



**Writing Curriculum Plan  
2020-2021**

## Levendale Curriculum Intent Statement

At Levendale, the curriculum is based on a carefully considered progression of transferable skills and knowledge acquisition from 3-11. The Levendale Curriculum is tailored to our local area and context, allowing children to acquire relevant knowledge and skills whilst allowing them to appreciate the historical and cultural importance of both their local area and other areas of the country and world. Children are encouraged to develop life skills that can be applied in a wide range of disciplines to prepare them to make a positive contribution to society.



Our curriculum fosters a deep-rooted love of learning through developing the key skills of questioning, investigating and evaluating. Children are encouraged to be resilient and increasingly independent learners in all areas; they demonstrate positive attitudes to learning and apply key skills in multi-disciplinary areas through meaningful links across curriculum areas. Children develop a base of secure factual knowledge through appropriate support and challenge for all.

Learning experiences should be stimulating, engaging, purposeful, relevant and accessible to all, taking account of prior learning and giving all children the opportunity to consolidate and embed their understanding and knowledge across all subject areas. Children should be encouraged to develop an appreciation and understanding of the world in which they live, at both local, national and global levels. The curriculum should be responsive to individual and/or cohort need, taking into account changes at local, national and global levels. Children should depart from Levendale in Y6 having had the opportunities and experiences necessary to take responsibility for their own learning at KS3 and beyond whilst being willing and able to make positive contributions to wider society. Children should be encouraged to fulfil their potential and be given the opportunities to do so, whether in curriculum areas, through extra-curricular provision or through established links with other agencies or individuals.

Assessment is used to form meaningful and relevant judgements on a child's progress and attainment at regular points throughout the year. Assessment, both formative and summative, informs planning and provision, addresses gaps in learning where these are evident and offers support and challenge where required.

## Writing Curriculum Intent Statement

At Levendale, we encourage our writers to be independent and confident so that, by the time they leave us, they are able to make their own choices in their writing and can confidently use their writing skills to respond to any given task.

We recognise that some learners will favour certain types of writing over others, so we ensure that all learners are given the opportunity throughout the year to show their true potential by giving them a range of writing activities. Children will be encouraged to write for a range of purposes:

- To entertain
- To inform
- To persuade
- To discuss

At the end of every term from Y1 onward, we ensure learners are given the chance to complete an independent learning task where they are able to control an element of the writing outcome and make their own decisions. In Early Years, opportunities for independent choices in their writing are threaded throughout.

From EYFS to the end of Y6, we ensure all children can access age-appropriate writing opportunities and we ensure progression is made throughout the genres taught and throughout year groups.

At EYFS, learners are engaged to write and are enthused to write; at KS1, we write to entertain and inform; at Lower KS2 (in Years 3 & 4), we also begin to explore the language of persuasion and at Upper KS2 (in Years 5 & 6), we explore the full range of purposes for writing, including how to develop the language of discussion. Children also have more opportunities to show how their own independent choices impact on the audience in the writing they produce.

In each child's Writing journey at Levendale, we endeavour to ensure challenge within a supportive environment where we strive to Be The Best We Can Be.

## Curriculum coverage across YR-Y6

YR		
Autumn	<ul style="list-style-type: none"> <li>• Oral blending segmenting</li> <li>• Phase 2 letters taught in order (Letters and Sounds)</li> <li>• As each letter is introduced we also practise the letter formation (cursive script)</li> <li>• CVC words (phase 2, as per letter sets)</li> <li>• Name writing</li> <li>• Labels - not limited to... spells / potion ingredients</li> <li>• CVC words that rhyme</li> <li>• Captions</li> <li>• Writing a letter to Santa</li> <li>• Lists... ingredients, children's names, Christmas presents.</li> </ul>	<p style="text-align: center;"><i>Throughout Reception, much additional writing takes place as children gain confidence in their own ability and begin to write about things that engage them and their own interests, thus building confidence and stamina for writing.</i></p>
Spring	<ul style="list-style-type: none"> <li>• Phase 3 digraphs and trigraphs taught</li> <li>• Introduction of Red and Green for marking</li> <li>• Correct punctuation- Capital letter, finger spaces, full stops</li> <li>• Simple sentences to accompany a picture</li> <li>• Instructions- bird seed cakes, pizza,</li> <li>• Simple stories. 3 sentences+</li> <li>• Lists of ingredients</li> <li>• Labels</li> <li>• Recount (news)</li> <li>• Pie Corbett- Little Red Hen</li> </ul>	
Summer	<ul style="list-style-type: none"> <li>• Phase 4 CCVC CVCC and Phase 3 consolidation</li> <li>• Longer stories</li> <li>• Recounts</li> <li>• Instructions</li> <li>• Other child initiated writing</li> <li>• Lots of self-assessment</li> </ul>	

Y1	To entertain	To inform
Autumn	Stories from familiar settings Stories with repetitive language Poetry	Recounts (holidays) Labels and captions Instructions Letters to Santa
Spring	Stories with predictable language Traditional tales Poetry	Letters Recounts Information text
Summer	Stories with predictable language Fantasy stories Poetry	Alphabetical order – information page Recounts (Saltburn visit)

Y2	To entertain	To inform
Autumn	Diary entry Poetry Narrative Fantasy setting	Non-chronological report Explanation text Recount/letter/instructions
Spring	Narrative Setting description Character description Poetry	Letters and postcards Recount/letter/instructions
Summer	Narrative Diary Character description Writing in role	Letters Instructions Information text

Y3	To entertain	To inform	To persuade
Autumn	Narrative Character description Setting description Poetry	Instructions Recount Letter Information text	Advert
Spring	Character/setting description Narrative	Letter Recount Non-chronological report	Poster
Summer	Narrative Character/setting description Poetry Playscript	Explanation text Letter Recount	Letter

Y4	To entertain	To inform	To persuade
Autumn	Narrative Character description Setting description Poetry	Format letter Diary Recount	Poster
Spring	Narrative Narrative (action) Poetry	Letter Recount Non-chronological report	Letter
Summer	Narrative Character/setting description Playscript	Diary Non-chronological report Explanation text Biography	Independent choice

Y5	To entertain	To inform	To persuade	To discuss
Autumn	Folk tales Narrative Poetry	Biography Diary Non-chronological report	Letter	Newspaper report
Spring	Narrative (retelling) Narrative Character description	Recount Explanation text	Advert	Review
Summer	Narrative Setting description Poetry	Newspaper article Report	Speech/personal choice	Balanced argument

Y6	To entertain	To inform	To persuade	To discuss
Autumn	Folktales Narrative Poetry	Biography Recount (choice) Non-chronological report	Independent choice	Balanced argument
Spring	Narrative Poetry	Biography Non-chronological report	Review	
Summer	<p><b>Most writing this term is a direct result of choices given to Year 6</b>  Stimuli includes: Alma (Literacy shed); Persuasion (Ancient Maya – choice); It's my favourite meal; Letter (choice – audience / purpose); Information text (choice / imaginative piece)</p>			

## Expected outcomes

[what are we expecting as outcomes for each piece of writing?]

## Skills progression across Y1-Y6

### *Transcription/spelling*

<b>Y1</b>	<ul style="list-style-type: none"><li>• Makes phonically plausible attempts at spelling unfamiliar words</li><li>• Spells most of the Y1 common exception words correctly</li><li>• Can spell words containing each of the 40+ phonemes (not explicitly)</li><li>• Applies taught rules to spell correctly some words from NC Appendix 1: Spelling for Year 1</li><li>• Forms most lower case letters the same size, relative to one another, and in the right orientation</li><li>• Handwriting is clear with most letters correctly formed (cursive style – lead in and lead out lines)</li></ul>
<b>Y2</b>	<ul style="list-style-type: none"><li>• Can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li><li>• Spells many common exception words</li><li>• Spells more common words with contracted forms (don't, couldn't, can't, it's)</li><li>• Forms all letters correctly, including capital letters, using the right size and orientation</li><li>• Starts to use some of the diagonal and horizontal strokes needed to join letters</li></ul>
<b>Y3</b>	<ul style="list-style-type: none"><li>• Spells correctly many words from Year 3/4 spelling list</li><li>• Spells many words correctly following rules taught from NC spelling guidance for Y3/4 (NC Appendix 1)</li><li>• Uses diagonal and horizontal strokes needed to join some letters and understand which letters are best left un-joined</li></ul>
<b>Y4</b>	<ul style="list-style-type: none"><li>• Spells correctly most words from Year 3/4 spelling list</li><li>• Spells most words correctly following rules taught from NC spelling guidance for Y3/4 (NC Appendix 1)</li><li>• Spells many common homophones and near homophones (NC Appendix 2)</li><li>• Increase the legibility, consistency and quality of their handwriting.</li></ul>
<b>Y5</b>	<ul style="list-style-type: none"><li>• Spells correctly many words from Year 5/6 spelling list</li><li>• Spells many words correctly following rules taught from NC spelling guidance for Y5/6 (NC Appendix 1)</li><li>• Writes legibly and fluently in a joined style</li></ul>
<b>Y6</b>	<ul style="list-style-type: none"><li>• Spells correctly most words from Y5/6 spelling list</li><li>• Spells most words correctly following rules taught from NC spelling guidance for Y5/6 (NC Appendix 1)</li><li>• Uses hyphens to join a prefix to a root word</li><li>• Spells a wide range of homophones and other words that are often confused.</li><li>• Maintain legibility in joined writing when writing at speed</li></ul>

## Grammar and punctuation

Y1	<ul style="list-style-type: none"><li>• Uses spacing between words</li><li>• Begins to punctuate sentences using capital letters and full stops</li><li>• Uses capital letters correctly for names of people, places, the days of the week and the personal pronoun 'I'</li><li>• Begins to use other punctuation marks (question marks and exclamation marks)</li></ul>
Y2	<ul style="list-style-type: none"><li>• Demarcates most sentences with capital letters, full stops, question marks and exclamation marks</li><li>• Uses commas to separate items in a list mostly correctly</li><li>• Can mark singular possession of nouns accurately (Alex's coat / The witch's cottage)</li><li>• Uses present and past tense correctly and consistently, including the progressive form (Olly is playing football / He was shouting)</li></ul>
Y3	<ul style="list-style-type: none"><li>• Uses a wider range of conjunctions including: if, when, because and although to extend the range of sentences with more than one clause</li><li>• Uses conjunctions, adverbs and prepositions to express time, place and cause (e.g. before, after, while, so, then, next, soon, therefore, during)</li><li>• Uses examples of the present perfect form of the verb instead of the simple past</li><li>• Uses the correct form of 'a' or 'an' depending on whether the next word begins with a consonant or a vowel</li><li>• Correctly demarcates sentences with capital letters, full stops, question marks, exclamation marks and commas for lists</li><li>• Uses capital letters for proper nouns</li><li>• Records direct speech in sentences and mostly uses inverted commas correctly</li><li>• Attempts to use other speech punctuation</li><li>• Uses and maintains the appropriate verb tense in most of their writing</li></ul>
Y4	<ul style="list-style-type: none"><li>• Uses appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li><li>• Uses tenses accurately and consistently through a piece of work</li><li>• Correctly demarcates sentences with capital letters, full stops, question marks, exclamation marks and commas for lists</li><li>• Uses inverted commas</li><li>• Uses a comma and other punctuation to indicate direct speech</li><li>• Uses commas after fronted adverbials</li><li>• Uses apostrophes to mark plural possession</li></ul>
Y5	<ul style="list-style-type: none"><li>• Uses relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i> and <i>that</i></li><li>• Uses expanded noun phrases to convey complicated information concisely</li><li>• Indicates degrees of possibility using adverbs (e.g. perhaps, possibly, surely) or modal verbs (e.g. might, should, will, must)</li><li>• Correctly uses apostrophes for possession and contraction</li><li>• Uses brackets, dashes or commas to indicate parenthesis</li><li>• Uses commas to clarify meaning or avoid ambiguity</li><li>• Uses a colon to introduce a list</li></ul>
Y6	<ul style="list-style-type: none"><li>• Knows and uses sentence structure typical of informal speech and structures appropriate for formal speech and writing e.g. the use of contractions</li><li>• Correct subject and verb agreement used consistently</li><li>• Mostly selects vocabulary and grammatical structures that reflect what the writing requires (passive verbs, modal verbs)</li><li>• Punctuate bullet points consistently</li><li>• Use the range of punctuation taught at KS2 mostly accurately</li><li>• Use hyphens to avoid ambiguity</li><li>• Use a colon or semi-colon to mark the boundary between independent clauses</li></ul>

## Composition

Y1	<ul style="list-style-type: none"><li>• Can write simple sentences that make sense</li><li>• Writes more than five sentences sequentially to form short narratives</li><li>• Uses own ideas when writing</li><li>• Joins any sentence with a conjunction</li><li>• Uses time connectives to make simple connections between ideas and events (last week, first, next, then, finally), including those to show the start and end of a text (Once upon a time, One day, they all lived happily ever after)</li><li>• With support, proof-reads work to ensure writing makes sense</li></ul>
Y2	<ul style="list-style-type: none"><li>• Confidently writes sustained, coherent narratives about personal experiences and those of others</li><li>• Uses expanded noun phrases to describe and specify (the blue butterfly)</li><li>• Uses a range of subordination (when, if, that or because) and co-ordination (or, and, so, but)</li><li>• Starts to use different sentence types such as statements, questions, exclamations and commands</li><li>• Mostly chooses the correct homophones and near-homophones correctly when writing</li><li>• Proof-reads to check for errors in spelling, grammar and punctuation, ensuring their writing makes sense</li></ul>
Y3	<ul style="list-style-type: none"><li>• Write a narrative structure with a simple plot including a beginning, middle and end</li><li>• Begins to develop character and settings</li><li>• Organises ideas in a logical sequence</li><li>• Begins to use paragraphs to organise ideas around a theme</li><li>• Begins to demonstrate an understanding of audience and purpose</li><li>• Is able to suggest improvements to their own writing and the writing of others, assessing the effectiveness of their own and others' writing</li></ul>
Y4	<ul style="list-style-type: none"><li>• Establishes a clear purpose throughout a piece of writing, showing an awareness of audience</li><li>• Uses the main features of a narrative structure including beginnings, settings, characters, plot and endings</li><li>• Uses fronted adverbials</li><li>• Varies the range and position of conjunctions in sentences <i>including e.g. while, since, unless, though, although</i></li><li>• Uses expanded noun phrases by the addition of modifying adjectives and prepositional phrases</li><li>• Uses paragraphs to organise ideas around a theme</li><li>• Uses appropriate headings and sub-headings to structure a wider range of non-narrative texts to make information clear and cohesive</li><li>• Can proof read their own and others' writing for spelling and punctuation and errors and to make improvements, using a dictionary where appropriate</li></ul>
Y5	<ul style="list-style-type: none"><li>• Writes for a range of purposes and audiences and is beginning to show good awareness of the reader</li><li>• In narratives, describes settings, characters and atmosphere</li><li>• Selects the appropriate tense for a range of writing (e.g. diary, story, recount) and use consistently</li><li>• Uses devices to build cohesion within and across paragraphs (e.g. then, after that, this, firstly)</li><li>• Uses a variety of simple, compound and complex sentences to create specific effects or add detail</li><li>• Begins to integrate dialogue into narratives to convey character and advance the action</li><li>• In non-narrative writing, uses simple devices to structure the text and support the reader (e.g. headings, sub-headings, bullet points)</li><li>• Uses the first 3 or 4 letters of a word to check spelling, meaning, or both, in a dictionary</li><li>• Assess the effectiveness of their own and others' writing by proof-reading</li></ul>
Y6	<ul style="list-style-type: none"><li>• Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</li><li>• In narratives, describes settings, characters and atmosphere showing a good awareness of audience and purpose</li><li>• Integrates dialogue into narratives to convey character and advance the action</li><li>• Uses a wider range of devices to build cohesion including: conjunctions, synonyms, adverbials of time and place, pronouns, synonyms and ellipsis</li><li>• Uses a variety of sentence structures to build up detail and selects appropriate grammar and vocabulary to change and enhance meaning</li><li>• Proof reads own work carefully for spelling mistakes, correct use of grammar including consistent verb tense and punctuation</li></ul>