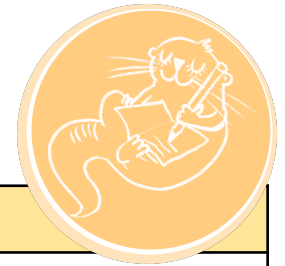




## Ottery St Mary Primary School Writing Curriculum Overview



### Pupils at Ottery St Mary Primary School will:

- Enjoy developing their vocabulary and take pleasure in the English language,
- Enjoy writing for pleasure,
- Take pride in sharing their writing with their peers and school community,
- Revise, edit and publish their work for an audience,
- Know how to write for different purposes and audiences,
- Reflect on their writing and how it can be improved,
- Discuss their writing and the writing of others,
- Apply the principles of writing from their English lessons to the wider curriculum,
- Apply the principles of phonics and spelling rules to help them to decode and spell unfamiliar words.

### Writing:

<b>Intent</b>	To create a culture where children enjoy exploring the writing of others and applying what they have learned in their own writing. To build opportunities for writing across the curriculum and ensure that writing at Ottery St Mary has a purpose. To create opportunities to write for different audiences, including their peers in other year groups. To inspire young writers with whole school writing prompts and opportunities for children to invent their own responses to the writing sequence.
<b>Implementation</b>	Writing as part of the English teaching sequence usually follows the imitate, innovate, invent cycle. Grammar is taught as part of the English teaching sequence and is contextualised by identifying examples of grammatical conventions in the books children read. Handwriting is modelled during the teaching sequence. Children publish their writing, and this is shared in writing displays across the school. An annual writing week offers whole school opportunities for creative writing, including working with pupils from other year groups.



## Year 1: Core texts, grammar and handwriting progression



	Autumn	Spring 1	Summer
<b>Core texts / stimuli</b>	Train Ride (fiction, writing to entertain) Oi Frog! (rhyming, writing to entertain) What I Like (poetry, writing to entertain)	Little Red Hen (traditional, writing to entertain) Boa's Bad Birthday (fiction, writing to entertain) Dear Mother Goose (letter writing, writing to inform)	The Day Louis Got Eaten (fiction, writing to entertain) Orion and the Dark (fiction, writing to entertain) Could a Penguin Ride a Bike? (non fiction, writing to inform)
<b>Focus</b>	To use finger spaces To use a capital letters To use a full stops To use a question mark To understand how words combine to make a sentence To use the joining word 'and'	To use finger spaces To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To join words and join clauses using 'and' To use a capital letter for names of people, places, days of the week and the personal pronoun I.'	To use finger spaces To join words and join clauses using 'and' To punctuate sentences using full stops, capital letters, question marks and exclamation marks. To use a capital letter for the names of people, places, days of the week and the pronoun I
<b>Phonics</b>	Little Wandle Letters and Sounds Revised Programme		
<b>Handwriting</b>	Initially, pencil grip is established, and then children move on to develop correct letter formation. Some letters are correctly formed and orientated, including lower case, capital letters and digits. Capital letters formed correctly for own name and the personal pronoun 'I'. Some spaces are left between words, although inconsistently. Most letters sit on the line, sometimes with guidance.	Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. Capital letters formed correctly for some names of people, places and the days of the week. Some spaces are left between words, although inconsistently. Most letters sit on the line.	Most letters are correctly formed and orientated, including lower case, capital letters and digits. Capital letters formed correctly and appropriately, relative to lower case letters. Spaces between words are appropriate in size. Letters sit on the line correctly, some may be joined.






## Year 2: Core texts, grammar and handwriting progression



	Autumn	Spring 1		Summer	
<b>Core texts / stimuli</b>	The Book of Hopes (fiction, writing to entertain) Daisy Doodles (fiction, writing to entertain) Tell Me A Dragon ( How To Catch Santa (instructions, writing to inform)	What Happens When The Boy Who Cried Ninja Stuck Fatou Fetch The Water		Augustus And His Smile Penguins Mrs Armitafe Amelia Earhart	
<b>Focus</b>	To use phonics knowledge to sound out words To use tricky word mats to support in spelling tricky words To know what makes a simple sentence a sentence and show these elements within writing (capital letter, finger space, full stop, check for sense) To use pre-cursive letters To sit letters on the line To only use a capital letter at the start of a sentence	To say my sentences out loud To use familiar punctuation To use adjectives/noun phrases To use coordinating, subordinating and time conjunctions To use subordinating conjunctions To write a question or exclamation with punctuation To understand present and past tense To use pre-cursive script To proofread and edit		<b>(Under development 2022)</b>	
<b>Phonics / Spelling</b>	Little Wandle Letters and Sounds Revised	To spell most of my Year 2 words correctly	(Under development 2022)	Under development 2022	Under development 2022
<b>Handwriting</b>	Hold pencil correctly, writing is legible. Letters and digits are mostly formed and orientated accurately, with some consistency in size. Uses spaces between words; attempts appropriate size to suit letters. Some letters are joined correctly.	Hold pencil correctly, writing is legible. Most letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Spacing is appropriate to the size of the letters. Some letters are joined correctly.		Hold pencil correctly, writing is legible. All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Spacing is appropriate to the size of the letters. Appropriate letters are joined consistently.	



Year 3						
						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core texts</b>	The Book of Hopes (fiction, writing to entertain) The Beasties (fiction, writing to entertain)	Dr K Fisher (non fiction, writing to inform) Mog's Christmas Calamity (fiction / film stimulus, writing to entertain)	Rocks (non fiction, writing to inform) A River (fiction, writing to entertain)	Paint me a Poem (poetry, writing to entertain) Meet The Artist (biography, writing to inform)	Rainforest Rough Guide (non fiction, writing to inform) RSPB letter writing (persuasive writing)	Paperbag Prince (fiction, writing to entertain) Paddington Bear (fiction, writing to entertain)
<b>Focus</b>	Creating character and plot, speech punctuation, using familiar punctuation accurately Adverbials, fronted adverbials, complex sentences, main and subordinate clause, punctuation within sentences	Complex sentences, subordinating conjunctions, main and subordinate clause Speech punctuation, draft and organise paragraphs around a theme	Using conjunctions, adverbs and prepositions to express time, place and cause. Using paragraphs as a way to group related material. Extending the range of sentences with more than one clause by using a wider range of conjunctions. Choosing nouns or pronouns accurately for clarity, cohesion and to avoid repetition.	Use and identify noun phrases. Organise paragraphs around a theme. Proof-read for spelling and punctuation errors Use fronted adverbials with commas. Express time, place and cause using conjunctions, adverbs and/or prepositions Demarcate sentences accurately (.,!)	Use and identify clauses, complex sentences, verbs. Use and identify expanded noun phrases. Use and identify adverbials, and modal verbs. Patterning of sentences	Adverbials, fronted adverbials and noun phrases, sentences with more than one clause. Extend the range of sentences with more than one clause Use adverbs Use and punctuate direct speech
<b>Spelling focus</b>	Words with; Long ei sound spelt with ei (eight) Long ei sound spelt with ey (they) Long ei/ sound spelt with ai (straight) ear sound (earth, early) Homophones and near homophones	Creating adverbs with the suffix ly when; the root word stays the same the root word ends in 'y' the root word ends in 'le' the root word ends in 'ic' or 'al' Exception words Statutory spelling words	Words with the 'i' sound spelt with 'y' (myth) Suffixes beginning with a vowel (er/ed/ing) added to words of more than one syllable Using the prefix 'mis' and 'dis' to make a negative meaning. Words with a 'k' sound spelt 'ch' (scheme)	Homophones and near homophones Adding the prefix 'bi' meaning two. Adding the prefix 're' Words ending in the 'g' sound spelt 'gue' (league) Words ending in the 'k' sounds spelt que (cheque) Words with a 'sh' sound spelt 'ch' (chalet) Statutory spelling words	Words ending in 'ary' Words with short 'u' sound spelt with 'o' (brother) Words with short 'u' sound spelt with 'ou' (double) Word families based on common words	Words ending in the suffix 'al' Words ending in the 'zhure' sound spelt 'sure' Words ending in the 'chur' sound spelt 'ture' Silent letters revision
<b>Hand writing</b>	Writing is usually legible. Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. Writing is sometimes appropriately spaced. Appropriate letters are joined.		Writing is legible. Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. Most writing is sufficiently spaced so ascenders and descenders do not meet. Appropriate letters are joined.		Writing is legible. Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. Writing is sufficiently spaced so ascenders and descenders do not meet. Appropriate letters are joined.	



## Year 4



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core text</b>	Leon and the Place Between (fiction, writing to entertain) I Don't Believe it Archie! (fiction, writing to entertain)	Spiderwick Chronicles Field Guided (non fiction, writing to inform) Mimi and the Mountain Dragon (fiction, writing to entertain)	Oliver and the Seawigs (fiction, writing to entertain) Sea Poetry (poetry, writing to entertain)	Alaistair Humphrey's Great Adventurers (biography, writing to inform)	El Caminante (film stimulus, writing to entertain) Dragons, truth, myth, legend (mixed text type, writing to entertain)	Arthur and the Golden Rope (fiction / graphic novel, writing to entertain)
<b>Focus</b>	Speech Adverbials Noun phrases Complex sentences	Non-chronological reports, Use of technical language. Subordinating conjunctions and complex sentences. Paragraphs, Speech, Complex sentences	Present and past perfect tense. Conjunctions Adverbs and prepositions to express time, place and cause. Figurative language Poem structure.	Biography, Possessive apostrophes Use conjunctions, adverbs and prepositions to express time and cause.	Fronted adverbials Speech Complex sentences with a range of conjunctions	Present perfect tense. Wide range of conjunctions and sentence structures. Possessive apostrophes.
<b>Spelling focus</b>	Words with the 'aw' sound spelt 'au' (caught) Prefix 'in' Prefix 'im' Prefix 'il' Homophones and near homophones Words ending in the 'shun' sound spelt 'sion'	Words ending in the 'shun' sound spelt 'sion' Words ending in the 'shun' sound spelt 'ssion' Words ending in the 'shun' sound spelt 'tion' Words ending in the 'shun' sound spelt 'cian' Word with 'ough' to make a long 'o' 'oo' or 'or' sound Statutory spelling words	Homophones and near homophones Nouns with the suffix 'ation' Words with the prefix 'sub' or 'super' Plural possessive apostrophes with plural words	Words with the 's' sound spelt with 'sc' Words with a soft c spelt 'ce' Words with a soft c spelt 'ci' Word families based on common words Statutory spelling words	Adding the prefix 'inter' Adding the prefix 'anti' Adding the prefix 'auto' Adding the prefix 'ex' Adding the prefix 'non' Words ending in -ar or -er	Adding the suffix 'ous' Adverbials of frequency and possibility Adverbials of manner
<b>Handwriting</b>	Writing is legible. All letters and digits are correctly formed and oriented in relation to one another. There may be some variation in letter size. Spaces between words are usually suited to letter size. Appropriate letters are joined consistently. Mistakes in work are neatly corrected with a ruler.		Writing is legible. Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. Writing is sufficiently spaced so ascenders and descenders do not meet. Appropriate letters are joined. Mistakes in work are neatly corrected with a ruler.		Writing is legible. Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. Writing is sufficiently spaced so ascenders and descenders do not meet. Letters are joined appropriately and legibly. Mistakes in work are neatly corrected with a ruler.	

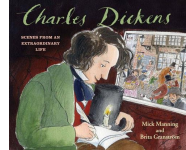





## Year 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core texts</b>	I Am Cat (poetry, writing to entertain)	Victorian Railway (persuasive letter writing)	Ripley's Mighty Machines (non chronological report, writing to inform)	The Highwayman (poetry, writing to entertain)	Where My Wellies Take Me (poetry, writing to entertain)	Almer (film stimulus, writing to entertain)
<b>Focus</b>	Poetry Simile and Metaphor Power of Three Clause and Phrase Expanded noun phrases Hyphenated- adjectives Persuasive techniques Cohesion between paragraphs Modal verbs Debating Commas	Relative clauses Semi colons, colons and dashes Commas Inverted commas Learn a poem by heart. Perform a poem Participate in discussions about books.	Relative clauses. Building cohesion. Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) Use semicolons, colons or dashes to mark boundaries between independent clauses.	(Under development 2022)	(Under development 2022)	(Under development 2022)
<b>Spelling focus</b>	Words ending with the 'sush' sound spelled 'cious' and 'tious' Words with the short vowel 'i' sound spelled 'y' Words with the long vowel 'i' sound spelled with 'y', Homophones and near homophones	Words with silent letters Modal verbs Words ending in 'ment' Adverbs of possibility and frequency Statutory spelling words	Creating nouns with the -ity, -ness and -ship suffix Homophones and near homophones	Words spelled with /or/ spelled 'or' and 'au' Convert nouns or adjectives into verbs using the suffix ate, ify, ise and en	Words containing ough Adverbials of time and place /ear/ spelled 'ere' Statutory spelling words	Unstressed vowels in polysyllabic words Adverb prefixes de and re Verb prefix 'over' Convert nouns and verbs into adjectives using the suffixes ful, ive and al
<b>Handwriting</b>	Writing is legible and becoming increasingly fluent, although quality may not be maintained at speed. The correct choice is usually made about whether to join handwriting or print letters e.g. to label a diagram.		Writing is legible and becoming increasingly fluent, although quality may not be maintained at speed. The correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.		Writing is legible and becoming increasingly fluent, quality is usually maintained at speed. The correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.	



Year 6						
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	Autumn 1		Spring 1		Summer 1	
Core texts	A Drove of Bullocks Cars (persuasive writing) A Word in Your Ear		Cracking Contraptions Charles Dickens (hybrid text) Poetry - a poem for two voices		REPLAY Chocolate instructions Chocolate persuasive writing Suspense writing	
Focus	Collective nouns Complex sentences Noun phrases and varied sentence openers Features of persuasion Creating suspense in stories Learning about a change in atmosphere.		Understanding and using similes, metaphors and personification to create a picture in the reader's mind Use of technical and descriptive vocabulary Change in formality Features of poetry		Features of instructions Change in formality Building on previous features and structure of persuasive writing Features of suspense writing and change in atmosphere	
Spelling focus	Ambitious synonyms for adjectives Homophones and near homophones Adjectives ending in -ant into nouns ending in -ance/ -ancy Adjectives ending in -ent into nouns ending in -ence/ -ency Use of hyphens	Words ending in -able and -ably Word families Creating diminutives using prefixes mini and micro	Suffixes to words ending in -fer Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Word families based on common words, showing how words are related in form and meaning Statutory spelling words	Words with endings which sound like /shuhl/ after a vowel letter Words with endings which sound like /shuhl/ after a consonant letter Words with a 'soft c' spelt /ce/ Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning Words that can be nouns and verbs Words with a long /o/ sound spelled 'ou' or 'ow' Words ending with -ible or -ibly	Synonyms and antonyms
Handwriting	Writing is mostly legible and fluent and correctly joined. Quality is usually maintained at speed. IThe correct choice is usually made between printing and joining depending on the purpose of writing.		Writing is legible and fluent and some personal style choices are made. Quality is usually maintained at speed. The correct choice is made between printing and joining depending on the purpose of writing.		Writing is legible and fluent with a personal style. Quality is usually maintained when writing at sustained,efficient speed. The correct choice is made between joining and printing depending on the purpose of writing.	