



British School Al Rams (BSR)

Writing

**Primary School (Key Stage 1
and Key Stage 2)
Curriculum Book**

Writing Curriculum Guidebook

Intent

- At BSR writing is a crucial part of our curriculum. All children from EYFS to Grade 5 are provided with many opportunities to develop and apply their writing skills across the curriculum.
- For pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition.
- Pupils will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.
- We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting.

Implementation

Writing at BSR:

- Early writing is taught through early mark making, then when the children begin Letters and Sound phonics, they are taught the letter formations. This begins with writing (whether with a writing tool or in the air) CVC words, moving onto short sentences using the sounds they have been taught.
- This process continues into KG2, where children are encouraged to use the sounds they have been taught. They have access to sound mats, when they are writing, whether this is with the teacher, in continuous provision or independently.
- There is a focus on vocabulary, and we are aware that the vocabulary deficit that most of our children have, needs to be addressed as a priority. In order to do this, to support the teaching of new and adventurous vocabulary, all year groups have access to and make full use of the books to ensure that all children are regularly read to in class and high-quality texts are used.
- We also use elements of Talk for Writing to model texts, enhance vocabulary and structure different genres of writing by maintaining the cold and hot tasks and oral retelling of stories.
- As we are aware that spelling is important in our school, we are in the process of developing a spelling scheme of work tailored to the needs of children at BSR who have progressed from phonics.
- Grammar is taught through the model text, but also through discrete lessons
- There is an expectation that all teachers use of grammar is accurate. To ensure progression in grammar skills, all teachers have been given a progression of grammar document, on which they highlight the grammar skills that have been taught. In addition, this will be tracked using an electronic curriculum tracking tool. Any areas of weakness that are identified as a result of independent writing or the hot or cold tasks, are taught as part of the modelled text, or the grammar starters. Again, teachers are expected to track back to previous years objectives, if this is appropriate.

Impact

As a result of our Writing teaching at BSR you will see:

- Regular checks on the correct writing process being taught, along with the quality of writing in English and curriculum books is evaluated by learning walks, drop ins, pupil interviews and work scrutinies.
- Summative assessment occurs using the assessment materials and moderating across year groups and across the academy. These are carried out 6 times a year, unless the teacher wishes to moderate with the English lead more frequently. The analysis of this used to identify areas of development and any children who are not making expected progress.

Grade KG2

Number of Lessons Per Week		7
Genres Covered		
Narrative	Poetry	Non-Fiction
<i>To be covered through a variety of suggested age appropriate, high quality text</i>	<i>To be covered through a variety of suggested age appropriate, high quality text</i>	<i>To be covered through a variety of suggested age appropriate, high quality text</i>
Personal recount Simple stories Setting Traditional tales	Focus on pattern and rhyme	Labels, lists, captions Instructions Non-chronological information text
Skills Developed		
<u>Transcription</u> <ul style="list-style-type: none"> • I can spell my word list accurately. • I can spell some unusual words correctly. • I can spell the days of the week. • I know the names of all the letters of the alphabet in order. • I know some sounds can be spelled in different ways using different letters. • I use word endings such as -s and -es to change a word to mean more than one. • I know how to add un- at the beginning of a word to create a new word. • I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper. • I can spell the words correctly in my Year 1 spelling list. • I can write out a sentence told to me by my teacher. <u>Handwriting</u> <ul style="list-style-type: none"> • When writing, I sit and hold a pencil correctly. • I can write some of my letters correctly, starting and finishing in the right place. • I can write some capital letters. • I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly. • I can tell you how some letters are similar and can be put into 		<u>Composition</u> <ul style="list-style-type: none"> • Before I write a sentence, I can say out loud what I am going to write. • I can think of and say a sentence before I write it. • I can write a text by thinking of a list of sentences in the order I need. • I check my sentences make sense by re-reading them. • I can discuss what I have written with the teacher or my friends. • I can read aloud my own writing so my friends and the teacher can hear me. <u>Vocabulary, Grammar, Punctuation</u> <ul style="list-style-type: none"> • When I write, I leave spaces between my words. • I can add together two sentences using 'and'. • I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work. • I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I. • I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes. • I can add endings such as -ing and -ed to words to make new words. • I understand how adding 'un-' to the beginning of some words changes the word to mean the opposite. • I know that words can be put together to build sentences.

groups.	<ul style="list-style-type: none"> I can use the grammar rules set out my grammar list.
Assessment	
Cold tasks at the beginning of a genre. Hot tasks at the end of a genre.	
Cross Curricular Links	
Teachers will endeavor to use high quality texts linked to topics being taught in Science, Social Studies and Moral Education	
Home Learning	
www.oxfordowl.co.uk	
Reading List & E-books	
Books from the suggested reading list in 'Reading and Phonics' guide book may be useful to have at home	
Useful Websites	
www.onceuponapicture.co.uk	
Setting (if any)	
No setting takes place but all lessons are differentiated according to the individual needs of the children in the class.	
Staff	
Pinar Tasci, Samirah Sadiq, Mariam Iqbal, Habiba Hansrod	

Grade 1

Number of Lessons Per Week		7
Genres Covered		
Narrative	Poetry	Non-Fiction
<p><i>To be covered through a variety of suggested age appropriate, high quality text</i></p> <p>recount (including diaries and postcards) Extended stories with familiar settings Traditional tales with 3rd person narrative</p>	<p><i>To be covered through a variety of suggested age appropriate, high quality text</i></p> <p>Including poems on a theme, language play, patterns and rhyme</p>	<p><i>To be covered through a variety of suggested age appropriate, high quality text</i></p> <p>Instructions Non-Chronological report</p>
Skills Developed		
<p><u>Transcription:</u></p> <ul style="list-style-type: none"> • I can spell words correctly by saying them out loud. • I am learning new ways for spelling words which sound the same but have different meanings. • I know how to spell words that do not follow a spelling pattern. • I can spell more words by using 'rules' I already know. • I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling. • I can show I know the difference between homophones and near-homophones in my spelling. • I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer. • I can spell the words correctly in my Year 2 spelling list. • I can write out a sentence told to me by my teacher and use the correct punctuation. <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> • When I write, my letters are the same size. • I am learning which letters to join up in my handwriting, and which ones are best left unjoined. • I can write letters and numbers that are the right way round and the right size. • I know where to leave spaces between words. • <p><u>Composition:</u></p> <ul style="list-style-type: none"> • I am beginning to write stories about things that have happened to 		<ul style="list-style-type: none"> • I think about what I am going to write by writing down my ideas and important words which will help me. • I can write down brief descriptions about what I want to include in my writing, before I begin. • I can make changes in my writing by listening to what others have to say about it. • Once finished, I will re-read my work to make sure it makes sense. • I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation. I can read aloud my work in a way which helps people understand it. <p><u>Vocabulary, Punctuation and Grammar</u></p> <ul style="list-style-type: none"> • I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks. • I can use commas correctly when making a list of things. • I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will. • I am learning to write sentences which convey different meaning for different purposes. • I am able to write more interesting sentences by adding further detail • I try to write in the present or past tense when writing. • I can use words such as when, if, that, because, or, and or but when I write sentences. • I can add -ness and -er to the end of a word to make new words and I

<p>me or other people.</p> <ul style="list-style-type: none"> • I am able to write longer stories about real things that have happened. • I can write my own poems. • I like to write for different purposes, for example, for my teacher, myself or for a class assembly. 	<p>know some words (such as superman or whiteboard) are made by joining two different words together.</p> <ul style="list-style-type: none"> • I can add -ful and -less to words to make adjectives. • I know what changes happen to the meaning of words when I add -er, -est and -ly to words. 11. When I discuss my writing, I can use the correct Grade 1 grammar as set out in my Grade 1 grammar list.
---	--

Assessment

Cold tasks at the beginning of a genre.
Hot tasks at the end of a genre.

Cross Curricular Links

Teachers will endeavor to use high quality texts linked to topics being taught in Science, Social Studies and Moral Education

Home Learning

www.spellingframe.co.uk

Reading List & E-books

. Books from the suggested reading list in 'Reading and Phonics' guide book may be useful to have at home

Useful Websites

www.onceuponapicture.co.uk

Setting (if any)

No setting takes place but all lessons are differentiated according to the individual needs of the children in the class.

Staff

Thomas Graham, Melane Mostert, Rachael Ellison

Grade 2

Number of Lessons Per Week		7
Genres Covered		
Narrative	Poetry	Non-Fiction
<p><i>To be covered through a variety of suggested age appropriate, high quality text</i></p> <p>recount (including diaries and postcards) Extended stories (including adventure stories, myths and traditional tales) Informal letters or postcards Traditional tales with 3rd person narrative Simple playscripts</p>	<p><i>To be covered through a variety of suggested age appropriate, high quality text</i></p> <p>Including shape poetry and calligrams Poems on a theme</p>	<p><i>To be covered through a variety of suggested age appropriate, high quality text</i></p> <p>Further development of:</p> <p align="center">Instructions Non-Chronological report</p>
Skills Developed		
<p><u>Transcription:</u></p> <ul style="list-style-type: none"> • I use some prefixes and suffixes and understand how to use them in my writing. • I can spell some homophones. • I am able to spell some words that are often misspelt. • I know how to use the possessive apostrophe in some plurals. • When using a dictionary, I am able to use the first two letters of a word to check its' meaning. • I can write simple sentences that have been read to me, using the correct punctuation. <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> • I am beginning to join my letters when writing. • I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other. <p><u>Composition:</u></p> <ul style="list-style-type: none"> • I plan my writing by looking at similar texts written before. • I am able to make notes about what I will write about. • I use different sentence structures and some better vocabulary in my writing. • I can draft my work into short paragraphs. • I can organise my writing using settings, characters and plot. • I can organise my writing by using headings. 		<ul style="list-style-type: none"> • I can edit my own work add some improvements to the texts. • I can edit written work to improve the use of vocabulary. • When I finish a piece of work I will read it through to correct some spelling and punctuation errors. • I can read my writing out to an audience in a clear manner. <p><u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> • I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although. • I understand how to use the present perfect form of verbs which contrast to the past tense in my writing. • I can use the grammar rules set out in my grammar list. • I can use conjunctions, adverbs and prepositions to express time and cause in my writing. • I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know. a. I know when to use 'a' or 'an' depending on what the next word begins with. • I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family. • I group ideas I write about into paragraphs. • I use headings and sub-headings to structure and present my work. • I know that inverted commas are used to open and close what some one is saying in a text.

Assessment

Cold tasks at the beginning of a genre.
Hot tasks at the end of a genre.

Cross Curricular Links

Teachers will endeavor to use high quality texts linked to topics being taught in Science, Social Studies and Moral Education

Home Learning

www.spellingframe.co.uk

Reading List & E-books

Books from the suggested reading list in 'Reading and Phonics' guide book may be useful to have at home

Useful Websites

www.onceuponapicture.co.uk

Setting (if any)

No setting takes place but all lessons are differentiated according to the individual needs of the children in the class.

Staff

Karen Page, Anya Reavely

Grade 3

Number of Lessons Per Week		7
Genres Covered		
Narrative	Poetry	Non-Fiction
<p><i>To be covered through a variety of suggested age appropriate, high quality text</i></p> <p>recount (personal and in role) Extended stories (including adventure stories, mystery stories, historical setting) Informal letters Playscripts</p>	<p><i>To be covered through a variety of suggested age appropriate, high quality text</i></p> <p>Including the writing of performance poetry Beginning to explore poetic form</p>	<p><i>To be covered through a variety of suggested age appropriate, high quality text</i></p> <p>Non-chronological report Persuasive Texts(adverts, leaflets) Simple explanation text</p>
Skills Developed		
<p><u>Transcription:</u></p> <ul style="list-style-type: none"> I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing. I can spell an increasing number of homophones. I am able to spell words that are often misspelt. I know how to use the possessive apostrophe accurately in words with regular and irregular plurals. When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning. I can write simple sentences from memory that have been dictated to me, using the correct punctuation <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> In handwriting, I know which letters are appropriate to join. My joined handwriting is legible with all letters the same height and the correct distance apart from each other. <p><u>Composition:</u></p> <ul style="list-style-type: none"> I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary. I am able to use ideas to plan my writing. I am using an increasing range of sentence structures and richer vocabulary in my writing. I can draft my work into paragraphs. I can organise my writing using different settings, characters and plot. 		<ul style="list-style-type: none"> I can organise my writing by using headings and sub-headings. I can edit my own work and that of others and add improvements to the texts. I can edit written work to improve the use of grammar. When I finish a piece of work I will read it through to correct spelling and punctuation errors if present. I can read my writing out to an audience in an interesting and clear manner. <p><u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> I use commas after fronted adverbial - such as 'Later that day, I heard the bad news'. I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing. I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'. 4. I know I should not write in the same way that I talk. I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing. I can punctuate speech in a text. I can talk about my work using the learning from my Year 4 grammar list. I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.

Assessment

Cold tasks at the beginning of a genre.
Hot tasks at the end of a genre.

Home Learning

www.spellingframe.co.uk

Cross Curricular Links

Teachers will endeavor to use high quality texts linked to topics being taught in Science, Social Studies and Moral Education

Reading List & E-books

Books from the suggested reading list in 'Reading and Phonics' guide book may be useful to have at home

Useful Websites

www.onceuponapicture.co.uk

Setting (if any)

No setting takes place but all lessons are differentiated according to the individual needs of the children in the class.

Staff

Deon Mostert, Gabrielle Williams

Grade 4

Number of Lessons Per Week		7
Genres Covered		
Narrative	Poetry	Non-Fiction
<p><i>To be covered through a variety of suggested age appropriate, high quality text</i></p> <p>Extended stories (with variety of settings, stories from other cultures, fables, myths and legends) Letters (formal and informal) Playscripts Recount- newspaper reports</p>	<p><i>To be covered through a variety of suggested age appropriate, high quality text</i></p> <p>Including narrative poetry Further development of poetic forms</p>	<p><i>To be covered through a variety of suggested age appropriate, high quality text</i></p> <p>Non-chronological reports Longer persuasive texts Explanation text</p>
Skills Developed		
<p>Transcription:</p> <ul style="list-style-type: none"> • I add some prefixes and suffixes. • I can spell some words that include silent letters. • I know some words sound the same but are spelled differently. • I use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually. • I am beginning to use a dictionary to check how words are spelled and what words mean. • I use the first three letters of a word to quickly find it in a dictionary. • I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text. <p>Handwriting:</p> <ul style="list-style-type: none"> • I make sure others can read my handwriting. • I often choose the writing tool that is best suited for a task. <p>Composition:</p> <ul style="list-style-type: none"> • I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing. • I plan my writing by making notes and then develop my initial ideas. • I plan my writing by using ideas from how other authors have developed their characters and settings. • I draft and write by selecting grammar and vocabulary to enhance my work. • I review my work to add description to develop settings and 		<ul style="list-style-type: none"> • I use headings and bullet points to structure my writing. • I beginning to evaluate and edit my work to think about whether it can be improved based on what I have read. • I edit my texts to improve their content. • I use the correct tense throughout a piece of writing. • I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech. • I can read through my work to correct some spelling and punctuation mistakes. • I read aloud my own work so the meaning is clear to the listeners. <p>Vocabulary, Punctuation and Grammar:</p> <ul style="list-style-type: none"> • I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible. • I use brackets, dashes or commas to create an explanation section in a sentence. • I begin sentence clauses with who, which, where, when, whose, that or with. • I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]. • I understand a range of verb prefixes (such as dis-, de-, mis-, over- and re-). • I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly. • I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen

<p>characters.</p> <ul style="list-style-type: none"> • I can precis a passage to create a sentence with the same meaning. • I am beginning to use details across my texts to help link paragraphs together into a full text. 	<p>her before].</p> <ul style="list-style-type: none"> • I use commas to structure my sentences and clarify the meaning of a text.
---	---

Assessment

Cold tasks at the beginning of a genre.
Hot tasks at the end of a genre.

Cross Curricular Links

Teachers will endeavor to use high quality texts linked to topics being taught in Science, Social Studies and Moral Education

Home Learning

www.spellingframe.co.uk

Reading List & E-books

Books from the suggested reading list in 'Reading and Phonics' guide book may be useful to have at home

Useful Websites

www.onceuponapicture.co.uk

Setting (if any)

No setting takes place but all lessons are differentiated according to the individual needs of the children in the class.

Staff

Farag Mohamed

Grade 5

Number of Lessons Per Week		7
Genres Covered		
Narrative	Poetry	Non-Fiction
<p><i>To be covered through a variety of suggested age appropriate, high quality text</i></p> <p>Recount- newspaper reports Short and extended stories Letters (formal and informal) Biography and Autobiography</p>	<p><i>To be covered through a variety of suggested age appropriate, high quality text</i></p> <p>Including narrative poetry Further development of poetic forms</p>	<p><i>To be covered through a variety of suggested age appropriate, high quality text</i></p> <p>Non-chronological report Longer persuasive texts Balanced argument More sophisticated explanation text</p>
Skills Developed		
<p><u>Transcription:</u></p> <ul style="list-style-type: none"> I add prefixes and suffixes using the rules we have worked on in class. I can spell some words that include silent letters, such as knight, psalm and solemn. I know some words sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be'). I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually. I use a dictionary to check how words are spelled and what words mean. 6. I use the first three or four letters of a word to quickly find it in a dictionary. I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text. <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> I make sure others can read my handwriting and decide whether or not to join specific letters. I choose the writing tool that is best suited for a task. <p><u>Composition:</u></p> <ul style="list-style-type: none"> I plan the structure of my writing by identifying the audience for my text and the purpose of the writing. I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts. I plan my writing by considering how other authors have developed 		<ul style="list-style-type: none"> I use headings, bullet points and underlining to structure and guide a reader through my writing. I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect. I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation. I ensure I use the consistent and correct use of tense throughout a piece of writing. I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech. I proof-read my work to correct spelling and punctuation mistakes. I read aloud my own work so the meaning is clear, fluent and flows correctly. <p><u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark. I can write out formal speech or texts using appropriate vocabulary. I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'. I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms). I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.

<p>characters and settings.</p> <ul style="list-style-type: none"> • I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • I review my work to further describe and develop settings, characters and the narrative atmosphere. • I can precis a longer passage to create a short text with the same meaning. • I use themes and details across my texts to help link paragraphs together into a flow of text. 	<ul style="list-style-type: none"> • I structure my work with appropriate headings, sub-headings, columns, bullets, or tables. • I mark out separate clauses in a sentences by using a semi-colon or colon. • I use a colon to indicate the beginning of a list. • I use bullet points accurately when constructing a list.
---	---

Assessment

Cold tasks at the beginning of a genre.
Hot tasks at the end of a genre.

Cross Curricular Links

Teachers will endeavor to use high quality texts linked to topics being taught in Science, Social Studies and Moral Education

Home Learning

www.spellingframe.co.uk

Reading List & E-books

Books from the suggested reading list in 'Reading and Phonics' guide book may be useful to have at home

Useful Websites

www.onceuponapicture.co.uk

Setting (if any)

No setting takes place but all lessons are differentiated according to the individual needs of the children in the class.

Staff

Laura Campbell