



The English (Writing) Curriculum at Sheepscombe Primary School

The Sheepscombe School Community believes that:

The Sheepscombe community believes that writing goes hand in hand with reading and that being able to write well and for different purposes gives children a strong sense of agency. We also believe that children are natural storytellers and that self-expression, through writing and the arts, brings pleasure that encourages learning. The way our curriculum is thematically planned provides a myriad of opportunities to write in many different genres with a variety of readers in mind. Writing for many difference purposes is not only about developing technical skills, but is key to giving voice to one’s own ideas and recognizing communication as an agent for change. We believe that inspiration for writing needs to come from the world around us, and our local environment, including Forest School, provides inspiration, as well as carefully chosen, diverse and relevant non-fiction, fiction and poetry. Throughout the school, writing is modelled, sometimes collaborative, as in lyric writing for Music workshops, and the results are always celebrated. Pupils learn what it is to be an author, meeting and working with published writers, through the Reading Teachers =Reading Pupils programme, visitors to the school and attendance at events and workshops at the Cheltenham Literature Festival. Regular Writing for Pleasure session [allow children to develop their own voices and to recognise the power of words.

National Curriculum – Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:read easily, fluently and with good understanding; develop the habit of reading widely and often, for both pleasure and information; acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language appreciate our rich and varied literary heritage; write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences; use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas; are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading: transcription (spelling and handwriting)composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils’ competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting

National Curriculum – Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Early Years Foundation Stage

We believe that the skills of mark making are an important component of the Early Years Foundation Stage. We give lots of opportunities for mark making and early writing within EYFS through lots of fun and playful activities. We work at a large scale for example using brushes on walls outside and at a fine motor level. To develop finger strength in preparation for writing, we take part in activities like manipulating play dough, completing puzzles and threading beads. We give lots of opportunities to develop core strength and ‘muscle isolation’, a crucial first step towards writing.Children move through stages in their mark making and gradually muscle control becomes more defined. Our children love to retell favourite stories and events and to learn new stories. We capture these through mark making at the child’s level. We help children to develop pencil control and to form letters starting in the right place and moving in the right direction. Our Little Lambs children are not expected to achieve conventional spelling patterns, it is the attempt that counts, and the realisation that marks have meaning. In Reception, once grapheme correspondences and some tricky words are known children are encouraged to use them in their writing. We support children’s composition by reading stories, talking to children as well as encouraging role play. We support children to share their ideas and help them to develop an understanding of how sentences are formed..Our children regularly participate in Helicopter Stories. This programme involves adults scribing children’s stories verbatim and then acting them out with their peers, facilitated by an adult. This method, along with the stories and poems that support it, aids in the development of storytelling skills and inspires emergent writing and the capturing of ideas and stories on paper. Oral composition and being able to structure ideas in speech before transcription is a key skill that we foster.

In EYFS and KS1 all children will: be taught and have time to explore the fundamentals of writing starting with mark making and moving on to accurate letter formation and sentence formation to use when writing. By the end of year 2 we are aiming for children to write fluently and independently with legible and (where possible) joined handwriting. Children write for pleasure, take part in weekly news writing and write to inform using different text types, making good use of cross curricular opportunities for writing. We visit the library and the literature festival to visit published authors and see word in print and other curriculum visits as a platform for writing. We make writing practical, purposeful and fun for our children so that they can develop confidence in their writing skills, whatever their age and stage.

In Key Stage 2 all children will: be aiming to write fluently and confidently across the full range of text types by the end of year 6; we create a writing culture where writing is regular, purposeful and most importantly enjoyable; we recognise that writing can be undertaken for many purposes and gives children opportunity to use their ever widening vocabulary, grammar and knowledge of linguistic conventions; we provide teaching and resources that reflect an appreciation of our literary heritage, using high quality texts , including those from other cultures as s stimulus for writing as well as making cross curricular and real-life links to write for other purposes. Speaking and listening, reading and spelling skills are an integral part of what makes a good writer and we make use of every opportunity to meet and work with writers and authors in our community and to undertake relevant trips and visits, which we use as a stimulus for writing

Merlin Class				Kestrel Class		Eagle Class	
Little Lambs	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children in Nursery will know that : -print has meaning -print can have different purposes -we read and write English text from left to right and from	Handwriting I can hold a pen or pencil with a correct tripod grip (in almost all cases) I can begin to show accuracy and care when I am drawing. I can start letters in the right place	Handwriting I can show good posture & correct pencil grip I can form LC letters in the correct direction, starting and finishing in the right place I can form capital letters	Handwriting I can form lowercase letters of the correct size relative to one another I can start using some diagonal / horizontal strokes when adjacent to one another,	Handwriting I can use the diagonal and horizontal strokes that are needed to join letters I can understand which letters, when adjacent to one another, are best left unjoined	Handwriting I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters Composition	Handwriting I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters Composition	Composition I can plan independently, swiftly and in detail to produce coherent well developed texts I can plan using the success criteria for different purposes of writing and for different audiences

top to bottom Drawing enjoy drawing freely. add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Make marks on their picture to stand for their name Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name. Speaking and Listening. Oral Composition Engage in extended conversations about stories, learning new vocabulary Engage in extended conversations about things that interest me Engage in extended conversations about things I have done Orally compose a story or part of a story	I can form the lower case letters accurately almost all of the time I know the Little Wandle rhymes for creating each lower case letter I can write all of my name Composition I can use phonic knowledge to write words in ways which match my spoken sounds. I can write some irregular common words. I can write sentences which can be read by myself/ others. Some words I write are spelt correctly and others are phonetically plausible. Speaking and Listening I can participate in 1-1, small group and class discussions I can offer my own ideas, using recently introduced vocabulary. I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses I can make use of conjunctions in my speaking, with modelling and support from their teachers I listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. I can make comments about what I have heard and ask questions to clarify my understanding. I can hold a conversation back-and-forth exchange with my teachers and peers. Comprehension I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. I can anticipate (where appropriate) key events in stories. I can create my own story I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	I can use finger spaces between words (not NC) Composition I can plan what I am going to write orally I can write a sequence of sentences to form short narratives I can re-read my writing and it makes sense SPAG and vocabulary I can use capital letters in the right place I can use full stops in the right place I can use ‘and’ sentences to join two ideas I can use list and sentences I can use question marks in the right place I can use an exclamation mark Speaking and Listening I can read aloud clearly enough to be heard by my peers / teacher	I can write capital letters and digits of the correct size, relative to lower case letters I can use finger spacing relative to letter size My handwriting is easy to read Composition I can PLAN by rehearsing sentences aloud & jotting down ideas / key words I can COMPOSE texts for different purposes recounting my own and others experiences I can IMPROVE by making simple additions, revisions I can EDIT spelling, grammar and punctuation (NC p21) with help SPAG and vocabulary I can use contracted apostrophes I can use singular possessive apostrophes I can use ESQ sentences: exclamation, statement, question, I can use tick-toc fronted adverbials I can use 2A sentences (expanded noun phrases to describe / specify) I can use present and past tenses in the correct context I can use progressive forms I can use when and if sentences (subordinating conjunctions) I can use BOBs sentences to coordinate ideas Speaking and Listening I can read aloud using intonation to make the meaning clear. I can read aloud at approximately 90 words per minute	I can increase the legibility, consistency and quality of my handwriting (see NC p28) Composition I can, with help, plan using model structures I am beginning to compose my writing into paragraph by grouping ideas I am beginning to compose texts using different types of sentence I can use headings & sub-headings to organise non-fiction writing. I can compose narrative with interesting settings I can compose narrative by describing characters I am beginning to explain how I can improve my work I can edit my spellings and punctuation with greater independence SPAG and vocabulary I can use FAN BOYS sentences I can extend my range of tick toc fronted adverbials I can tick tock + comma I can use ellipsis I can use a double – ly sentence I can use ‘1 pair at the front’ I am beginning to use inverted commas for dialogue I can use the correct form article (a/an?)	I can plan texts using the success criteria for different purposes of writing I can plan developing initial ideas with detail My planning of setting, character and plot reflects what I have learnt from my reading I can compose paragraphs using a broader range of devices to build cohesion and detail within paragraphs I can compose narratives that start in different ways I can compose narratives integrating dialogue to convey character I can compose texts selecting vocabulary suitable for its purpose I can compose texts using presentational devices to structure texts which guide the reader [e.g. headings, topic sentences, bullet points, underlining] I am beginning to compose, recognising how grammar, punctuation and vocabulary, enhance meaning I can edit texts to ensure I have used tenses correctly and consistently I can evaluate and edit my work, making some additions or removing text to enhance the intended effect or purpose SPAG and vocabulary I can use short sentences for precision/tension I can use turn it into a person (personification) sentences I can use emotion word comma I can use De:De sentences I can use 3 examples sentences I can use the more, the more sentences I can use a range of Sheepscombe sentences within a text for effect I can use a colon to introduce a list I can use brackets, dashes or commas to indicate parenthesis I can use commas to clarify meaning or avoid ambiguity in writing	I can plan texts using the success criteria for different purposes of writing I can plan developing initial ideas with detail My planning of setting, character and plot reflects what I have learnt from my reading I can compose paragraphs using a broader range of devices to build cohesion and detail within paragraphs I can compose narratives that start in different ways I can compose narratives integrating dialogue to convey character I can compose texts selecting vocabulary suitable for its purpose I can compose texts using presentational devices to structure texts which guide the reader [e.g. headings, topic sentences, bullet points, underlining] I am beginning to compose, recognising how grammar, punctuation and vocabulary, enhance meaning I can edit texts to ensure I have used tenses correctly and consistently I can evaluate and edit my work, making some additions or removing text to make sure it makes sense I can evaluate and edit my work, making some additions or removing text to enhance the intended effect or purpose SPAG and Vocabulary I can use short sentences for precision/tension I can use turn it into a person (personification) sentences I can use emotion word comma I can use De:De sentences I can use 3 examples sentences I can use the more, the more sentences I can use a range of Sheepscombe sentences within a text for effect I can use a colon to introduce a list I can use brackets, dashes or commas to indicate parenthesis I can use commas to clarify meaning or avoid ambiguity in writing	I can, as a result, compose texts for a wide range of purposes and audiences I can compose texts, selecting vocabulary that shows a clear awareness of the purpose and audience I can compose texts where the grammatical structure mostly reflect the writing’s purpose (see STA exemplification materials) I can compose texts using a wide range of devices to build cohesion and detail within and across paragraphs I can compose narratives integrating dialogue to convey character and advance the action I can compose texts using further organisational and presentational devices to structure text and to guide the reader (see Eng. Prog. of Study) I can edit texts to ensure I have used tenses correctly and consistently I can evaluate and edit independently, altering vocabulary, grammar and punctuation to enhance effects and clarify meaning I can edit to ensure the consistent and correct use of tense throughout a piece of writing SPAG and Vocabulary I can recognise and use with confidence vocabulary and structures that are appropriate for formal speech and writing (e.g. subjunctive forms passive voice) I can use the perfect form of verbs to mark relationships of time and cause I can use expanded noun phrases to convey complicated information concisely I can use modal verbs or adverbs to indicate degrees of possibility I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun I can use hyphens to avoid ambiguity I can use a full range of Sheepscombe sentences for effect I can use semi-colons, colons or dashes to mark boundaries between independent clauses