

St Mary's Writing Curriculum



How We Teach Guide



Year 2 English long-term overview

| Term | Fiction | Non-fiction | Poetry | Grammar | Punctuation |
|---|--|---|--|---|--|
| 1 Dragons (Phonics Phase 5 Mastery) Year 2 spellings | George and the Dragon Cris Warewell (Retelling a story). | The Dragon Machine Helen Ward (Dragon information text). | Dragon poetry Autumn Leaves | Sentences that make sense. Statement sentences. Past tenses (retelling) Noun phrases and conjunctions (coord-sub) Conjunctions – (oc, and, but, if, that, because, when) | Super sentences, capital letters, finger spaces and full stops. Commas in a list |
| 2 Fairy Tales (Phonics Phase 5 Mastery) Year 2 spellings | Billy Goats Gruff (Character description. Retelling a story with j). | Jolly Christmas Postman Alan Ahlberg Meerkat Christmas Emily Gravett (Writing a letter to the troll / letters to Santa) | | Expanded noun phrases. Writing in the present tense. Sentences with questions and exclamation sentences Conjunctions – (oc, and, but, if, that, because, when) | Super sentences, capital letters, finger spaces and full stops. Exclamation sentences. Question sentences. |

At St Mary's we use a book-based approach to writing. Our core texts are mapped out on our long-term overviews and link to our Reading Spine. A fiction and non-fiction unit of writing is completed each half term with poetry taught at least twice per year. We follow the programmes of study for each year group in the National Curriculum which ensures progression and breadth.

Teachers then produce a medium-term plan to show what skills and short burst writes will be completed in each unit. Although the core texts will remain the same, teachers have autonomy to adapt medium term plans to suit the needs of their class.

| Term 2 | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|--|--|-----------|--|--|
| Week 1 31.10.22 | Stone Age Boy Narrative - setting description LF: Immersion in a text | Stone Age Boy Narrative LF: To box up the model text | No lesson | Stone Age Boy Narrative LF: To empathise with the character | Stone Age Boy Narrative Short burst LF: To write a recount |
| Week 2 7.11.22 | Stone Age Boy Narrative LF: figurative language | Stone Age Boy Narrative Short burst LF: Describe a cave | No lesson | Stone Age Boy Narrative LF: noun phrases | Stone Age Boy Narrative Short burst LF: Describe a landscape |
| Week 3 14.11.22 | NFER reading assessment | NFER grammar assessment | No lesson | Stone Age Boy Narrative LF: Plan a setting description | Stone Age Boy Narrative LF: Orally rehearse my writing |
| Week 4 21.11.22 | Stone Age Boy Narrative Final piece LF: To write a setting description | Stone Age Boy Narrative Final piece LF: To write a setting description | No lesson | Stone Age Boy Narrative LF: To edit and improve my work | Stone Age Boy Narrative LF: To publish and share our stories with Y1 |
| Week 5 28.11.22 | Stone Age Boy Non-fiction Biography LF: Immersion in the text | Stone Age Boy Non-fiction Biography LF: Boxing up and vocabulary | No lesson | Stone Age Boy Non-fiction Biography LF: past tense | Stone Age Boy Non-fiction Biography Short burst LF: To write a letter |
| Week 6 5.12.22 | Stone Age Boy Non-fiction Biography LF: Plan and orally | Stone Age Boy Non-fiction Biography Final piece | No lesson | Stone Age Boy Non-fiction Biography Final piece | Stone Age Boy Non-fiction Biography LF: To edit and |

Each unit of work must have a model text which showcases the desired outcome for the unit of writing. This must be ambitious and include all of the grammar concepts to be taught within the unit of work. Writing should be purposeful and meaningful with an intended audience communicated to children from the start.

Children will complete at least 1 piece of writing each week. This will either be in the form of a short burst write or their final written outcome.

Teaching sequence

Lesson 1 – Hook Lesson

Introduction to the core text. Ideas include making porridge in Year 1 at the start of a unit of work on instruction writing or learning magic tricks in Year 3 at the start of a unit of work on fantasy writing.


Lesson 2 – Vocabulary/boxing up/model text

The model text should be boxed up with the class to show the building blocks of the text. Key vocabulary is to be discussed and taught and a word mat should be developed to use throughout the piece of work. This could include key characters and skills to be taught.

Lesson 3 – 8 (approx.) – grammar lessons followed by short burst write

The next part of the teaching sequence requires the teacher to explicitly teach the grammar skills needed for this unit of work (e.g. fronted adverbials, commas in a list, past progressive verb form). It is to the teacher's discretion as to how many skills need to be taught for each unit and how many lessons are needed to explicitly teach them. This is then followed by a **short burst write** opportunity which allows the children to practise the newly learnt skill and build ideas ready for the final piece of writing. This could be a character description before writing a narrative or instructions before writing a non-chronological report.

Charlotte's Web Knowledge Organiser

| | | |
|---|--|--|
| Vocabulary demand/ insist/ insist sagest – wrong, unfair specimen – an individual animal existence – living named – cared for want – smallest in a litter meek – quiet, gentle | Persuasive Letter Main Characters Fern Wilbur Mr Zuckerman | Emotive language/ Flattery cherished/ beloved/ favourite/ dearest beg/ plead/ implore/ persuade desperate tears in my eyes break my heart ruin my Christmas make my dreams come true |
| Rhetorical questions Make the reader think. Don't require an answer. What has he ever done? Could you have _____ instead? Do you really want to murder my friend? Would you really....? | Features of a persuasive letter <ul style="list-style-type: none">• Emotive language• Rhetorical questions• First person (I, we, my, our)• Imperative verbs• Flattery |  |

Lesson 9 - Planning

E.g.

Lesson 3 – Teach alliteration

Lesson 4 – Short burst setting description

Lesson 5 – Teach direct speech Lesson 6 – Teach direct speech

Lesson 7 – Short burst conversation

Children will plan their final piece of writing. Attention should be given to explicitly teaching how to write in note form and ensure key vocabulary and grammar skills are included.

Lesson 10 – Oral Rehearsal

Children have the opportunity to say their writing aloud and to make alterations where necessary. Turning notes into full sentences is a skill and will need explicit instruction.

Lesson 11 – 13 (approx.) – Writing

Children are given time to write their final piece. Scaffolds and word banks to be provided where necessary. In each lesson, modelling should be used to raise aspirations.

Lesson 14 – Editing/Up-levelling

Children are given the opportunity to edit and improve their work. This could be independently, in pairs, with support of an adult or as a group. Purple pens should be used and again this needs to be explicitly taught. Children could be guided as to which piece of their work needs to be improved.

Lesson 15 – Celebration

Once a term, there should be an opportunity to share children's work. This could be with parents and carers, another class or to produce a final piece for display or a class book.

Lesson must-haves

- Form of recap at the start of every lesson (grammar) • Modelled writing as much as possible
- Tier 2 and 3 vocabulary used and modelled
- Opportunity for talk and practise

Marking and Feedback

Working Wall Expectations

- Reflects current learning
- Key vocabulary/word mat displayed • Key skills with examples
- Model text
- Shared/model writing
- Sentence openers
- Box-it up on display

All work will be marked in correspondence with the school's policy. Next steps to be used where appropriate to move learning forward. Children will be given the opportunity to respond to their marking as an EMA at least once a week.

In KS1, teachers will use the following success criteria to show children where

improvements can be made.



In Years 3-5 a marking grid will be produced for each final piece of writing to show whether the grammar skills taught have been independently used within the writing.

| Writing Success Criteria | |
|---|--|
| Friday 19 th May 2023 LO: First person narrative | |
| Figurative languages (onomatopoeia, power of 3, simile etc) | |
| Uses simple and compound sentences which are grammatically correct and punctuated correctly | |
| Uses adverbs, prepositions and conjunctions to express time and cause | |
| Written in first person. | |
| Handwriting is legible, neat and joined | |
| Punctuation to mark sentences – full stops, capital letters, exclamation and question marks – is usually used accurately. | |

