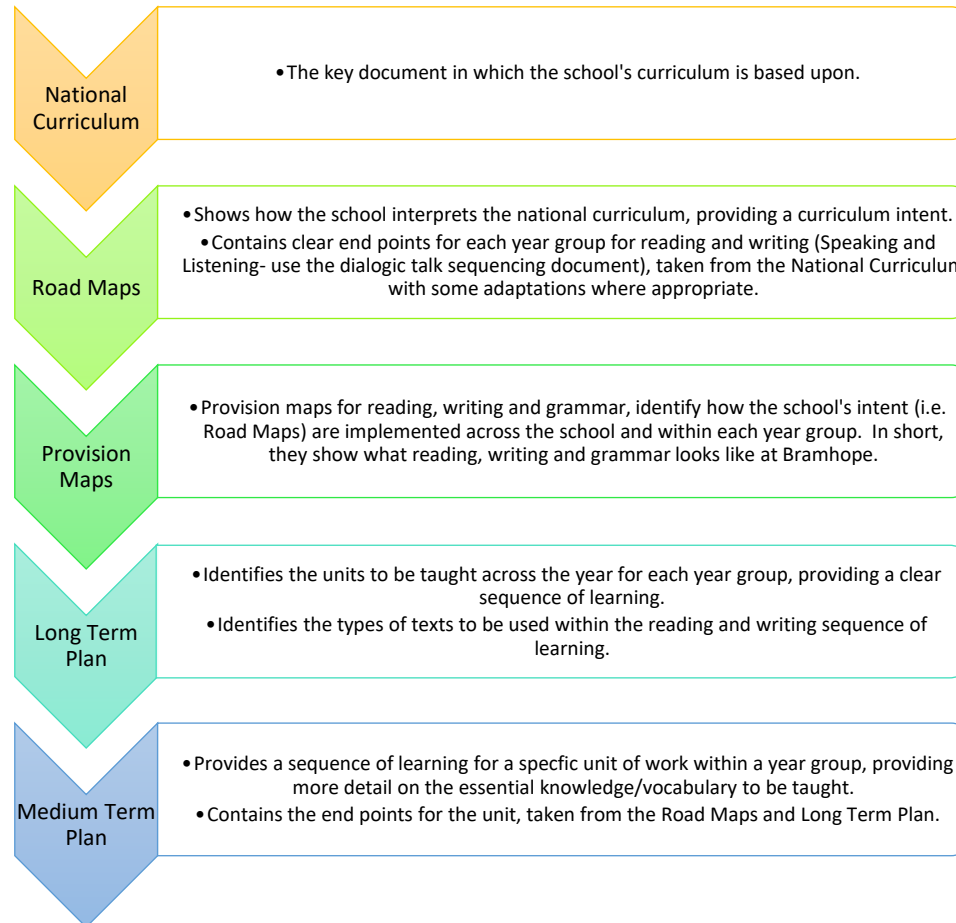




Bramhope Primary School Writing Curriculum





At Bramhope Primary School writing is taught daily following the national curriculum. We have based our curriculum on the following four purposes of writing:

Entertain: To entertain the reader often by evoking an emotional response. To write to capture and hold the attention of the reader making them feel happy, sad etc.

Inform: To explain, instruct and to give information to the reader.

Persuade: To argue a particular point of view to convince and persuade the reader.

Discuss: To present arguments and information from different viewpoints to help the reader draw conclusions based on the evidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Inspiring early writing to entertain and inform					
Year 1	Entertain	Entertain	Inform	Entertain	Inform	Entertain
Year 2	Entertain	Entertain	Inform	Entertain	Inform	Entertain
Year 3	Entertain	Inform	Entertain	Inform	Entertain	Persuade
Year 4						



Year 4/5	Entertain	Inform	Entertain	Discuss	Entertain	Persuade
Year 5/6	Entertain	Inform	Entertain	Discuss	Entertain	Persuade

Genre Coverage

	Entertain	Inform	Persuade	Discuss
Early Years	Providing a range of opportunities to inspire creative writing including orally composing stories leading to children starting to write words in sentences. Role play and poetry	Providing a range of opportunities to inspire informative writing including encouraging children to write: messages, labels and cards		
Year 1	Narrative Writing <ul style="list-style-type: none"> Write a story using a story structure Poetry	Instructions Letter Recount Report		
Year 2	Narrative Writing <ul style="list-style-type: none"> Write a story using a story structure Develop characters and settings Poetry	Instructions Letter Recount Report		
Year 3	Narrative Writing <ul style="list-style-type: none"> Write a story using a story structure 	Biographies Newspapers Factual reports	Letter Leaflet Brochure	



	<ul style="list-style-type: none">Develop characters and settingsInvestigating different story plots Poetry	Instructions	Guide	
Year 4	Narrative Writing <ul style="list-style-type: none">Write a story using a story structureDevelop characters and settingsInvestigating different story plots Poetry	Biographies Newspapers Factual reports Instructions	Letter Leaflet Brochure Guide	
Year 5 and 6	Narrative writing Revising previous objectives Writing story openings and endings Varying the formats (flash backs etc)	Biographies Newspapers Factual reports Instructions	Letter Leaflet Brochure Guide	Comparative letter Balanced argument

Text mapping

Each half term, teachers are provided with a list of suggested texts which include fiction, non fiction (linked to the topics), poetry and carefully chosen E and D (equality and diversity) texts. These books are chosen for their high quality use of language, plot, structure and illustration. The books become progressively more complex throughout the primary stages.

Planning a unit

In order to plan a unit the teacher refers to the following two key documents:

- Bramhope's writing road map – which details the key learning we teach at each phase.



- Bramhope’s unit planners (see example below)– which show the key knowledge and skills needed to teach each unit

Example unit planner

<p>Year 4</p>	<p>Narrative Writing</p> <ul style="list-style-type: none"> • Write a story using a story structure • Develop characters and settings • Investigating different story plots 	<p>Entertain</p>
<p>LKS2 Adverbials</p> <p>Soon Meanwhile As... The next day... Later... Carefully Without a thought...</p>	<p>LKS2 Conjunctions</p> <p>If When Because While As Until Whenever Once</p>	<p>Text Level Narrative:</p> <ul style="list-style-type: none"> • Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. • Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) <i>Some time later..., Suddenly..., Inside the castle...</i>; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood. • Use of paragraphs to organise ideas around a theme • Opportunities for comparing different forms of past tense (progressive and simple)
<p>Punctuation</p> <ul style="list-style-type: none"> • Revise all previous punctuation. .?! apostrophes and commas in a list. • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] • Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials • Use of commas after fronted adverbials 		<p>Sentence Level</p> <p>Use fronted adverbials to show how/when an event occurs <i>Without a sound... After a moment</i></p> <p>Use expanded noun phrases to add detail and description <i>...the dark gloomy cupboard under the stairs...</i></p> <p>Use nouns and pronouns for clarity and cohesion <i>They crept into King Arthur's great castle. Inside the castle</i></p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play contrasted with He went out to play</i>]</p> <p>Use subordinate clauses to add detail or context <i>Although Bob was scared, he prepared to enter the castle.</i></p> <p>Nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>) (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p>

Sequence of teaching within a unit



Reading and exploring the text

Using 'hook text' and examples of writing genres



Writer's toolkit: pupils are taught all the writing skills needed for the writing purpose



Planning, drafting and writing



Editing and publishing



Writing - Sequence of Teaching

1

Writing outcome

Identify writing outcome for the unit.
Reason: Why are they writing?
Audience: Who are they writing for?
Features: What are the features that need to be taught/included?
Tone: How do we want our writing to sound?

Refer the Writing LTP and Unit Planners

2

High-quality text

Identify high-quality text to support and inspire your writing outcome (may or may not be same genre).

Read as a reader - Can I explore and understand the text? Use VIPERs to support planning with a focus on 'staying in the story'.

Refer to Reading Road Maps

3

Writer's toolkit

Read as a writer - explicit teaching of the writing genre, features and SPAG.
Discuss and unpick model texts. Collect and extend vocabulary. Explicit teaching and practice of identified features and SPAG objectives.

Refer to Writing Road Maps

4

Capture and create

Capture ideas - research for non-chronological report, capture ideas for character, setting for narrative writing.
Plan - Select and sequence their content including key vocabulary and concepts where required.
Draft - Likely to begin with modelled, shared or guided writing before pupil's writing.
Edit - From class feedback, editing such focus on one or two key concepts well. Likely to be linked back to identified features/SPAG.
Publish - How the writing will be published depends on the R.A.F.T.



BRAMHOPE PRIMARY SCHOOL
COLLABORATIVE LEARNING TRUST

