

# Hawley Primary School Writing Curriculum Overview 2022 - 2023



EXPERIENTIAL

COMMUNITY

CREATIVITY

RESPONSIVE

		Writing							
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing outcomes	<b>FICTION</b>	<u>ENTERTAIN</u>	<u>ENTERTAIN</u>	<u>ENTERTAIN</u> Character description Setting description Retell familiar stories	<u>ENTERTAIN</u> Character description Setting description Narrative retelling	<u>ENTERTAIN</u> Character description Setting description Narrative retelling 1st person narrative	<u>ENTERTAIN</u> Character description Setting description Narrative retelling Dialogue 1st person narrative Play script	<u>ENTERTAIN</u> Character description Setting description Narrative retelling Dialogue 1st person narrative 3rd person narrative Play script	<u>ENTERTAIN</u> Character description Setting description Narrative retelling Dialogue 1st person narrative 3rd person narrative Genre narrative
	<b>NON FICTION</b>	<u>INFORM</u>	<u>INFORM</u>	<u>INFORM</u> Recount Letter Non-chronological report Instructions <u>EXPLAIN</u> Science report	<u>INFORM</u> Recount Diary Letter Non-chronological report Instructions <u>EXPLAIN</u> Science report	<u>INFORM</u> Recount Diary Letter Non-chronological report Instructions Newspaper report <u>EXPLAIN</u> Explanation text <u>PERSUADE</u> Persuasive texts (advert/letter)	<u>INFORM</u> Diary Letter (informal/formal) Non-chronological report Instructions Newspaper report Biography <u>EXPLAIN</u> Explanation text Scientific report <u>PERSUADE</u> Persuasive texts (advert/letter) <u>DISCUSS</u> Debate (spoken)	<u>INFORM</u> Diary Letter (informal/formal) Non-chronological report Instructions Newspaper report Biography Autobiography <u>EXPLAIN</u> Explanation text Scientific report <u>PERSUADE</u> Persuasive texts (advert/letter/brochure) <u>DISCUSS</u> Debate (spoken)	<u>INFORM</u> Diary Letter (informal/formal) Non-chronological report Instructions Newspaper report Biography Autobiography Memoir <u>EXPLAIN</u> Explanation text Scientific report <u>PERSUADE</u> Persuasive texts (speech) <u>DISCUSS</u> Debate (spoken) Balanced argument

# Hawley Primary School Writing Curriculum Overview 2022 - 2023



## EXPERIENTIAL

## COMMUNITY

## CREATIVITY

## RESPONSIVE

<p><b>Poetry</b></p>	<p>Exposure Listening with enjoyment</p>	<p>Exposure Listening with enjoyment Shape</p>	<p>Acrostic Shape Riddle Free verse</p>	<p>Acrostic Shape Riddle Free verse Diamonte Haiku Limerick</p>	<p>Acrostic Shape Riddle Free verse Diamonte Haiku Limerick Kenning</p>	<p>Acrostic Shape Riddle Free verse Diamonte Haiku Limerick Kenning Narrative</p>	<p>Acrostic Shape Riddle Free verse Diamonte Haiku Limerick Kenning Narrative</p>	<p>Acrostic Shape Riddle Free verse Diamonte Haiku Limerick Kenning Narrative Sonnets</p>
<p><b>Composition</b></p>			<p>Say out loud what they are going to write about</p> <ul style="list-style-type: none"> <li>▪ Compose a sentence orally before writing it</li> <li>▪ Sequence sentences to form short narratives</li> <li>▪ Re-read what they have written to check that it makes sense</li> <li>▪ Discuss what they have written with the teachers or other pupils</li> <li>▪ Read their writing aloud clearly enough to be heard by their peers and the teacher</li> <li>▪ Begin to develop an awareness of 'The Reader' by making relevant choices about subject matter and choosing appropriate vocabulary</li> </ul>	<p>Write narratives about personal and others' experiences (real or fictional)</p> <ul style="list-style-type: none"> <li>• Write about real events</li> <li>• Write simple poetry</li> <li>• Write for different purposes.</li> <li>• Plan or say out loud what they are going to write about, including writing down ideas and/or key words and new vocabulary.</li> <li>• Writes down ideas and key words before writing</li> <li>• Encapsulate what they want to say, sentence by sentence</li> <li>• Evaluate their writing with the teacher and other pupils</li> <li>• Re-read to check that their writing makes sense and that</li> </ul>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Organise paragraphs around a theme.</li> <li>• Create settings, characters and plot</li> <li>• Use simple organisational devices e.g. headings and sub-headings</li> <li>• Assess the effectiveness of their</li> </ul>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Organise paragraphs around a theme.</li> <li>• Create settings, characters and plot</li> <li>• Use simple organisational devices e.g. headings and sub-headings</li> <li>• Assess the effectiveness of their</li> </ul>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Consider how authors have developed characters and settings</li> <li>• Select appropriate grammar and vocabulary to enhance and clarify meaning</li> <li>• Describe setting, characterisation and atmosphere</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Use a wide range of devices to build</li> </ul>	<p>Writing is appropriate to the audience and purpose.</p> <ul style="list-style-type: none"> <li>• Writing uses the appropriate form.</li> <li>• Develop characterisation, setting and atmosphere.</li> <li>• Dialogue used to develop character and advance action.</li> <li>• Select appropriate grammar and vocabulary to enhance and clarify meaning.</li> <li>• Build cohesion within and across paragraphs.</li> <li>• Organisational and presentational devices used to structure writing and guide the reader.</li> <li>• Assess the effectiveness of their own and others'</li> </ul>

# Hawley Primary School Writing Curriculum Overview 2022 - 2023



## EXPERIENTIAL

## COMMUNITY

## CREATIVITY

## RESPONSIVE

				<p>verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> <li>• Proofread to check for errors in spelling, grammar and punctuation</li> <li>• Read writing aloud with appropriate intonation to make the meaning clear</li> <li>• Begin to develop an awareness of who they are writing for</li> </ul>	<p>own and others' writing and suggest improvements</p> <ul style="list-style-type: none"> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Proofread for spelling and punctuation errors</li> <li>• Read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>• Begin to adjust the writing to suit 'The Reader's' needs</li> </ul>	<p>own and others' writing and suggest improvements</p> <ul style="list-style-type: none"> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Proofread for spelling and punctuation errors</li> <li>• Read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>• Awareness of 'The Reader' and adapt writing accordingly</li> </ul>	<p>cohesion within/across paragraphs.</p> <ul style="list-style-type: none"> <li>• Use further organisational and presentational devices to structure text and guide the reader</li> <li>• Assess the effectiveness of their own and others' writing</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarity meaning</li> <li>• Ensure consistent and correct use of tense throughout a piece of writing</li> <li>• Ensure correct subject and verb agreement</li> <li>• Proofread for spelling and punctuation errors.</li> <li>• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>	<p>writing.</p> <ul style="list-style-type: none"> <li>• Verb tense is consistent and correct throughout.</li> <li>• Subject and verb agreement is accurate.</li> <li>• Proofread for spelling and punctuation errors.</li> <li>• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>
<b>Vocabulary</b>			<u>Punctuation</u> Begin to punctuate sentences using a capital letter and a	<u>Punctuation</u> o full stops o capital letters o exclamation marks	<u>Punctuation</u> o full stops o capital letters o exclamation marks	<u>Punctuation</u> o full stops o capital letters (titles and languages)	<u>Punctuation</u> o correct speech punctuation for all speech	<u>Punctuation</u> o correct speech punctuation for all speech
<b>Punctuation</b>								
<b>Grammar</b>								

# Hawley Primary School Writing Curriculum Overview 2022 - 2023



## EXPERIENTIAL

## COMMUNITY

## CREATIVITY

## RESPONSIVE

				<p>full stop, question mark or exclamation mark</p> <ul style="list-style-type: none"> <li>• Use a capital letter for names of people, places, days of the week and the personal pronoun 'I'</li> </ul> <p><u>Grammar</u></p> <p>Leave spaces between words</p> <ul style="list-style-type: none"> <li>• Join words and sentences using 'and'</li> </ul>	<p>o question marks</p> <p>o commas to separate items in a list</p> <p>o apostrophes for contracted forms and singular possession.</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Use sentences with different forms: statement, question, exclamation, command</li> <li>• Use expanded noun phrases to describe and specify</li> <li>• Use the present and past tense correctly and consistently including the progressive form e.g. she is drumming, he was shouting</li> <li>• Use coordination with: 'and', 'but', 'or'</li> <li>• Use subordination with: 'when', 'if', 'that', 'because'</li> <li>• Use some features of written Standard English</li> </ul>	<p>o question marks</p> <p>o commas to separate items in a list</p> <p>o apostrophes for contracted forms and singular possession.</p> <p>o inverted commas for direct speech</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an umbrella</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'</li> <li>• Use the present perfect form of verbs in contrast to the past tense e.g He has gone out to play contrasted with He went out to play</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Express time, place and cause using:</li> </ul>	<p>o exclamation marks</p> <p>o question marks</p> <p>o commas for lists</p> <p>o apostrophes for contracted forms and singular possession.</p> <p>o inverted commas for direct speech</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an umbrella</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'.</li> <li>• Use the present perfect form of verbs in contrast to the past tense e.g He has gone out to play contrasted with He went out to play.</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Express time, place and cause using: - conjunctions: as,</li> </ul>	<p>o commas to clarify meaning or avoid ambiguity</p> <p>o hyphens to avoid ambiguity</p> <p>o brackets, dashes or commas for parenthesis</p> <p>o colon to introduce a list or speech in playscripts</p> <p>o semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>o bullet points for a list</p> <p>o ellipsis</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Formal and informal vocabulary and structures including passive and subjunctive.</li> <li>• Use perfect form of verbs to mark relationships of time and cause.</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility.</li> </ul>	<p>o commas to clarify meaning or avoid ambiguity</p> <p>o hyphens to avoid ambiguity</p> <p>o brackets, dashes or commas for parenthesis</p> <p>o colon to introduce a list or speech in playscripts</p> <p>o semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>o bullet points for a list</p> <p>o ellipsis</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Formal and informal vocabulary and structures including passive and subjunctive.</li> <li>• Use perfect form of verbs to mark relationships of time and cause.</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility.</li> </ul>
--	--	--	--	--	--	--	--	--	--

# Hawley Primary School Writing Curriculum Overview 2022 - 2023



## EXPERIENTIAL

## COMMUNITY

## CREATIVITY

## RESPONSIVE

						<ul style="list-style-type: none"> <li>- conjunctions: e.g. while, so, until, although, even if</li> <li>- adverbs: e.g. soon, yesterday, always, now, inside</li> <li>- prepositions: e.g. because of, below, through, beside, with</li> <li>• Use fronted adverbials + comma</li> </ul>	<ul style="list-style-type: none"> <li>since, unless, however, even though</li> <li>- adverbs: here, therefore, frequently, everywhere</li> <li>- prepositions: underneath, against, atop, from, towards</li> <li>• Use fronted adverbials + comma</li> </ul>	<ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun.</li> <li>• Use cohesive devices within a paragraph e.g. then, after that, this, firstly.</li> <li>• Use adverbials of time (e.g. later), place (e.g. nearby) and number/sequence (e.g. secondly) or tense choices (e.g. he had seen her before).</li> </ul>	<ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun.</li> <li>• Use cohesive devices within a paragraph e.g. then, after that, this, firstly.</li> <li>• Use adverbials of time (e.g. later), place (e.g. nearby) and number/sequence (e.g. secondly) or tense choices (e.g. he had seen her before).</li> </ul>
	<b>Handwriting</b>			<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <ul style="list-style-type: none"> <li>▪ Begin to form lower case letters in the correct directions, starting and finishing in the right place</li> <li>▪ Form capital letters</li> <li>▪ Form digits 0-9</li> <li>▪ Understand which letters belong to which handwriting 'families'</li> </ul>	<p>Form lower-case letters of the correct size relative to one another</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• Use spacing</li> </ul>	<p>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</p> <ul style="list-style-type: none"> <li>• Increase the legibility, consistency and quality of their handwriting: Ensure that lines of writing are spaced sufficiently so that ascenders and descenders don't touch</li> </ul>	<p>Confidently use diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> <li>• Increase the legibility, consistency and quality of their handwriting: Ensure that the downstrokes of letters are parallel and equidistant</li> </ul>	<p>Write legibly, fluently and with increasing speed</p> <ul style="list-style-type: none"> <li>• Choose which shape of a letter to use when given choices and deciding, as part of their personal styles, whether or not to join specific letters</li> <li>• Choose the writing implement that is best suited for a task</li> </ul>	<p>Write legibly, fluently and with increasing speed.</p> <ul style="list-style-type: none"> <li>• Recognise when to use an unjoined style: e.g. for labelling a diagram or data, writing an email address or for algebra e.g. capital letters for filling in a form</li> <li>• Choose the writing implement that is best suited for a task.</li> </ul>

# Hawley Primary School Writing Curriculum Overview 2022 - 2023



**EXPERIENTIAL**

**COMMUNITY**

**CREATIVITY**

**RESPONSIVE**

					between words that reflects the size of the letters				
--	--	--	--	--	---	--	--	--	--