Subject Curriculum Map and Rationale

Writing

Vision for Writing

Our curriculum is based on a thematic approach with reading at the core. Core and foundation subjects are explicitly taught to secure a sound understanding of subject specific knowledge and skills within a framework that is designed to maximise learning. Core concepts are sequenced to ensure regular repetition within and across year groups and themes and key stages, thus enabling pupils to 'know more and remember more' and develop a deeper understanding of each subject in the context of the world around them. Children follow the Mastery Flow structure, to make rich connections across the English curriculum. Reading and writing lessons are combined to enable the children to learn first-hand a broad range of authors. Teacher support this by providing the children with a variety of high-quality texts and engaging yet ambitious activities. These tasks then grow in challenge from the initial teaching, to the independent application, through to the probing questions, further extension and problem solving tasks.

Writing Principles

1. Understand the role reading plays in developing writers and the value of being immersed in high quality literature
2. Ensure children have experience of a breadth of texts including those that are visual and digital
3. Provide a range of meaningful opportunities to write for real purposes and audiences and to respond to writing as a reader
4. Develop an understanding of the craft of writing by engaging meaningfully with professional authors and their processes
5. Understand and model the craft and process of writing authentically
6. Support children to identify as writers and to develop their own authentic voice
7. Give children time and space to develop their own ideas in writing
8. Use creative teaching approaches that build imagination and give time for oral rehearsal
9. Ensure the teaching of phonics, grammar and spelling is embedded in context
10. Celebrate writing through authentic publication and presentation across platforms

Intent

Writing is a key skill that features across all the subjects in our curriculum. Children are taught to use their skill of writing to articulate their thoughts, ideas and unleash their creativity. Our aim is to equip children with transferable skills that will be built on year upon year, in each phase of their educational journey, which will ultimately prepare them for secondary school. As part of our coherently structured curriculum, children are able to make links and use their imagination freely through the hooks provided in our Guardian Angels curriculum. Our priority is to ensure our children are engaged and enthused, so that their writing has meaning for them to be able to connect learning with purpose in order to produce high-quality writing. Through this immersion, children are provided with opportunities to write for a range of purposes and audiences. We recap prior learning and ensure children understand the progression at each phase of their school journey. This connectivity of learning allows for children to understand their role as global citizens and build upon their cultural capital.

Writing Rationale

At St Wilfrid's, we aim to make rich connections across the English curriculum. Reading and writing are taught discreetly, enabling children to develop the knowledge, skills and confidence needed to become successful writers. Teachers support this by providing a range of high-quality texts and engaging, ambitious learning opportunities.

Initially, children are immersed in a text before being given opportunities to analyse, practise and develop the skills required for successful writing. This includes the explicit teaching of grammar, punctuation and vocabulary appropriate to the genre, alongside opportunities for Short Burst Writing. Children then move on to planning, drafting, writing and editing their work, culminating in a published extended piece of writing that showcases their learning and progress.

At St Wilfrid's Catholic Primary School, we:

- Recognise the impact that a confident, fluent and coherent understanding of English has on pupils' progress both within school and beyond.
- Understand that a strong foundation in English supports future learning and development across all areas of life.
- Provide a broad and balanced curriculum that develops handwriting, spelling, vocabulary, spoken language, reading, grammar and writing for a range of purposes, audiences and styles.
- Ensure that all staff are aware of the requirements for planning, assessment, teaching and learning within the English curriculum.
- Enable all pupils to plan, practise, evaluate, edit and improve their work effectively.
- Ensure that all pupils develop the knowledge and skills outlined in the National Curriculum for English.
- Foster a love of reading and writing, encouraging pupils to communicate confidently, creatively and effectively.

Literacy in the Early Years Foundation Stage

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
Development Matters and Statutory ELGs are not the EYFS curriculum. This outlined a top-level view of how children develop and learn. Children's early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child's level of development and make informed decisions about what a child needs to learn and be able to do next.	• Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • 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. • Write some letters accurately	• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.	**Comprehension** • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. **Word Reading** • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing** • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Reception

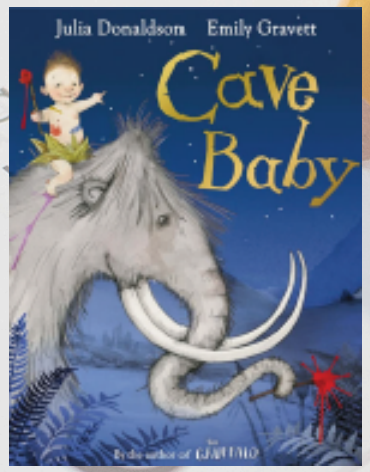
In Reception, we use Drawing Club to develop literacy skills.

Drawing Club integrates drawing activities into the learning curriculum, particularly aimed at young children in Early Years. It leverages the natural inclination of children to express themselves through art, using this as a bridge to develop their writing skills.

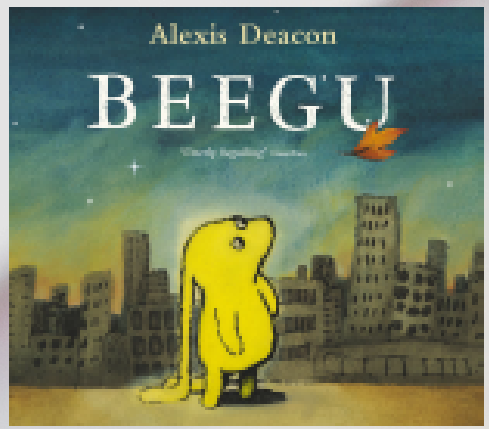
Structure of a Drawing Club Regular Sessions: Scheduled weekly sessions where children come together to draw.
Thematic Focus: Each session can have a theme, such as a story, an event, or a topic they are learning about.
Guided Drawing: Provide guidance through prompts or instructions, but allow creativity and freedom.
Discussion Time: After drawing, have a session where children talk about their drawings.
Drawing to Writing Transition: Encourage children to write a few sentences about their drawings.

How Drawing Club Helps Develop Writing Skills
• Enhances Creativity and Imagination:
• Drawing stimulates creativity, which is essential for imaginative writing.
• Children can translate the scenes and stories from their drawings into words. Improves Fine Motor Skills: The physical act of drawing helps develop fine motor skills, crucial for handwriting.

Year 1







In Year 1, we use Literacy Tree's Writing Roots to teach:

- A range of exciting stories and simple real-life topics
- How to begin writing for different purposes, including stories, fact files and simple instructions
- How to share their ideas through drawing, talking and early writing

Types of writing

Stories: retelling familiar stories, creating simple adventures and beginning to change parts of a story

Non-fiction: simple fact files, labels, captions and basic instructions

Real-life writing: letters, posters, notes and writing in role as a character

Poetry: simple rhymes and short poems

Key skills children will develop

- Writing simple sentences using capital letters, finger spaces and full stops
- Using words such as and to join ideas
- Beginning to describe characters and settings
- Saying sentences out loud before writing them
- Spelling words using phonics
- Reading back their writing to check it makes sense

How learning builds across the year

Autumn: learning how to build simple sentences and retell familiar stories

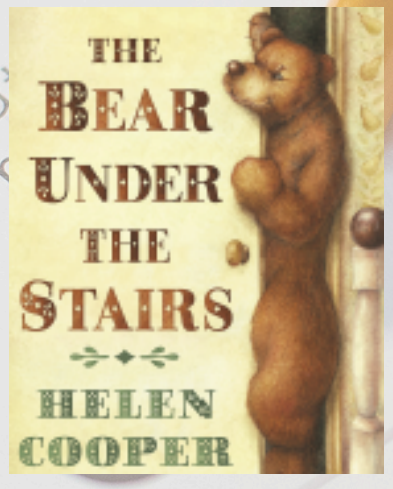
Spring: beginning to try different types of writing such as fact files and simple instructions

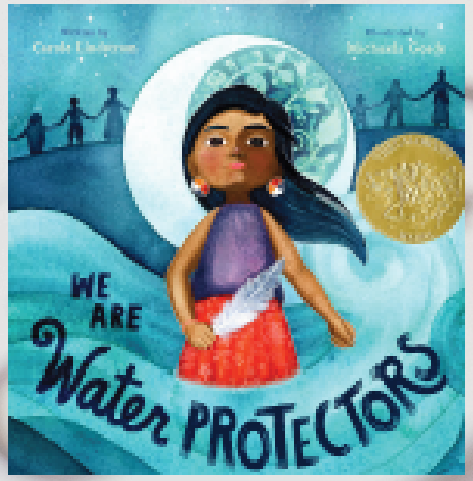
Summer: writing short stories and simple information pieces with increasing confidence.

In Year 1...

Children begin their journey as writers, learning how to turn their ideas into simple sentences and building the confidence to write independently.

Year 2







In Year 2, we use Literacy Tree's Writing Roots to teach:

- A range of exciting stories and real-life topics
- How to write for different purposes, including stories, reports and letters
- How to share ideas clearly through writing

Types of writing

Stories: retelling stories, writing adventures and creating their own endings

Non-fiction: reports, instructions, leaflets and explanations

Real-life writing: letters, posters and writing in role

Poetry: simple rhymes and performance poems

Key skills children will develop:

- Writing clear sentences using capital letters and full stops
- Using words such as and, because and but to join ideas
- Describing characters and settings
- Organising ideas so writing makes sense
- Improving spelling using phonics
- Checking and improving their own work

How learning builds across the year

Autumn: learning how sentences work and retelling stories

Spring: writing for different purposes such as letters and reports

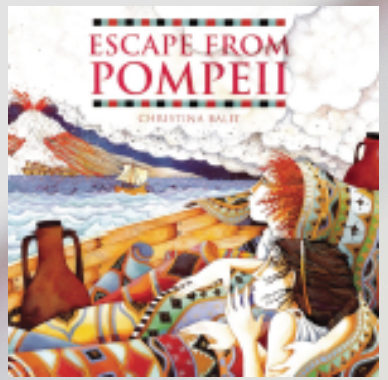
Summer: writing longer pieces independently

In Year 2, children grow from writing simple sentences to becoming confident writers who can share their ideas clearly.

Year 3







In Year 3, we use Literacy Tree's Writing Roots to teach:

- A range of rich, engaging texts including fantasy, traditional tales, poetry and real-life topics
- How to write for a wider range of purposes, including narratives, reports, newspaper articles and persuasive writing
- How to organise and develop ideas clearly for a reader

Types of writing

Stories: writing extended narratives, fantasy stories, myths and traditional tales, and retelling from different points of view

Non-fiction: reports, newspaper articles, information leaflets, brochures and instructional writing

Real-life writing: letters, persuasive writing, adverts, posters and writing in role

Poetry: performance poetry, descriptive poems and narrative poetry

Key skills children will develop

- Writing longer, well-organised sentences using a range of conjunctions (e.g. because, when, although)
- Using paragraphs to group ideas (where appropriate)
- Developing description using expanded noun phrases and powerful vocabulary
- Using dialogue to show character and move a story on
- Writing for different audiences and purposes
- Spelling words more accurately using phonics and spelling patterns
- Editing and improving their writing for clarity and impact

How learning builds across the year

Autumn: developing narrative writing and exploring different story types, including fantasy and traditional tales

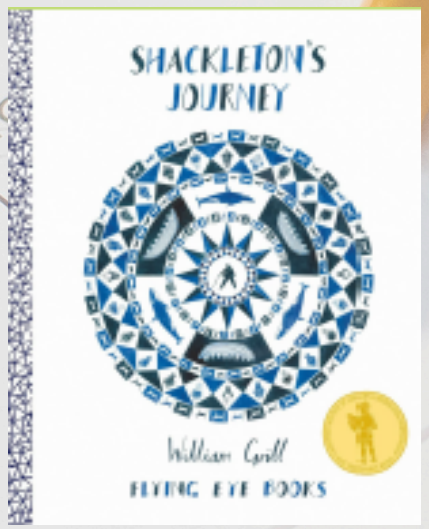
Spring: writing for a range of purposes, including reports, persuasive writing and extended narratives

Summer: producing longer, more independent pieces such as newspaper reports, mystery stories and complex narratives

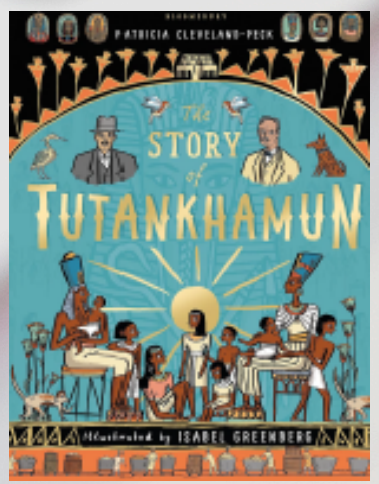
In Year 3...

Children develop from simple writers into more confident authors, able to organise their ideas, write for different purposes and engage their reader.

Year 4







In Year 4, we use Literacy Tree's Writing Roots to teach:

- A wide range of rich texts, including historical stories, fantasy, poetry and real-world themes
- How to write for a variety of purposes, including narratives, reports, explanations and persuasive writing
- How to organise ideas clearly and write in more detail for the reader

Types of writing

Stories: writing extended narratives, historical stories, fantasy and traditional tales, including sequels and alternative endings

Non-fiction: reports, biographies, explanation texts, information leaflets and newspaper reports

Real-life writing: letters (formal and informal), persuasive writing, adverts, speeches and writing in role

Poetry: performance poetry, descriptive poems and narrative poetry

Key skills children will develop

- Writing longer pieces using paragraphs to organise ideas
- Using a wider range of conjunctions (e.g. because, although, when, if)
- Developing richer descriptions using expanded noun phrases and precise vocabulary
- Using dialogue accurately to show character and move the story forward
- Writing for different audiences and purposes with increasing control
- Spelling words more accurately using spelling patterns and rules
- Editing and improving writing to make it clear and engaging

How learning builds across the year

Autumn: developing confidence in narrative writing, including historical and fantasy stories, and beginning to use more structure

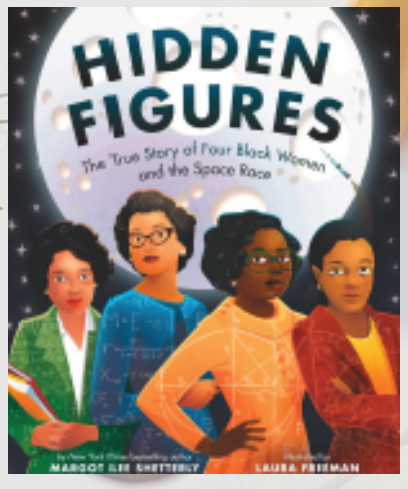
Spring: writing for a wider range of purposes such as reports, biographies, and persuasive writing

Summer: producing longer, more independent pieces, including explanations, mystery stories and extended narratives

In Year 4...

Children grow into more fluent and thoughtful writers, able to organise their ideas, write in detail and adapt their writing for different purposes and audiences.

Year 5







In Year 5, we use Literacy Tree's Writing Roots to teach:

- A wide range of rich and challenging texts, including historical narratives, myths, adventure stories and real-world themes
- How to write confidently for a variety of purposes, including extended narratives, reports, biographies, persuasive writing and discussion texts
- How to organise, develop and refine ideas to engage the reader

Types of writing

Stories: writing extended narratives including science fiction, historical fiction, myths and adventure stories, often from different viewpoints or as sequels

Non-fiction: reports, biographies, explanation texts, newspaper articles, discussion texts and information leaflets

Real-life writing: formal and informal letters, debates, persuasive writing, speeches, adverts and writing in role

Poetry: performance poetry, narrative poetry and descriptive poems

Key skills children will develop

- Writing confidently in paragraphs to organise ideas across longer pieces
- Using a wide range of sentence structures and conjunctions (e.g. although, however, therefore)
- Developing detailed descriptions using ambitious vocabulary and descriptive techniques
- Using dialogue effectively to convey character and advance the action
- Adapting writing for different audiences and purposes
- Spelling more complex words accurately using spelling rules and patterns
- Editing and improving writing to enhance clarity, accuracy and impact

How learning builds across the year

Autumn: developing confidence in extended narrative writing and introducing more formal structures such as reports and biographies

Spring: writing across a wide range of genres, including historical writing, discussion texts and persuasive pieces

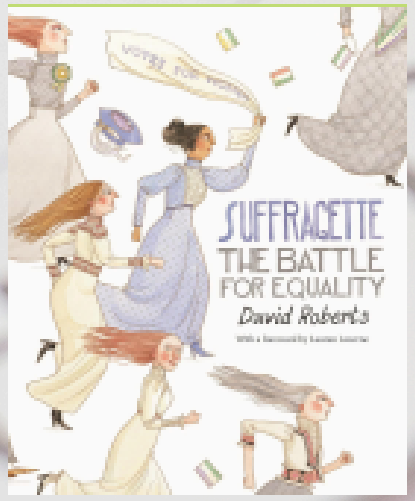
Summer: producing sustained, independent pieces such as mystery narratives, explanations and extended reports.

In Year 5...

Children become increasingly independent and sophisticated writers, able to develop detailed ideas, write for a range of purposes and engage their reader with confidence and control.

Year 6







In Year 6, we use Literacy Tree's Writing Roots to teach:

- A wide range of sophisticated and thought-provoking texts, including classics, modern fiction, poetry and real-world issues
- How to write fluently for a variety of purposes, including extended narratives, essays, reports, speeches and persuasive writing
- How to develop, organise and refine ideas clearly to have a strong impact on the reader

Types of writing

Stories: writing extended narratives, including historical fiction, dystopian stories, traditional tales and stories exploring real-life issues

Non-fiction: reports, biographies, newspaper articles, discussion texts, explanation texts and analytical essays

Real-life writing: formal and informal letters, debates, speeches, persuasive campaigns and writing in role

Poetry: performance poetry, narrative poetry and analysis of poems

Key skills children will develop

- Writing sustained, well-structured pieces using paragraphs to organise ideas clearly
- Using a wide range of sentence structures and punctuation accurately (including commas, brackets and speech punctuation)
- Developing a confident and engaging writing style using ambitious vocabulary and figurative language
- Using dialogue effectively to convey character and advance the action
- Writing for different audiences and purposes with increasing formality and control
- Spelling challenging words accurately and applying spelling rules confidently
- Editing and refining writing to improve clarity, accuracy and impact

How learning builds across the year

Autumn: developing control of different writing styles, including narrative, biographies and persuasive writing

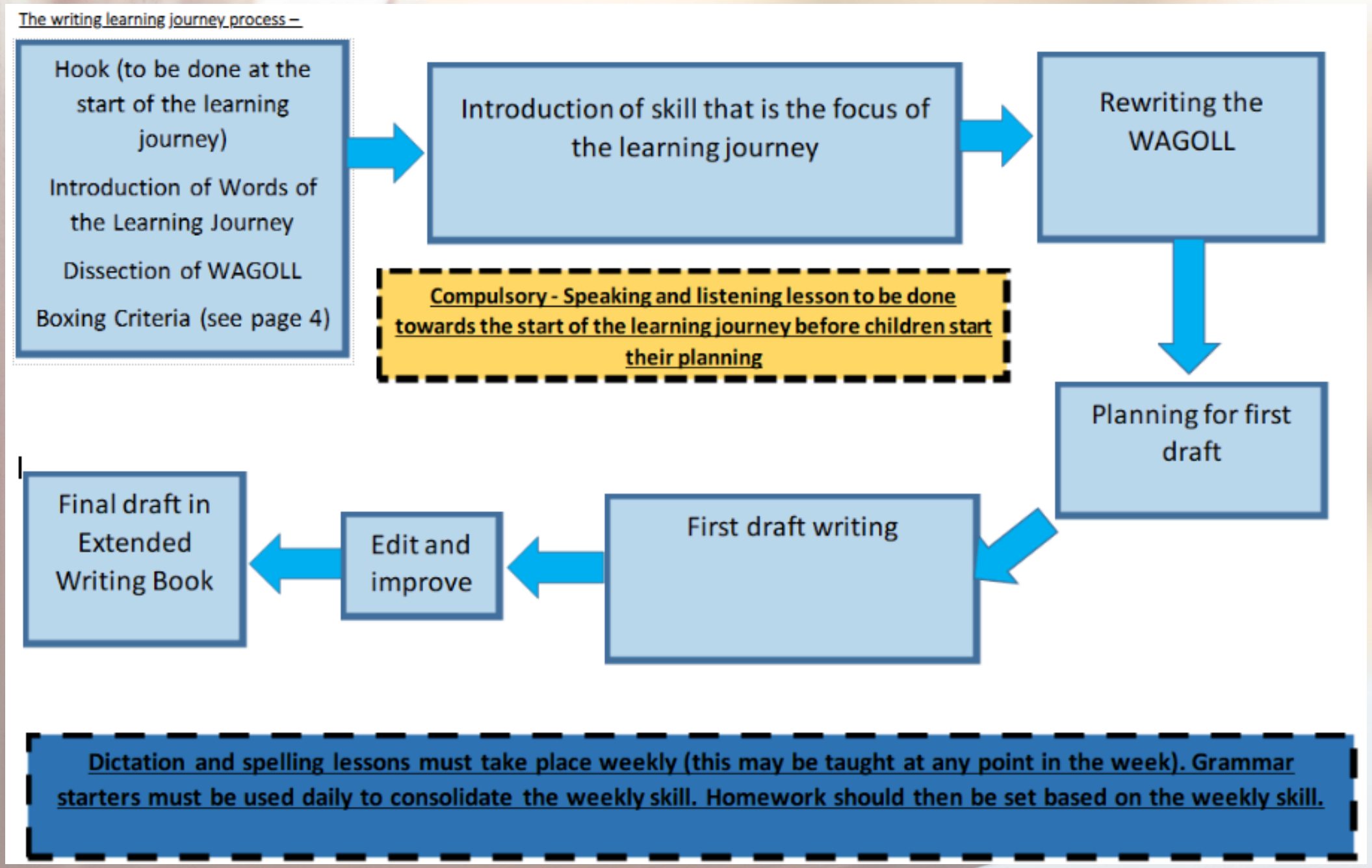
Spring: writing across a wide range of genres, including discussion texts, campaigns and newspaper writing

Summer: producing extended, independent pieces such as analytical writing, balanced arguments and complex narratives

In Year 6...

Children become confident, independent writers who can explain, persuade and entertain, adapting their writing for different audiences as they prepare for secondary school.

Writing Journey



Non-negotiables

For each year group, there is a set of non-negotiables that all pupils must have mastered by the end of the year. This involves them using these tools independently and develop the ability to apply these in other areas of the curriculum. It is important that pupils understand the purpose of these tools and how they impact the reader and develop the text type. These would be useful to refer to when thinking about the skills coverage for each learning journey.

Year 3	Year 4	Year 5	Year 6
Use capital letters, full stops, question marks, exclamation marks and commas for lists. Use conjunctions, adverbs and prepositions, mostly accurately, to inform time, place or cause Use conjunctions (when, so, before, after, while, because). Use adverbs (e.g. then, next, soon). Use prepositions (e.g. before, after, during, in, because of). Use nouns and noun phrases, modified by adjectives and other nouns to add detail, experimenting with adjectives to create impact. Correctly use verbs in 1st, 2nd and 3rd person. Use perfect form of verbs to mark relationships of time and cause. Use punctuation mostly accurately, including some use of inverted commas to indicate direct speech. Group ideas into basic paragraphs. Write under headings and sub-headings. Write with increasing legibility.	Vary sentence structure, using different openers. Use sentences of different forms including some sentence structures with more than one clause Use past and present tense correctly and consistently Use some cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition). Use adjectival phrases (e.g. biting cold wind). Use appropriate choice of noun or pronoun. Use fronted adverbials and use a comma after each one (e.g. Later that day, I heard bad news.). Use apostrophe for singular and plural possession. Use commas to mark clauses. Use inverted commas and other punctuation to punctuate direct	Use apostrophes for contraction/possessive apostrophe with plural and singular nouns mostly correctly. Use inverted commas and other speech punctuation to indicate direct speech. Use commas to clarify meaning or avoid ambiguity. Add phrases to make sentences more precise and detailed. Use range of sentence openers – judging the impact or effect needed. Use pronouns to avoid repetition. Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will). Use the following to indicate parenthesis: Brackets Dashes Comma s Link clauses in sentences using a range of subordinating and coordinating conjunctions. Use relative clauses beginning with who, which and that to add detail and description Use verb phrases to create subtle differences (e.g. she began to run). Consistently organize into paragraphs.	Use subordinate clauses to write complex sentences. Use passive voice where appropriate. Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day). Use a sentence structure and layout matched to requirements of text type. Use semi-colon, colon or dash to mark the boundary between independent clauses. Use colon to introduce a list and semi colon within a list. Use correct punctuation of bullet points. Use hyphens to avoid ambiguity. Use full range of punctuation matched to requirements of text type. Use wide range of devices to build cohesion within and

Handwriting

Little Wandle Spelling is used from Reception to Year 2 to develop children's spelling knowledge alongside phonics. In addition, the ISHA handwriting programme teaches a continuous cursive style, helping pupils develop fluent, legible handwriting. Writing without lifting the pencil supports letter formation, reduces letter reversals, improves spacing and presentation, and helps build writing speed and stamina. The approach is particularly beneficial for pupils with SEND and those developing fine motor skills, as the flowing movements support coordination and handwriting confidence.

Little Wandle Handwriting

Improvement in Schools

ISHA

through

Handwriting and Art