>	<p>Places – John Travers Moore Tiger – Mary Ann Hoberman Little Bird – Charlotte Zolotow Higglety, Pigglety, Pop – Unknown Kitty – Doug MacLead Cats – Eleanor Farjeon</p>	<p>Holiday Memories – June Crebbin Summer Song – John Ciardi Summer Days – Anne English Kite – Anon Sometimes – Lilian Moore Busy day – Micheal Rosen</p>



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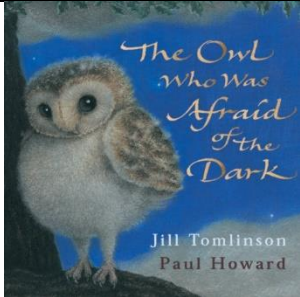

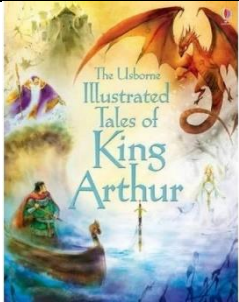
<p>access to a class poetry book to share the poems that they have learnt</p>			<p>Giant – Clive Webster</p>			
<p>WRITING OPPORTUNITIES Emergent writing Composition Vocab, grammar and punctuation. Transcription Spelling- GPC recognition, oral segmenting Segmenting for spelling Handwriting (see also PD-fine motor skills) Planning - Say aloud what they are going to write about Drafting - Compose a phrase/sentence orally before they write it Evaluating and Editing – Read back and discuss what they have written with the teacher and other pupils</p>	<p>Mark making for purpose Name Writing (NF) Label family members (NF) Label character pictures</p>	<p>Speech bubbles for characters Captions about Nocturnal animals (NF) Label picture map of Horbling (Link UW NF) List writing (Link UW Christmas NF)</p>	<p>Captions or sentences to re-tell part of a learnt story (T4W) Character Wanted Posters writing words/simple phrases to describe the character Simple instructions to make porridge (NF)</p>	<p>Captions or sentences to re-tell/Innovate part of a story Simple explanation of lifecycle (NF) Simple instructions to plant a seed (NF) Rhyming strings/Innovate Humpty Dumpty rhyme (P)</p>	<p>Sentences to re-tell/innovate the beginning/middle/end of a simple story Fact file about an animal (NF) - Labelling Animal features (Link UW NF) Writing a letter to another school</p>	<p>Story writing (Re-tell/Innovate/Independent application) Description of The Rainbow Fish Postcard from a holiday destination (NF) -Summer Senses Poem (P) Writing a letter to Year 1 Teacher/Children</p>



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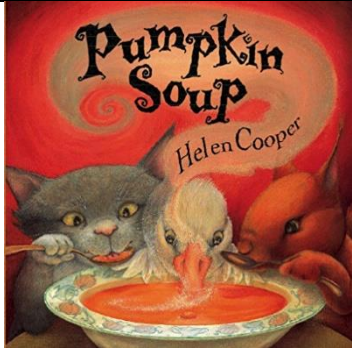
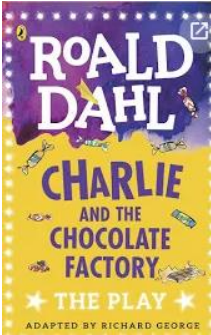
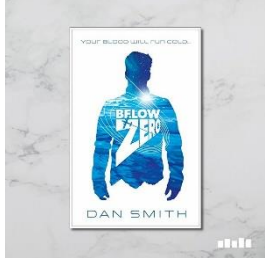
Cycle A

		Y1/2	Y3/4	Y5/6
Autumn 1	Text			
	Purpose	Writing to entertain	Writing to entertain	Writing to entertain
	Outcome	Children write lists and labels of all the things the owl sees in the dark and labels of how the dark is described in the story.	Children retell a well-known fairy tale from an alternative viewpoint. Character descriptions Newspaper report	Children to retell a traditional tale or legend of King Arthur fighting a monster. Character and setting descriptions. Newspaper report on the Battle between King Arthur and the monster.
	Grammar and punctuation	Capital letters and full stops Question marks and exclamation marks Conjunctions 'and,' 'or,' 'but'	Use a range of pronouns Use fronted adverbials with a comma	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Use devices to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time.



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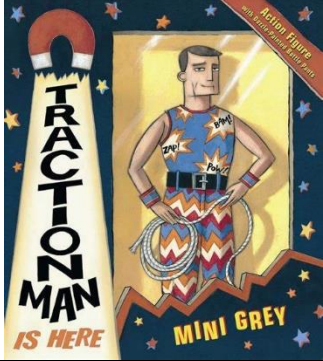
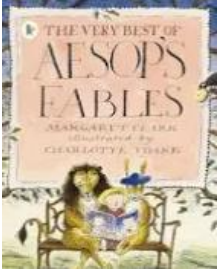
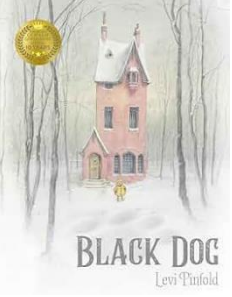
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				Using commas to clarify meaning or avoid ambiguity in writing Understand use of synonyms and antonyms
		Y1/2	Y3/4	Y5/6
Autumn 2	Text		Roald Dahl playscripts 	
	Purpose	Writing to Inform	Writing to entertain	Writing to inform Writing to persuade
	Outcome	Write instructions of how to make Pumpkin soup Calligram poem	Setting descriptions Poetry	Arctic Story. Persuasive linked to climate change and the melting ice caps.
	Grammar and punctuation	Homophones Expanded noun phrases Apostrophes in contracted words	Fronted adverbials Prepositions Apostrophes for possession	Using semi-colons, colons or dashes to mark boundaries between independent clauses. Brackets, dashes or commas to indicate parenthesis Use of semi colon, colon and dash to mark the boundary between independent clauses.



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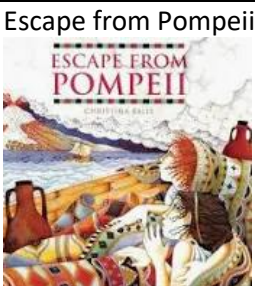
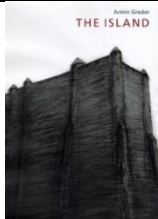
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				<p>Indicate degrees of possibility using adverbs or modal verbs.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Indicate grammatical and other features by: punctuating bullet points consistently</p> <p>Degrees of probability using adverbs.</p>
		Y1/2	Y3/4	Y5/6
Spring 1	Text		<p>The very best of Aesop's fables</p> 	
	Purpose	Writing to entertain	Writing to entertain	Writing to entertain
	Outcome	Character descriptions of a new Super hero to work with Traction Man	To create a fable in the style they have read about. Grammar	Writing to create suspense. Re-writing the story creating tension.



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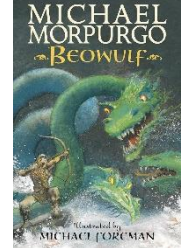
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		<p>Recount of where Traction Man has been on his journey</p> <p>Grammar – Present tense, nouns and proper nouns, Adjectives, use of progressive form of verbs in the present tense to mark actions.</p>	<p>Speech punctuation - introduction to commas to punctuate direct speech.</p>	<p>Grammar: Using brackets, dashes or commas to indicate parenthesis.</p> <p>Degrees of probability using adverbs.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Using commas or hyphens to clarify meaning or avoid ambiguity.</p> <p>Converting nouns or adjectives into verbs using suffixes.</p>
		Y1/2	Y3/4	Y5/6
Spring 2	Text			
	Purpose	<p>Writing to entertain Writing to inform</p>	<p>Writing to entertain Writing to inform</p>	<p>Writing to entertain Writing a diary entry</p>
	Outcome	<p>Postcards written from personal experiences of days out/holidays.</p>	<p>Diary entry Information text about volcanoes.</p>	<p>Diary writing of the man's journey to the island. Letter home from the man on the island to his family.</p>



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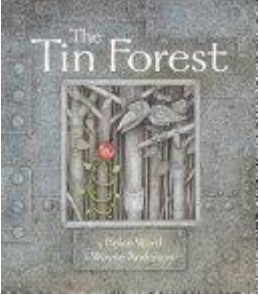

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		Non-chronological reports about Meerkats		
	Grammar and punctuation	Past tense Apostrophes for possession Subordination and coordination	Headings and sub headings Use of paragraphs around a theme Fronted adverbials/ conjunctions and adverbs	Using brackets, dashes or commas to indicate parenthesis Use structures of formal and informal speech. Link ideas across paragraphs using cohesive devices. Difference between vocabulary of informal speech and vocabulary appropriate for formal speech and writing.
		Y1/2	Y3/4	Y5/6
Summer 1	Text	Gravity	The lost thing 	
	Purpose	Writing to inform Writing to entertain	Writing to entertain	Writing to entertain
	Outcome	Newspaper article Space Limerick	Character description Story telling	Retelling of an ancient myth. Newspaper report on the slaying of Beowulf.



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	Grammar and punctuation	Suffix forming nouns – er, ment and ness. Rhyming words AABBA	Speech punctuation Fronted adverbials Apostrophes to mark plural possessions	Using brackets, dashes or commas to indicate parenthesis. Bullet points to help list information. Link ideas using cohesive devices. Use of the passive to affect the presentation of information in a sentence. Using expanded noun phrases to convey complicated information concisely.
		Y1/2	Y3/4	Y5/6
Summer 2	Text		The tin forest 	
	Purpose	Writing to inform Writing to persuade	Writing to inform	Writing to entertain Writing to inform



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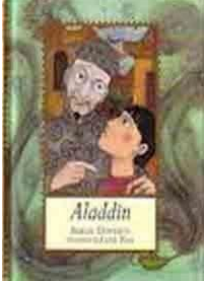
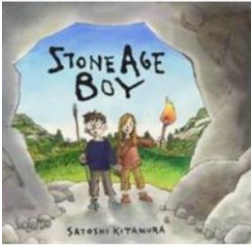
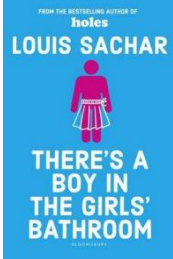
	Outcome	Rewrite the story with a different animal that swallows Stanley Information poster about looking after our seas (focusing on plastic) Letter to gov?	Newspaper report Letter to local MP about forests.	Re-write fight scene to create tension. Non-chronological report on the Valkyries
	Grammar and punctuation	Suffix er and est Suffixes - Ful and less.	Formal writing structures Past tense Direct speech and indirect speech. Paragraphs	Link ideas across paragraphs using cohesive devices. Using brackets, dashes or commas to indicate parenthesis. Layout devices such as sub-headings, columns and headings to structure text. Punctuation of bullet points to list information.

Cycle B



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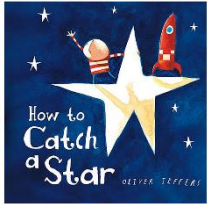
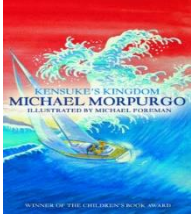
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		Y1/2	Y3/4	Y5/6
Autumn 1	Text			
	Purpose	Writing to entertain	Writing to entertain	Writing to inform
	Outcome	Character description Write a simple retelling of the traditional tale with a coherent beginning, middle and end.	Character description Alternative ending	Formal letter Persuasive Writing
	Grammar and punctuation	Capital letters and full stops	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use of prepositions with commas Expanded noun phrases Introduction to paragraphs	Use of layout devices such as headings, sub-headings and bullet points. Use of modal verbs or adverbs to indicate degrees of possibility. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms



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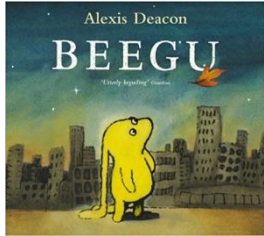
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				Indicate grammatical and other features by: punctuating bullet points consistently
		Y1/2	Y3/4	Y5/6
Autumn 2	Text		Walter Tull/ The dragon machine 	
	Purpose	Writing to entertain Writing to inform	Writing to inform	Writing to Entertain Writing to explain
	Outcome	Poetry Write a set of instructions of 'How to catch a star.'	Instruction text Non chronological report	Description of being lost at sea. Letters home of being lost on the desert island. Explanation text about the Ocean.
	Grammar and punctuation	Commas in lists (y2) Suffix ing and ed	Adverbs of time Use of commas after fronted adverbials Bullet points Use of headings and sub-headings	Using modal verbs or adverbs to indicate degrees of possibility Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity in writing



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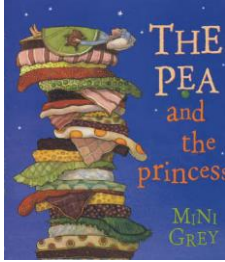
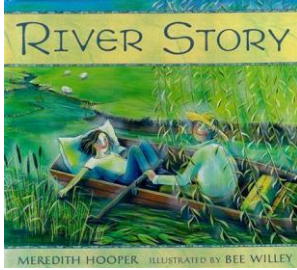
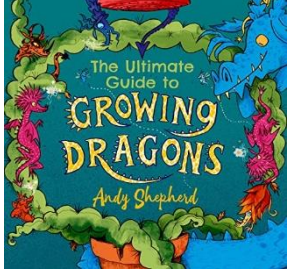
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				Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
		Y1/2	Y3/4	Y5/6
Spring 1	Text			
	Purpose	Writing to inform	Writing to persuade Writing to entertain	Writing to persuade. Writing to Discuss
	Outcome	A letter to Beegu Recount of Beegu landing on this planet	A letter A character description	Persuasive letter encouraging people to take in evacuees. War time Speech Discussion Text debating whether evacuation should have been an expectation for all.
	Grammar and punctuation	Sentence demarcation – capital letters, full stop, exclamation and question mark.	Indicating possession by using the possessive apostrophe with plural nouns Formal tone	Using modal verbs or adverbs to indicate degrees of possibility. Linking ideas across paragraphs using a wider range of cohesive



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		Y2 - Range of conjunctions for subordination and coordination. Suffixes er, est and ly.	Use of present perfect form of verbs	devices. E.g. on the other hand, in contrast. Use passive verbs to affect the presentation of information in a sentence Using commas to clarify meaning or avoid ambiguity in writing. Use the perfect form of verbs to mark relationships of time and cause Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
		Y1/2	Y3/4	Y5/6
Spring 2	Text			
	Purpose	Writing to entertain	Writing to entertain	Writing to inform.



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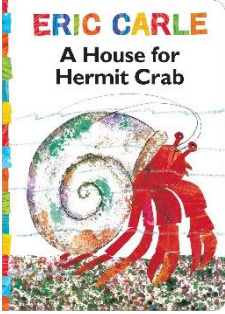
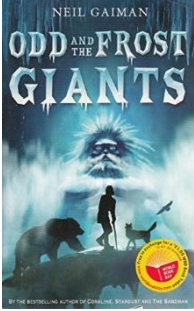
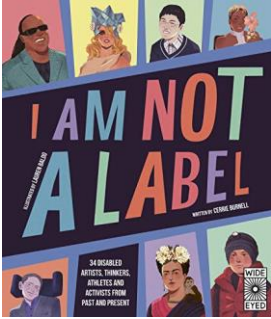
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			Writing to inform	Writing to entertain.
	Outcome	Retell of a traditional tale from a different character viewpoint. Alternative endings	Poetry A setting description What a river is	Explanation of how to keep a dragon on Earth. Autobiographical story of being the dragon being on Earth.
	Grammar and punctuation	Capital letters, full stops, exclamation marks, letter spacings. Sentence openers Use of conjunctions. Y2 – expanded noun phrases to describe Use of past tense. Apostrophes in contracted words	Fronted adverbials for place and time using fronted adverbials – followed by a comma Expanded noun phrases use of prepositions and noun phrases	Using brackets, dashes or commas to indicate parenthesis Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list.
		Y1/2	Y3/4	Y5/6



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Summer 1	Text			
	Purpose	Writing to inform	Writing to inform Writing to entertain	Writing to inform Writing to entertain
	Outcome	Report about Hermit crabs Retelling of the story	Report on Norse Gods Diary entry	Biography of a unique individual's experience focused on a 'disability' and how they have overcome this.
	Grammar and punctuation	Use and to join two clauses together. Es or s plural Commas in lists Y2 - Commas in expanded noun phrases and lists. Consistent use of present tense.	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use of headings and subheadings.	Using passive verbs to affect the presentation of information in a sentence. Using commas to clarify meaning or avoid ambiguity in writing Use hyphens to avoid ambiguity.
		Y1/2	Y3/4	Y5/6



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Summer 2	Text			
	Purpose	Writing to entertain	Writing to entertain Writing to inform	Writing to entertain
	Outcome	Re-tell a creation myth. To write and create their own creation myth – including an animal, a moral and a description of how they became 'just so'.	To retell the story from a differing viewpoint	Retelling of a Viking myth. Description of a Viking and their battle working on incorporating dialogue and action.
	Grammar and punctuation	Sequence sentences to form short narratives Prefix un Y2 – use conjunctions for subordination. Consistent use of past and present tense.	using the present perfect form of verbs in contrast to the past tense Using and punctuating direct speech	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Using brackets, dashes or commas to indicate parenthesis.



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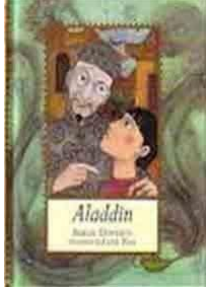
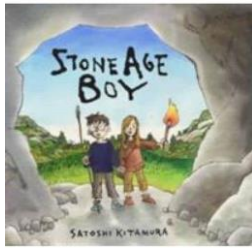
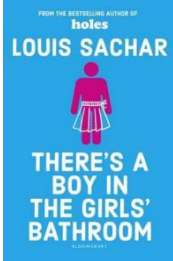
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				<p>How hyphens can be used to avoid ambiguity e.g. man-eating shark.</p> <p>Use of semi-colon, colon and dash to mark the boundary between independent clauses.</p>
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		Y1/2	Y3/4	Y5/6
Autumn 1	Text			
	Purpose	Writing to entertain	Writing to entertain	Writing to inform
	Outcome	Character description Write a simple retelling of the traditional tale with a coherent beginning, middle and end.	Character description Alternative ending	Formal letter Persuasive Writing
	Grammar and punctuation	Capital letters and full stops	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use of prepositions with commas Expanded noun phrases Introduction to paragraphs	Use of layout devices such as headings, sub-headings and bullet points. Use of modal verbs or adverbs to indicate degrees of possibility. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms



Brown's C of E Primary School, Horbling

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				Indicate grammatical and other features by: punctuating bullet points consistently
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