



St. Stephen's Junior School

Curriculum Overview English Writing

Curriculum Intent:

We aim to provide each child with the experience of a rich and culturally profitable Writing curriculum, underpinned by highly inspirational texts or other media, carefully selected for each topic of study.

Our approach is guided by the pedagogical method of 'slow writing' (based upon Jane Considine's 'The Write Stuff'). The curriculum has been designed to ensure that all children are able to access writing lessons at an appropriate level for their ability within a whole class setting. Each sequence of lessons is designed to equip children with the necessary writing skills required to write independently and to accurately evidence what they are able to achieve without scaffolded support. This provides us with an accurate means of assessment for writing and ensures that there is systematic progression and consistency across the school that clearly builds on prior learning.

The curriculum is varied and balanced to ensure that children are exposed to a wide range of different genres including fiction and non-fiction, preparing them for writing beyond KS2. We also offer a wide range of stimulating experiences, both inside and outside of the classroom, to further spark our pupils' imaginations for writing.



Progression in learning:

To ensure a progression and development in English Writing, children will be exposed to a range of genres repeatedly throughout their time at the school to allow them to showcase their learning. In each lesson, the children are taught to utilise different aspects of ‘the writing rainbow,’ which covers a diverse selection of literary techniques, grammatical structures and builds a broad and deep vocabulary base to inform their writing. As the children progress through the school they incorporate an increasing range more independently.

An example of this progression is shown below:

Year 3 Expected

Spell most words from the Spelling Shed spelling scheme correctly.
 Spell correctly most words from the Year 3 list (red).
 Letters are becoming consistent in size.
 Writing is legible
 Writing is usually sufficiently spaced so ascenders & descenders do not meet.
 Starting to join letters where appropriate.
 Write to suit purpose showing some features of the genre being taught.
 Write chronological narratives with a beginning, middle & end.
 Describe characters, setting & plot with some interesting details.
 Use conjunctions (when, while, before, after, so, because), adverbs (then, next, soon, therefore) & prepositions (before, after, in, during, because of) to show time place and cause.
 With support, use direct speech within writing.
 To use ‘a’ & ‘an’ correctly.
 Use the present perfect form of the verb instead of the simple past.
 Organise sections around a theme with support of a writing scaffold.
 Start using features of non-narrative writing with support (title and subheadings).
 Use verb tenses consistently & correctly throughout their writing.
 Use of inverted commas to show direct speech.
 Use apostrophes for contractions.
 Use apostrophes for singular noun possession.

Year 6 Expected

Spell correctly most words from the Year 5 & 6 list (Green/Blue).
 Maintain legibility in joined handwriting when writing at speed.
 Write effectively for a range of purposes, selecting language that shows good awareness of the reader (e.g. use of first person in a diary, direct address in instructions & persuasive writing).
 In narratives, describe characters, setting & atmosphere.
 Integrate dialogue in narratives to convey character & advance the action.
 Select vocabulary & grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
 Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time & place, pronouns, synonyms) within & across paragraphs.
 Use verb tenses consistently & correctly throughout their writing.
 Use the range of punctuation taught in KS2 mostly correctly (e.g. inverted commas, semi-colons, colons, dashes etc).