



English - Writing Composition

Long Term Curriculum Map

Whole School Scheme of Learning



Intent: This is what we want for our children.

At Barley Fields Primary we are especially proud of our bespoke writing curriculum and the way it supports our children in their progressive journey to become creative and imaginative writers, with a high level foundational knowledge and technical skill. Our writing curriculum is delivered through immersive experiences, designed to create excitement and motivation with audience and purpose at its core. Writing at Barley Fields isn't designed to stay on a page and we seek opportunities to bring it to life. Our children can be: story-tellers, poets, journalists and even villains! We aim to ensure our children leave Barley Fields as enthusiastic, confident and competent writers. We promote the fact that writing is a process, and to produce an effective written piece, children will have opportunities to plan, edit, re-draft and publish their learning. This is in line with our culture of growth mind-set.

We provide a high-quality writing curriculum so that all children:

- Acquire the spoken language they need to effectively express themselves through their writing
- Use their reading and knowledge of texts to compose and structure their writing in a variety of ways, for a variety of audiences and purposes
- Progressively develop the technical skills of grammar, punctuation and spelling
- Are physically ready to write fluently and legibly for each stage of their writing journey

We aim for our writing curriculum to be current and research informed. As such, it is regularly adapted to meet the needs of all learners and reviewed in response to best practice. We have worked with guidance from the EEF and the National College to understand and apply adaptive teaching in the classroom which underpins all our teaching practice and pedagogy.

Implementation: This is what it will look like in the classroom

Writing is taught regularly in specific, meaningful and effective contexts. Our curriculum covers a range of text types that consider four main purposes for writing: writing to entertain, writing to inform, writing to persuade and writing to discuss.

We do this by:

- Engaging children in the writing process through carefully selected writing hooks
- Immersing the children in reading or spoken opportunities linked to the purpose and audience

- Reading examples to 'magpie' language and features to develop toolkits and working wires
- Planning, modelling and sharing writing to demonstrate the thought processes and actions of a competent writer
- Providing opportunities for children to write with increasing independence in a variety of ways
- Encouraging the children to edit and re-draft so that their writing achieves the purpose, appeals to the audience and is technically accurate
- Inspiring the children to bring their writing to life through publishing or performing and using technology when appropriate

We primarily adopt principles from three pedagogical approaches to the teaching of writing within our curriculum;

- Talk for Writing
- Read, Write Perform
- Short Burst Writing



The children in Nursery to Year 6 follow detailed medium-term schemes of learning covering the writing curriculum content. These are underpinned by an understanding of effective teaching pedagogy for quality first teaching in writing and ensure progression in the development of skills such as grammar, spelling, punctuation and handwriting.

Our curriculum characters have been designed to represent the curriculum end points as children progress through school. Our children are regularly exposed to the core skills and knowledge needed to develop as a writer with the use of the school curriculum character – Ravi the Writer.



Impact: This is what it will mean for our children

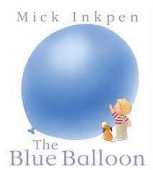
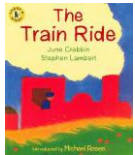
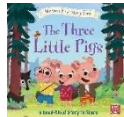
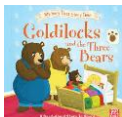
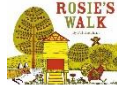
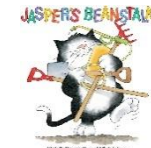
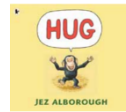
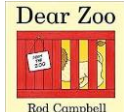
The impact of our writing curriculum is that children are able to compose and create writing for a range of purposes and audiences. Children will understand that the ability to communicate through writing is a valuable skill that they will utilise in many areas of their daily life both now and in the future. Children will have a positive view of writing due to learning experiences in a classroom where growth mind-set is at the heart of learning.

Our writing curriculum and our teaching and learning pedagogy leads to children who:

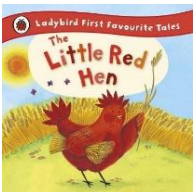
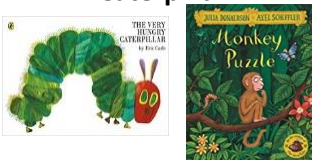
- Are inspired, motivated and enthusiastic about the writing process

- Use spoken language to orally compose their work and check grammatical conventions and sentence structure
- Draw on what they have read as models for their own writing composition
- Use ambitious language and vocabulary in their writing
- Write with independence and apply the technical skills of grammar, punctuation and spelling
- Creatively compose a variety of texts, making informed choices about content, structure and organisation
- Are resilient writers who edit and re-draft to compose effective written pieces
- Are proficient writers and achieve very well

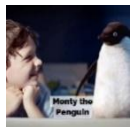
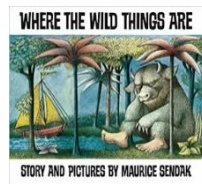
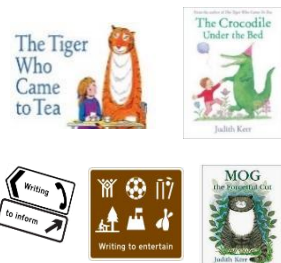
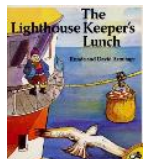
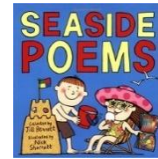
We are proud of our children's development of skills in writing which in turn lead to excellent attainment outcomes. We continually observe and formatively assess children against age-related writing objectives and use this information to plan the next steps in their learning and to challenge and consolidate their skills. By the end of each key stage, pupils are expected to know, apply and understand the skills and techniques specified in the relevant curriculum plans.

Nursery					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Blue Balloon  • Encourage children to speak in 'super sentences' • Modelling making marks for a purpose • Making marks to represent name. • Encourage children to give meaning to marks, including paintings. • Updating personalised display boards	The Train Ride  • Encourage children to speak in 'super sentences'. • Adults to think out loud when writing or typing to model the writing process. • Adults to model how to write for purpose and encourage children to engage with this e.g. drawing a model plan, making a label, writing their name before having snack and drawing a picture of what they would like to eat.	Traditional Tales    • Continue to experiment with writing for purpose e.g. taking a customer's order in the café, writing a shopping list etc. • Mark-making for purpose e.g. signs for Three Little Pigs' houses, invitations for a teddy bears' picnic with the three bears • Whole class story mapping • Name writing • Updating personalised display boards	Traditional Tales   • Continue to experiment with writing for purpose e.g. linked to current role play • Prompting children to make own marks for a purpose • Mark-making for purpose e.g. signs for Three Little Pigs' houses, invitations for a teddy bears' picnic with the three bears • Name writing in cards (Mother's Day, Easter)	Very Hungry Caterpillar    • Writing for purpose – making labels for plant pots • Whole class story mapping • Children choosing to make marks for a purpose • Updating personalised display boards 	Dear Zoo   • Dear Zoo – learning a text and writing. • Making class 'lift the flap' book • Children choosing to make marks for a purpose • Updating personalised display boards

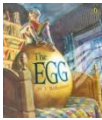
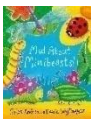
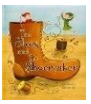
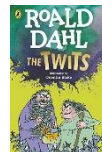
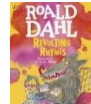
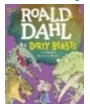
Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Little Red Hen  • Introduction to story mapping • Introduction orally retelling story with actions • Drawing characters and talking about marks made • Labelling characters 	Christmas Stories  • Labels • Cards for a range of celebrations • Invitations • Lists linked to Christmas • Simple letter to Father Christmas	Supertato  • Speech bubbles for characters from Supertato • Wanted posters for characters from Supertato • Pancake instruction Writing	The Very Hungry Caterpillar  • Label the food the Hungry caterpillar eats • Shopping Lists • Sequence the growth of a caterpillar and add captions • Map out simple report about caterpillars (3 or 4 sentences) • Innovate the report for a different animal • Simple riddles to describe other animals 	The Gingerbread Man  • Speech bubbles for characters from the Gingerbread Man • Instruction writing for gingerbread men recipe (4 or 5 steps) • Simple riddles to describe different characters (3 or 4 clues) • Wanted posters for characters • Maps for the gingerbread man to find the classroom	Jack and the Beanstalk  • Map out a section of the story Innovate the story as a class • Some children to innovate individually and rewrite the story • Plant beans and keep a diary of their growth • Instructions how to plant a seed 

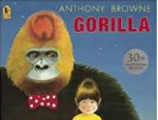
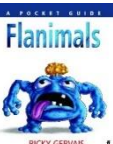
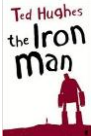
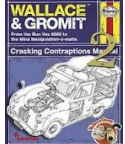
Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stories with a repeating pattern    - Labels - Captions - Shopping Lists - Simple Narrative Sentences - Simple description - Captions - Retelling a familiar story	The Jolly Postman    - Letter – T4W - Postcard - Wish Lists Monty the Penguin   - Retelling a narrative story	Pets    - Simple Fact File – T4W - Blurbs Where the Wild Things Are   - Book Review - Character description - Setting description	Judith Kerr   - Captions - Shopping Lists - Letter - Thought and speech bubbles - Party Invitations - Personal Recount - - Simple biography	Julia Donaldson   - Character Descriptions - Speech Bubbles - Simple biography - Labels and Captions - Book reviews - Story sequencing	The Lighthouse Keepers Lunch   - Instructions - Speech and thought bubbles - Story retelling - Letter Performance Poetry 

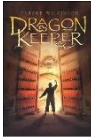
Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dragons       - Captions - Character description - Narrative recount of a familiar story - Setting Description - Letter	Living Things    - Non-chronological report - Information Poster - Blurbs - Poetry - Riddles Excitable Edgar   - Recount - Speech and thought bubbles	Fairy Tales       - Recount - Letters - Narrative – T4W - Setting Descriptions - Personal Recount	Peter Pan      - Character description - Setting description - Simple Instructions T4W - Personal Recount	Roald Dahl     - Biography - Character description - Recipe - Emails - Book jacket	Roald Dahl   - Story comparisons - Instructions - Letter - Recount - Book review Poetry    - Listening to and performing poetry

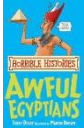
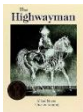
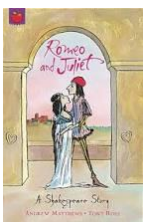
Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Anthony Browne      - Story sequencing - Personal recounts - Character description - Letter to an author	Curious Creatures     - Non-chronological reports - Acrostic poetry - Recount The Christmasaurus	Flanimals    - Character descriptions - Newspaper reports - Non-chronological reports	The Iron Man     - Story openers - Scene descriptions - Character monologues - Descriptive poetry	Cracking Contraptions     - Instructions - Labelled diagrams and short explanations - Reviews and complaints	Bedtime Stories    - Setting description - Story sequencing - Short narrative - adventure Story - Book reviews - Book jackets

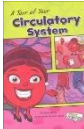
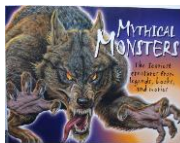
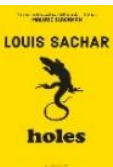
Book review	   - Story openers - Story sequencing - Blurb and book jacket		The Lost Thing     - Informative posters - Conversation between characters - Persuasive emails	- Biographies - Limericks	
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Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Villains    - Character descriptions - Police reports Villainous Speeches    - Villainous speeches Invaders and Settlers   - Persuasive adverts	Charlotte's Web    - Story sequencing - Diary entries - Book reviews - Blurb Coming Home    - Setting description - Sequencing - Narrative from a character's perspective	The Jabberwock   - Narrative - Nonsense poems - Kenning poems Henry VIII    - Diary entries - Letters - News bulletins	The Spider Wick Chronicles -Hybrid Creatures    - Non-chronological reports Climate Change     - Biography - Persuasive posters - Persuasive posters - Kennings poems	Fractured Fairy Tales    - Short Narrative - Newspaper report - News bulletin The Water Cycle    - Recount - Non-chronological report	Dragon Keepers Handbook    - Instructions - Performance poetry - Haiku poetry about dragons Shouty Man   - Persuasive Speech

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lost in Space    - Interview - Speeches The Solar System    - Non-chronological reports In a Galaxy Far Far Away <i>A long time ago in a galaxy far, far away....</i>   - Prologues - Labelled diagrams - Note taking skills	Galileo   - Explanation text - A letter of complaint - Fact files - Timeline - Biography Ancient Egyptian Adverts   - Advert - Police Report - Instructions A Christmas Carol -Poetry   - Rhyming poetry - Descriptions - Biographies	The Highwayman   - Narrative (third person) - Narrative from different perspectives. - Diaries - Poetry Athenian Wife Swap   - Play script - Narrative-myth	The Storm   - Setting descriptions with personification. Extreme Earth   - Non-chronological report. Poetry – Haiku yellow grass dried out rain drops soak and drench the fields the grass is now green   - Haiku poetry	Discussion and Debate   - Argument – for - Argument - against - Speech - letter Blogging   - Blog post (recount)	Romeo and Juliet   - Newspaper Report - Online News Article - Trip Advisor review - Movie Trailer - Biography - Narrative (dialogue between Romeo and Juliet) Podcasts    - Q and A session for a Y5 audience - Podcast – Informal Report/Script

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Benchmark Task House Description  <u>Ghost Stories</u> Descriptions Dialogue Narrative Campfire Stories   <u>The Circulatory System</u> Formal non-chronological report Informal information text (choice of text type) 	<u>Battle Cry</u> Persuasive/motivational speeches linked to WW2  <u>Poetry</u>  In Flanders Fields The Witches   <u>MacBeth</u> Instructions Narrative Court room speech <u>Christmas Unit</u> Christmas truce or Edgar	<u>Monster Hunter's</u>  Instructions Guide (choice of formality and style)   <u>Amazing Animals</u> Write the content for websites  <u>Narrative</u> Wizard Of Oz Holes Coraline MacBeth The Highwayman 	<u>Holes</u>  Survival Guide Letter from Stanley to parents Narrative Advert Incident report Courtroom speech Discussion text News report  	<u>Holes</u>  Survival Guide Letter from Stanley to parents Narrative Advert Incident report Courtroom speech Discussion text News report	<u>The Final Year</u>  Letters Poetry School report How To Survive Y6 (Nate) Narrative  