

BURFORD PRIMARY & NURSERY

SUBJECT: ENGLISH

LEADER: AARON RUBRA



INTENT

At Burford, we have designed an engaging writing curriculum which enables our learners to become competent, enthusiastic and creative writers by the time they leave us to continue their learning journey at secondary school. We ensure children have opportunities to write in a range of contexts and genres and, where possible and effective, make meaningful links to the world around them. Our writing is purposeful and is focused in audience and impact – who are we writing for and what do we want our writing to achieve?

IMPLEMENTATION

Our writing curriculum is intrinsically linked with our reading curriculum. We begin the writing process by **engaging** our learners, providing them with cultural capital and rich experiential learning which allow them to fully grasp the context in which they are writing. In the **discover** phase of the writing process, we ensure children read and understand an aspirational and appropriately challenging text similar to that which they will be writing themselves. This provides them with the tools needed to be effective writers and the skills to show creativity and flair in their writing.

When **composing** writing, children gather their very best ideas from their **dabbles** and **deconstruction** to plan a piece of writing that is suitable for the intended purpose, audience and impact. We often **compose** and **evaluate** in collaboration to ensure children share their best ideas and develop their own and each other's writing together.

Finally, when we **perform** and **publish**, we encourage our children to take pride in their writing and ensure that there is real meaning behind what they are doing. We do not write for the sake of it, but for a purpose and audience that matters to our writers.

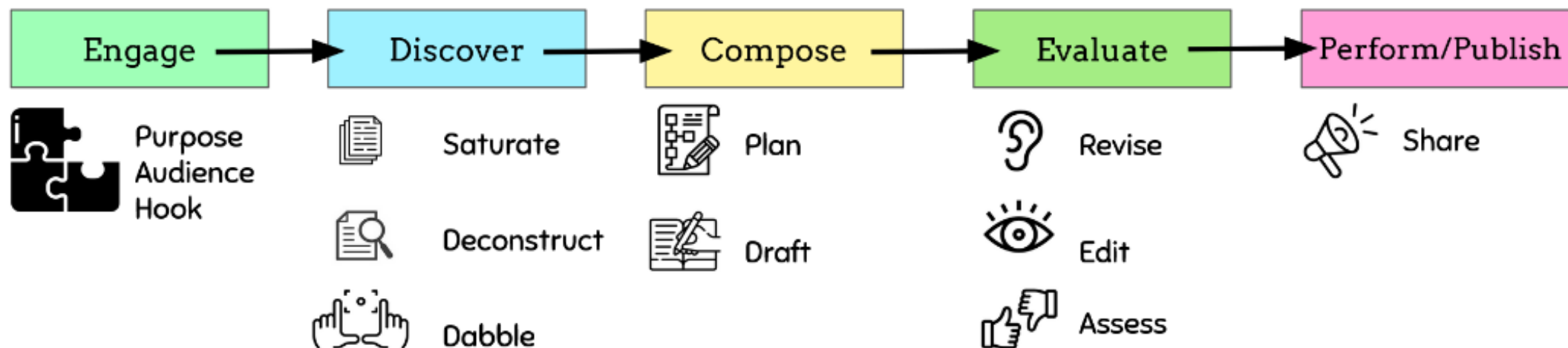
The writing process

Each stage is expertly modelled by the teacher as children become familiar with this process and are guided to improve their writing through structured tasks.

All writing units are sequenced in this way. The writing process generally takes around three weeks - but this is an approximate guide and should not be slavishly followed. The text type, the children's prior experience, their level of engagement, and their rate of learning will dictate how long should be spent on each phase of the writing process.

In Year 1, there is emphasis on transcriptional fluency and children's ability to hold, say and write sentences. Learners in this year group follow a greatly condensed version of this writing process, whereby they engage with texts and write sentences inspired by their reading. They move towards the writing sequence for Years 2-6 as the year progresses.

In books, our toolkits show which phase of the writing process the children are currently working on.



Writing progression map – Year 1

Curriculum aims:	I can read my own writing aloud clearly to check it makes sense.
	I can orally rehearse sentences and sequence them to form short narratives or non-fiction texts.
	I can join words and clauses with the conjunction ' and'
	I can demarcate many sentences using a capital letter and a full stop, and begin to use question marks and exclamation marks.
	I can try to use adjectives (e.g. We had a wonderful time)
	I can use a capital letter for names of people, places, days of the week, and the personal pronoun ' I' .
	I can spell some Year 1 common exception words and the days of the week.
	I can add – s or –es to make plurals correctly (e.g. dogs, boxes)
	I can use the prefix –un (e.g. She was feeling unwell)
	I can add the suffix –ing, -ed, -er and –est to root words (e.g. farmed, tallest)
	I can form many letters and digits correctly, with some difference between upper and lower-case letters.
	I can use spaces between words.

Writing progression map – Year 2

Curriculum aims:	I can write simple, coherent narratives about personal experiences and those of others (real or fictional)
	I can write about real events, recording these simply and clearly.
	I can demarcate most sentences in my writing with capital letters and full stops and use question marks correctly when required.
	I can use present and past tense mostly correctly and consistently.
	I can use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses.
	I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically
	I can spell many common exception words.
	I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
	I can use spacing between words that reflects the size of the letters.

Writing progression map – Year 3

Curriculum aims:	
I can write for a range of purposes and audiences (beginning to develop an awareness of appropriate language and form)	
I can describe settings, character and plot in narrative.	
I can organise my writing into paragraphs mostly accurately.	
I can use inverted commas in direct speech.	
I can use simple layout devices in non-fiction (e.g. headings and subheadings)	
I can use <i>a</i> or <i>an</i> correctly.	
I can use some conjunctions (e.g. and, because, when, even though), adverbs (often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail.	
I can use expanded noun phrases to describe and specify.	
I can use past and present tense mostly correctly (e.g. ran, wander) and begin to use present perfect verb forms (e.g. will go, have eaten)	
I can use the range of punctuation taught up and including Year 3 mostly correctly (e.g. apostrophes for possession and commas in lists)	
I can spell correctly some words from the Year 3 and 4 spelling list.	
I can spell most Year 3 and 4 common exception words correctly.	
I can write legibly and with increasing fluency.	
I can try to use neat, joined handwriting.	

Writing progression map – Year 4

Curriculum aims:	
I can write for a range of purposes and audiences (with an increasing awareness of appropriate language and form)	
I can describe settings, character and plot in narrative.	
I can use speech punctuation correctly most of the time.	
I can use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)	
I can use past and present tenses correctly, including a wider range of verb forms (e.g. we were going; they have been)	
I can use commas after fronted adverbials.	
I can use a possessive apostrophes correctly including with plurals. (e.g. children's toys)	
I can use standard English forms for verb inflections (e.g. we were/I did)	
I can use the range of punctuation taught up to and including Year 4 mostly correctly.	
I can spell words from learning in previous year groups and most words from the Year 3 & 4 spelling list (<i>using phonics and morphology to spell words</i>)	
I can write legibly and with increasing fluency.	
I can maintain the use of joined handwriting throughout independent writing.	
I can write legibly and with increasing fluency.	
I can try to use neat, joined handwriting.	

Writing progression map – Year 5

Curriculum aims:	
I can write for a range of purposes and audiences (mostly selecting the appropriate language to show good awareness of the reader)	
I can describe settings, character and atmosphere in narrative.	
I can use dialogue to move a narrative forward, maintaining a balance of speech and description.	
I can select vocabulary and grammatical structures that are appropriate to the audience and purpose (e.g. correct sentence types, tenses, a range of verb forms, relative clauses)	
I can use a range of devices for cohesion in most of my writing both within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms).	
I can use modal verbs. E.g. can, could, should, would.	
I can use relative clauses within my sentence using a relative pronoun (e.g. who, which, where, when, whose, that)	
I can use verb tenses consistently and correctly throughout most of my writing.	
I can use commas to clarify meaning or avoid ambiguity in writing.	
I can use brackets and dashes or commas for parenthesis.	
I can try to use hyphens to avoid ambiguity.	
I can spell words from the Year 3 & 4 spelling list correctly.	
I can spell some words from the Year 5 & 6 spelling list correctly.	
I can use legible, joined handwriting.	

Writing progression map – Year 6

Curriculum aims:	
I can use the correct tense consistently throughout.	
I can describe settings, characters and atmosphere in narratives.	
I can use dialogue to convey character and advance action.	
I can select vocabulary and grammatical structures that match the level of formality mostly accurately. (e.g. contracted forms in dialogue, using passive verbs, using modal verbs)	
I can use a range of devices for cohesion:	
Conjunctions	
Adverbials of time and place	
Pronouns	
Synonyms	
I can use verb tenses consistently and correctly through my writing.	
I can use the range of punctuations taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation used to indicate speech)	
I can spell <i>most</i> words correctly (Year 5 & 6)	
I can use a dictionary to check the spelling of tricky or adventurous words.	
I can use legible and joined handwriting.	