Co-op Academy Broadhurst

Writing Curriculum Overview

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Intent

We endeavour to equip our pupils with the knowledge and skills required to write with confidence and accuracy. It is our intent that our children understand the social functions of writing in order to use different genres of writing appropriately by considering its purpose and matching it to its audience. Furthermore, it is our intent that every child develops a progressive understanding of grammatical conventions, the way in which punctuation aids understanding and how to apply spelling rules. It is also our intent that all children have a joined, legible and increasingly efficient handwriting style. Through our teaching of writing, we intend to impart pupils with the knowledge, understanding and skills they need in order to reach their potential as individuals.
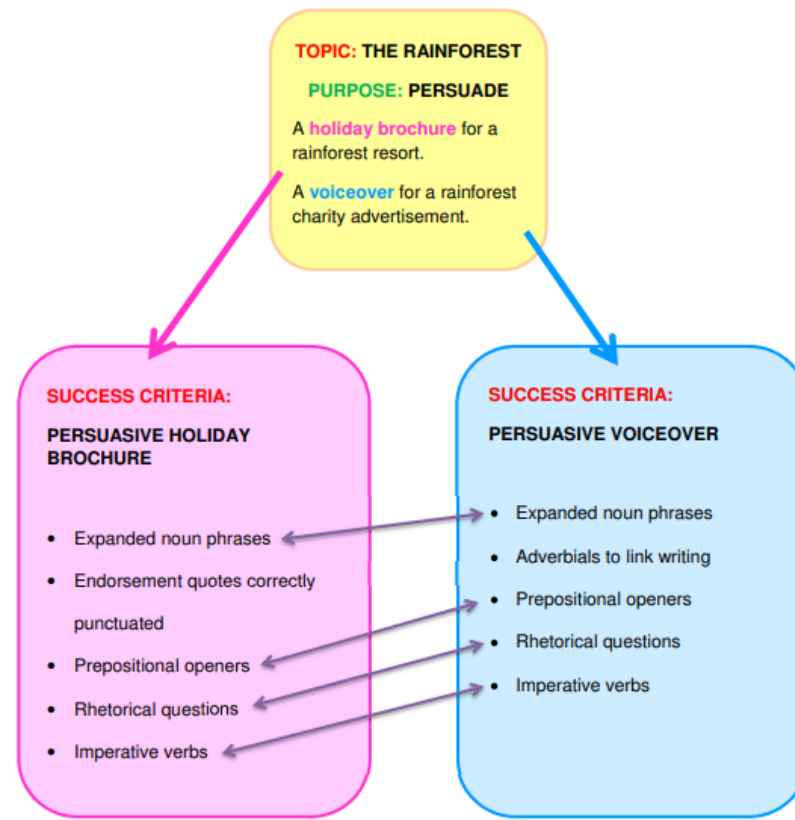
Four Purposes of Writing

At Co-op Academy Broadhurst we have a 'Purpose for Writing' approach. Rather than trying to teach children lots of different genres or text types (which can actually be used for a variety of purposes), our approach focuses on what those different types have in common: the purpose for writing.

The four purposes to write being taught across KS1 and KS2 are:
• to entertain
• to inform
• to persuade
• to discuss

Why this approach?

This approach to writing better prepares pupils to recognise different genres and which purpose they are linked to, instead of seeing newspapers as newspapers and biographies as biographies, children will begin to recognise both of these text types as 'texts to inform'. With this in place, pupils are more likely to notice specific text features and structures, grammar and sentence structures, word level and choice and punctuation that cross between the two different text types being taught. Therefore, children do not have to scrap everything they learnt and start a completely new purpose: they are able to use their recently taught knowledge to help build on different text types and therefore retain the different aspects of the purpose for writing.

TOPIC: THE RAINFOREST

PURPOSE: PERSUADE

A **holiday brochure** for a rainforest resort.

A **voiceover** for a rainforest charity advertisement.

SUCCESS CRITERIA:

PERSUASIVE HOLIDAY BROCHURE

- Expanded noun phrases
- Endorsement quotes correctly punctuated
- Prepositional openers
- Rhetorical questions
- Imperative verbs

SUCCESS CRITERIA:

PERSUASIVE VOICEOVER

- Expanded noun phrases
- Adverbials to link writing
- Prepositional openers
- Rhetorical questions
- Imperative verbs

Implementation

The 7 Stages of Writing	
Stage	**Sequence of learning**
1	Introduce text type through class text KS1 - reading skills linked to class text KS2 - chapter study
2	Grammar focus / link
3	Share model texts - unpick features
4	Planning activity
5	Shared write
6	Writing of the text type
7	Evaluate, edit and proofread
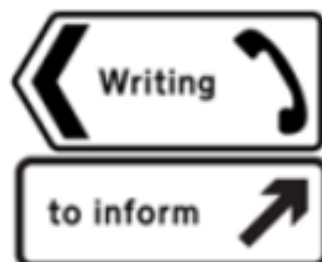
	Writing to entertain	Writing to inform	Writing to persuade	Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

Suggested long term planning for writing

The order of purposes can be moved around as the teacher sees fit and as long as the weightings remain the same. They are also able to choose which text types they wish to cover within the purpose. However, they must focus on the same purpose for writing within a half term in order for the children to master the skills which are being taught.

	AU1	AU2	SP1	SP2	SU1	SU2
YEAR 1	Writing to ENTERTAIN	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN
YEAR 2	Writing to ENTERTAIN	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN
YEAR 3	Writing to INFORM	Writing to ENTERTAIN	Writing to PERSUADE	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN
YEAR 4	Writing to INFORM	Writing to ENTERTAIN	Writing to PERSUADE	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN
YEAR 5	Writing to INFORM	Writing to ENTERTAIN	Writing to PERSUADE	Writing to INFORM	Writing to ENTERTAIN	Writing to DISCUSS
YEAR 6	Writing to INFORM	Writing to ENTERTAIN	Writing to PERSUADE	Writing to INFORM	Writing to ENTERTAIN	Writing to DISCUSS

Implementation

Year 1 Four Purposes of Writing	Autumn 1 Writing to entertain	Autumn 2 Writing to entertain	Spring 1 Writing to inform	Spring 2 Writing to entertain	Summer 1 Writing to inform	Summer 2 Writing to entertain
Class text	The Bumblebear Bee & Me	Leather Shoe Charlie The Spectacular City	Toys in Space Lost in the Toy Museum	Stanley's Stick Poetry - Acrostic	Jack and the beanstalk (and alternative versions)	The Kiss that Missed Poetry - Performance Poetry
Text types	Description - character description of Bumblebear Poetry - Concrete (Shape)	Story - basic retell of Leather Shoe Charlie (3 part story) Description - character description of Mouse or Bear	Letter in role as Hoctopize thanking the toys for helping find Cuddles Recount - in role as Bunting	Story - rewrite (dilemma) Acrostic poem for 'SPRING'	Recount - as Jack in Jack & the Beanstalk Instructions - how to plant a seed	Story - retell Poetry - Performance Poetry
Additional text types	Story - basic retell of Bee & Me (3 part story) Out and About	Instructions - how to make a paper aeroplane (linked to The	Lost Poster - to help Hoctopize find Cuddles Information text	Writing noun phrases to describe Stanley's Stick	Letter in role as Jack to the Giant (linked to Trust Me, Jack's Beanstalk Stinks)	Description - forest setting (linked to The Kiss that Missed)

	by Shirley Hughes	Spectacular City) Diary - in role as Leather Shoe Charlie	- a toy fact file	Instructions - how to make a 'Cup and Ball' toy	Story - re-write the opening and build up	Instructions - how to make a castle
Grammar focus	• Use -and- to join words and clauses • Use noun phrases	• Use regular plural noun suffixes –s or –es • Use -and- to join words and clauses	• Use noun phrases • Use regular plural noun suffixes –s or –es • Use -and- to join words and clauses	• Add suffixes to verbs where no change is needed in the spelling of root words • Use noun phrases • Use regular plural noun suffixes –s or –es • Use -and- to join words and clauses	• Use the prefix -un to change the meaning of verbs and adjectives • Add suffixes to verbs where no change is needed in the spelling of root words • Use noun phrases • Use regular plural noun suffixes –s or –es • Use -and- to join words	★ Apply all grammar objectives where appropriate

					and clauses	
Punctuation focus	• Full stops • Capital letters • Leave spaces between words • Capital letter for the personal pronoun - I	• Full stops • Capital letters • Leave spaces between words • Question marks • Capital letters for names of people, places and the days of the week	• Full stops • Capital letters • Leave spaces between words • Question marks • Exclamation marks	• Full stops • Capital letters • Leave spaces between words • Question marks • Exclamation marks • Capital letters for names of people, places and the days of the week and the personal pronoun - I	★ Apply all punctuation objectives where appropriate	★ Apply all punctuation objectives where appropriate
Big Write - opportunity to apply skills acquired from taught text types	Character description Diary of a Wombat - writing in sequence.	Story - basic retell (3 part story) The Christmas Jolly Postman - letter writing	Recount	Rewrite How to Catch a Star by Oliver Jeffers - concrete poem	Letter Jack & the Beanstalk alternatives - Trust Me. Jack's Beanstalk Stinks, Jack and the	Scene setting Description The Paperbag Princess - alternative 'fairytale'

					Jelly Bean Stalk, Jack and the Baked Beanstalk. Comparing differences in text.	

Year 2 Four Purposes of Writing	Autumn 1 **Writing to entertain**	Autumn 2 **Writing to inform**	Spring 1 **Writing to inform**	Spring 2 **Writing to entertain**	Summer 1 **Writing to inform**	Summer 2 **Writing to entertain**
Class text	Little Red and the Very Hungry Lion We're going on a lion hunt	Akimbo and the elephants Meerkat Mail	Katie in London The Queen's Hat	Vlad and the Great Fire of London Toby and the Great Fire of London	The Storm Whale At the Beach	The Great Explorer The Secret of Black Rock
Text types	Story - retell of Little Red and the Very Hungry Lion	Recount - in role as Akimbo Letter - in role as Sunny the	Letter in role as Katie to the lion Instructions - how to make	Poetry - diamantes (GFOL) Story - retell of	Recount Letter - in role	Poetry - Performance Poetry (Seaside) Description

	Poetry - riddles (African animals)	meerkat	hat	Toby and the Great Fire of London		(setting) / Story - alternative version
Additional text types	Character description(Little Red - Wanted poster - lion)	Information text - all about Elephants Diary - in role as Sunny	Story - retell of Katie in London Story - alternative version of The Queen's Hat	Diary - in role as Vlad or Boxton Diary - in role as Samuel Pepys	Information text - all about Whales Instructions - beach theme (sandcastle, picnic, etc)	Diary - in role as dad
Grammar focus	• Use coordinating conjunctions to link two main ideas • Use expanded noun phrases to add detail to description • Use present tense correctly • Form	• Use a range of sentence types - statement, question • Use coordinating conjunctions to link two main ideas • Use expanded noun phrases to add detail	• Use coordinating conjunctions to link two main ideas • Use subordinating conjunctions in the middle of sentences • Use expanded noun phrases to add detail	• Use a range of sentence types - statement, question • Use coordinating conjunctions to link two main ideas • Use expanded noun phrases to add detail	★ Apply all grammar objectives where appropriate	★ Apply all grammar objectives where appropriate

	compound words	to description • Use past tense correctly • Form nouns using suffixes such as –ness, –er	to description • Use present and past tense correctly • Form adjectives using suffixes such as –ful, –less, -er, -est	to description • Use the progressive form for verbs in the present and past tense • Use - ly to turn adjectives into adverbs		
Punctuation focus	• Full stops • Capital letters • Exclamation marks	• Full stops • Capital letters • Question marks • Use apostrophes to mark contractions	• Full stops • Capital letters • Question marks • Exclamation marks • Use apostrophes to mark possession • Use commas in a list	• Full stops • Capital letters • Question marks • Exclamation marks • Use apostrophes to mark possession • Use apostrophes to mark contractions • Use commas in a list	★ Apply all punctuation objectives where appropriate	★ Apply all punctuation objectives where appropriate

| Big Write - opportunity to apply skills acquired from taught text types | Literacy Shed: Zahra/Catch it Story - retell

Mighty Mo/Zippo the Super Hippo Poetry - riddle | Literacy Shed: For the birds Recount in role as Big Bird

Texts linked to Christmas - text type to be decided based on the text chosen | Literacy Shed: Bubbles Letter in role as the young girl

Supertato Instructions - How to defeat the evil pea | Literacy Shed: A Cloudy Lesson Diary - in role as Grandad / boy

Beegu Story - retell the story of Beegu | Literacy Shed: Adventures are the pits Recount in role as the boy

Apology letter in role as the owl - Big Bad Owl | Literacy Shed: Taking flight Story - retell the story

The Day the Crayons Quit Letter in role as a crayon of choice |
|---|---|---|---|---|---|---|

Year 3 Four Purposes of Writing	Autumn 1 **Entertain**	Autumn 2 **Inform**	Spring 1 **Inform**	Spring 2 **Entertain**	Summer 1 **Entertain**	Summer 2 **Persuade**

Class text	The Firework Maker's Daughter	Little People, Big Dreams- Mary Anning Counting on Katherine (Black History)	Stone Age Boy The Iron Man	Stig of the Dump	Egyptian Cinderella Varjak Paw	Varjak Paw
Text types	Character description Setting Descriptions Poetry- Haiku	Explanation- How a fossil is formed Biographies	Recount- in role Newspaper Report- Discovery of Iron Man	Description- The Pit Narrative- inspired by the story.	Narrative- Traditional tale with an Egyptian theme. Poetry- Limericks	Advert- for a new owner for the cats Persuasive Letter- in role as Varjak
Additional text types	Diary- retell in roll- Firework Makers Daughter	Explanation- How a volcano erupts	Persuasive letter- Iron Man Instructions for Giants Performance Poetry	Newspaper- discovery of Stig Estate Agents Advert- For Stig's Den	Explanation- Water Cycle	Information text- Egyptians
Grammar focus	-Use expanded noun phrases	-Use capital letters for names	Use the present perfect form of	*Apply all grammar objectives	*Apply all grammar objectives	*Apply all grammar objectives

	-Use conjunctions to express cause -Use adverbs to express cause -Use prepositions to express place	of people, places -Use headings and subheadings -Use paragraphs	verbs instead of the simple past. Use a range of sentence types. Use prepositions and adverbs to express place and time. Use Paragraphs Use fronted adverbials	where appropriate	where appropriate	where appropriate Use preposition phrases to modify nouns
Punctuation focus	Use capital letters, full stops, question marks and exclamation marks. Use commas to separate a list	Use apostrophes to show where letters are missing and to mark singular possession in nouns.	Use question marks and exclamation marks. Use inverted commas for direct speech Use commas after fronted	*Apply all punctuation objectives where appropriate	*Apply all punctuation objectives where appropriate	*Apply all punctuation objectives where appropriate Use inverted commas and other punctuation to

			adverbials			indicate direct speech.
Big Write - opportunity to apply skills acquired from taught text types	Literacy Shed: Rock, Paper, Scissors- Character Description	Literacy Shed: The Lighthouse- Letter in role from the man to the village.	Literacy Shed: So Good To Me/ Pigeon Impossible - retell in role	Literacy Shed: High Dive Giraffes - description	Literacy Shed: Treasure- Diary written in role as the lady.	Literacy Shed: Titanium- Letter to persuade

Year 4 Four Purposes of Writing	Autumn 1 **Writing to Inform**	Autumn 2 **Writing to Entertain**	Spring 1 **Writing to Inform**	Spring 1 **Writing to Entertain**	Summer 1 **Writing to Entertain**	Summer 2 **Writing to Persuade**
Class text	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Shakespeare (changes each year)	How to be a Viking by Cressida Cowell	Greek Myths	Who Let the Gods Out by Maz Evans
Text types	Newspaper - last golden ticket	Setting description - new room	Recount - diary entry	Narrative writing - retell the story	Narrative writing - write own myth	Advertisement - for a new shop

		Narrative writing - write own chapter	Biography - William Shakespeare	Poetry - Kennings and Clerihews		Letter - job application
Additional text types	Character descriptions - ticket winners and new character	Explanation - new machine	Poetry - performance poems	Information text - Viking fact file	Diary entry - in role as Theseus	Poetry - free verse
Grammar focus	-Use coordinating and subordinating conjunctions -Use paragraphs or sections to organise and structure according to purpose and audience -Use prepositions to expand noun phrases.	-Use pronouns or specific nouns to aid cohesion and avoid repetition -Use adverbs or prepositions to express time, place and cause	-Use Standard English forms correctly -Use coordinating and subordinating conjunctions -Use fronted adverbials -Use prepositions to expand noun phrases.	-Use different verb forms accurately and consistently including past, present, progressive and perfect	★ Apply all grammar objectives where appropriate	★ Apply all grammar objectives where appropriate

Punctuation focus	-Demarcate sentences accurately -Use inverted commas accurately for direct speech.	-Use commas after fronted adverbials -Use apostrophes for singular and plural possession	-Use commas after fronted adverbials	-Use inverted commas accurately for direct speech. -Use apostrophes for singular and plural possession	★ Apply all punctuation objectives where appropriate	★ Apply all punctuation objectives where appropriate
Big Write - opportunity to apply skills acquired from taught text types	Explanation - dream job The True Story of the Three Little Pigs - retell fairy tales from a different point of view	Newspaper - Fairy tales Literacy Shed: Excitable Edgar - letters of apology	Literacy Shed: Marshmallows - creature description Literacy Shed: DumSpiro - Job advert for a Roman Soldier going to Britain	Information text - entry for the Book of Dragons Literacy Shed: Jotun - Retell the story	Literacy Shed: Athens - diary in role Fictional land - setting description	Literacy Shed: King Midas - retell the story Literacy Shed: Football adverts - crowd atmosphere poem

Year 5 Four Purposes of Writing	Autumn 1 **Writing to entertain**	Autumn 2 **Writing to discuss**	Spring 1 **Writing to inform**	Spring 2 **Writing to inform**	Summer 1 **Writing to entertain**	Summer 2 **Writing to persuade**

Class text	Street Child	Street Child	Street Child	The Explorer	The Explorer Stories from the Amazon	The Explorer
Text types	Setting description - Workhouses Internal monologue - Jim's thoughts about Mr Spink	Balanced argument - Should Jim escape or not?	Biography - Dr Barnardo Newspaper article - Based upon the picture book 'Tuesday'	Non-chronological report - caimans / chosen Amazonian creature	Personification poetry - Fire theme Tankas - Amazonian nature themed Narrative - Stories from other cultures. Write our own version	Food review - dining in the rainforest (bugs and berries etc) Advertisement - holiday brochure for Brazil
Additional text types	Diary entry in role as Jim living in a workhouse	Persuasive letter written to the prime minister to abolish child labour	Poetry - Free verse Character description of Grimy Nick	Positive and negative setting descriptions of the Amazon rainforest	Write in role, as the explorer, about Max	Narrative - write a chapter from the explorer's point of view
Grammar focus	Fronted adverbials	Parenthesis	Subordinating conjunctions in	Parenthesis for technical	Similes	★ Apply all grammar

	Subordinate clauses in varied positions Expanded noun phrases Relative pronouns Relative clauses	Modal verbs Adverbs (degrees of possibility) Adverbials to provide cohesion	varied positions	vocabulary	Metaphors Personification ★ Apply all grammar objectives where appropriate	objectives where appropriate
Punctuation focus	Demarcate sentences accurately Use commas after fronted adverbials Use commas to mark relative clauses	Use brackets, dashes or commas to indicate parenthesis	Commas to mark clauses	Use brackets or dashes to explain technical vocabulary Punctuate bullet points consistently	★ Apply all punctuation objectives where appropriate	★ Apply all punctuation objectives where appropriate
Big Write - opportunity to apply skills	Recount - Visit to Quarry Bank Mill	Diary entry - Literacy Shed: Excitable Edgar	Narrative - Retell a traditional tale	Setting description - Fairground	Persuasive letter - playtimes shouldn't be	Diary entry - Literacy Shed: It's not a planet,

acquired from taught text types		Setting description - Haunted house			banned. Narrative - Big bad wolf viewpoint	it's our home.

Year 6 Four Purposes of Writing	Autumn 1 **Writing to Entertain**	Autumn 2 **Writing to Inform**	Spring 1 **Writing to Discuss**	Spring 2 **Writing to Persuade**	Summer 1 **Writing to Entertain**	Summer 2 **Writing to Inform**
Class text	The Lion, The Witch and the Wardrobe		Holes		The London Eye Mystery	
Text types	Narrative Description Poetry	Newspaper Reports	Argument Newspaper Review	Advertising Speech Campaign	Narrative Description Poetry	Reports Biography Newspaper
Additional text types	Extracts from 'Once', 'Goodnight Mister Tom' 'The Boy in Striped PJs'	'Rose Blanche' Extracts from 'Anne Franks' Diary'	The Arrival			

Grammar focus	Use subordinate clauses to add detail or context, including in varied positions. Use relative clauses to add detail or context. Use a wide range of sentence structures to add interest	Use subordinating conjunctions in varied positions, Use expanded noun phrases to inform. Use relative clauses to add further detail Begin to use passive voice to remain formal or detached. Begin to use colons to link related clauses.	Use modal verbs to convey degrees of probability, Use relative clauses to provide supporting detail Use adverbials to provide cohesion across the text. Use expanded noun phrases to describe in detail Begin to use passive voice to maintain impersonal tone.	Use imperative and modal verbs to convey urgency. Use adverbials to convey sense of certainty, Use short sentences for emphasis Use of the subjunctive form for formal structure.	★ Apply all grammar objectives where appropriate	★ Apply all grammar objectives where appropriate

Punctuation focus	Use brackets for incidentals. Use dashes to emphasise additional information. Use colons to add further detail in a new clause. Use semi-colons to join related clauses.	Use brackets or dashes to explain technical vocabulary. Use semi-colons to punctuate complex lists, including when using bullet points. Use colons to introduce lists or sections. Use brackets or dashes to mark relative clauses. Secure use of commas to mark clauses, including opening	Use brackets or dashes for parenthesis, including for emphasis. Use semi-colons to mark related clauses. Use commas to mark relative clauses. Use colons and semi-colons to punctuate complex lists.	Use ? ! for rhetorical / exclamatory sentences. Use colons and semi-colons to list features, attractions or arguments. Use brackets or dashes for parenthesis, including for emphasis. Use semi-colons for structure repetition.	★ Apply all punctuation objectives where appropriate	★ Apply all punctuation objectives where appropriate

| | | subordinating clauses

Begin to use colons & semi-colons to mark clauses. | | | | |
|---|---|---|---|---|---|---|
| **Big Write - opportunity to apply skills acquired from taught text types Please add the text type to each stimulus** | Literacy Shed: The Lighthouse Setting description

Literacy Shed: Once In A Lifetime Recount | Literacy Shed: For the birds (dialogue)

Literacy Shed: The Piano Retelling in role | Literacy Shed: Pigeon Impossible

Retelling in role of agent or pigeon | Literacy Shed: Taking Flight

Diary entry | Literacy Shed: Little Freak

monologue | |

Front Cover:

At the beginning of each new piece of writing, a front cover must be added.

It should be bright, eye-catching and clearly show the stimulus for the writing that will follow.

The front cover must include:

• the genre of writing

• the purpose of the writing

• the audience

• a definition of the genre

This is to ensure that children understand the audience and the purpose of the writing and should be referred to throughout the unit. A collection of these will be available on the staff drive.

Newspaper Writing

Purpose: to inform

Audience: local community

Inform

A *news article* discusses current or recent *news*. A *news article* can include accounts of eyewitnesses to the happening of the event.

Teaching Strategies

Modelled Writing - Modelled writing is a specific strategy which allows teachers to explicitly demonstrate the process of writing by 'thinking aloud'. The children listen and observe.

Shared Writing - Shared writing is a specific strategy which allows children to participate in the writing process by contributing ideas and knowledge without the pressure of having to write on their own. This can be either done as a whole class or in small groups with an adult scribing.

Paired Writing - When composing and redrafting, paired writing is a specific strategy, which is embedded in the writing process, allowing children to 'talk the text' and consider the impact on the reader and where necessary redraft and edit their work.

Independent writing - Independent writing is a specific strategy, which allows children to write independently and experiment with mark making. As they do this they try out the skills and knowledge that they have acquired through modelled and shared experiences.

Guided writing - Guided writing lessons are targeted, small-group sessions teaching those strategies to a group of students most need to practice, with immediate guidance from the teacher.

Grammar

Grammar is taught so that children understand the effect the choices they make have on meaning and is taught in the context of purposeful talk, reading and writing. It is expected that grammar will be taught explicitly, in context with further opportunities planned in order that children can apply and practice their learning across the curriculum so that they deepen their conceptual understanding. Grammar can be taught as a whole lesson or a series of starters depending on the teaching sequence. Grammar lessons should be active and instructive with varied opportunities for children to apply and demonstrate their learning during guided and independent writing.

Vocabulary enrichment:

We recognise that children at Co-op Academy Broadhurst often come to us with underdeveloped vocabulary. Providing an enriched vocabulary environment will be a focus for every teacher so that by the end of the year ambitious vocabulary is being used by pupils at an appropriate level. This must be achieved through:
• Words of the week
• Teachers modelling word choices
• Exploring synonyms and antonyms
• Word mats/banks including topical and technical vocabulary
• Regular use of thesauri at appropriate stages

Impact

The children will have gained the knowledge and skills required to write successfully for a purpose and audience. The implementation of the writing sequence will enable the children to become more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2, children will have developed a writer's craft, whereby they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards will improve and skills taught in the English lesson are transferred into other subjects, allowing for consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.