



Curriculum Writing - Whole School





Writing Rationale

At Wilbraham Primary School we are proud of our diverse and multicultural population. We celebrate these differences, whilst also acknowledging the challenges that they may bring. We want every child to be able to communicate their ideas, knowledge and emotions through their speaking and writing.

Through debate and high-quality texts of all genres and media, we immerse children in vocabulary-rich environments. English skills, both spoken and written, are taught across the curriculum incorporating the use of metacognitive learning strategies to ensure that they become embedded. Research provides the foundation for our curriculum.

We recognise the significance in spoken language for all learners, but especially for those who do not speak English as their first language. We believe that this underpins the development of reading and writing. Therefore, we provide opportunities for children to engage in conversation and debate and participate in drama activities from EYFS right up to Year 6.

We understand the importance of Early reading and writing and how important it is to ensure children are secure in the basics before moving onto more challenging writing outcomes. This is why the curriculum has been developed to master basic skills to depth and the writing forms and text types have been carefully selected to mirror this. We have provided the children across reading and writing, a broad range of texts and types to create children who write with passion, enthusiasm and pleasure.

The wider school community is vital to us, and we work hard to build links with families, so they can understand and enhance the English skills taught in school.



Curriculum Map Writing - Nursery

EYFS- Nursery

Autumn	Spring	Summer
Learning Priorities:		
<p>Writing</p> <ul style="list-style-type: none"> ▪ Add some marks to their drawings, which they give meaning to. For example: "That says mummy. ▪ Make marks on picture to represent name ▪ Begin to attempt to write name with some recognisable letters <ul style="list-style-type: none"> ⇒ First letter of name ▪ To begin to understand that own marks represent meaning <ul style="list-style-type: none"> ⇒ Point to marks ⇒ Talk about made marks ⇒ Label marks 	<p>Writing</p> <ul style="list-style-type: none"> ▪ Begin to use some print / letter knowledge in writing <ul style="list-style-type: none"> ⇒ Symbols - lines / circles ⇒ Recognisable letters ⇒ Left to right directionality ⇒ Top to bottom directionality ▪ Begin to engage in purposeful mark marking ▪ Attempt to write name, using name card, with some recognisable letters, some correctly formed <p style="margin-left: 150px;">} ascribe meaning / point to</p>	<p>Writing</p> <ul style="list-style-type: none"> ▪ Use knowledge of print / letter knowledge in writing <ul style="list-style-type: none"> ⇒ Recognisable letters ⇒ Left to right / top to bottom directionality ⇒ Top to bottom directionality ▪ Begin to match some letters to phonemes e.g. m for mummy ▪ Engage in purposeful early writing ▪ Write name, from memory, with correct letter formation <p style="margin-left: 150px;">} ascribe meaning</p>



Curriculum Map Writing - Reception

EYFS- Reception

Autumn	Spring	Summer
Learning Priorities:		
<p>Writing:</p> <ul style="list-style-type: none"> ▪ <i>Write name correctly</i> <ul style="list-style-type: none"> ▪ Use correct letter formation ▪ <i>Use some of their print and letter knowledge in their early writing</i> ▪ Begin to form lower-case letters correctly ▪ Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... <i>spell</i> <ul style="list-style-type: none"> ▪ Use □ initial sounds □ VC □ CVC words ▪ Write labels ▪ Begin to write lists & captions, focusing on ...<i>label, caption, space</i> <ul style="list-style-type: none"> ▪ Oral rehearsal / vocabulary ▪ Begin to reread what they have written 	<p>Writing:</p> <ul style="list-style-type: none"> ▪ Form most lower-case and capital letter correctly ▪ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words ▪ Write captions/phrases and begin to write simple sentences using known GPCs ...<i>sentence, full stop, capital letter</i> <ul style="list-style-type: none"> ▪ Include word spacing ▪ Orally rehearse caption of sentence before writing ▪ Re-read what they have written to make sure it makes sense ▪ Begin to write a variety of □ fiction and non-fiction sentences / captions 	<p>Writing:</p> <ul style="list-style-type: none"> ▪ Write recognisable letters (lower case and capital) most of which are formed correctly ▪ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs <ul style="list-style-type: none"> ▪ CVC words ▪ Write simple phrases and sentences that can be read by others <ul style="list-style-type: none"> ▪ Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter ▪ Begin to sequence 2-3 sentences within purposeful fiction/non-fiction writing, such as: <ul style="list-style-type: none"> ▪ 2-3 part story (<i>e.g. using story map/planner</i>) ▪ Instructions ▪ Fact cards (<i>e.g. using a 'spidergram' to collate information</i>)



Curriculum Map

Writing - Y1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p>P - to inform A - teachers and peers T Outcome - to write simple sentences about ourselves Text - Incredible You</p> <p>P - to entertain A - our peers / Y1 T Outcome - to sequence and label a story map and write captions for images Text - Mouse House</p>	<p>P - to inform A - reception children T Outcome - to write a set of instructions explaining how to brush your teeth</p> <p>Texts - Why should I brush my teeth? How to grow a unicorn.</p> <p>P - to entertain A - our class T Outcome - to rewrite the original story of Lost and Found independently Text - Lost and Found</p> <p>P - to entertain A - parents and carers T Outcome - write a winter acrostic poem Texts - Poems Aloud and Smile Out Loud</p>	<p>P - to inform A - parents and carers T Outcome - to label and describe a character from LRRH Text - LRRH</p> <p>P - to entertain A - year 2 T Outcome - rewrite the original story of Three Billy Goats Gruff Text - The Three Billy Goats Gruff</p>	<p>P- to inform A-parallel year 1 classes T- to write a recount of their class trip to the park. Text- no text driver to support this cycle</p> <p>Poetry- acrostic</p>	<p>P- inform/ entertain A- Noi's Dad T- Postcards home from Noi using Grandma Bird.</p> <p>P- entertain A- Year 2 T - Poetry using cumulative lists 'What's in the Box' poem.</p>	<p>P- inform A- year 2 T- Information about birds using the Big Book of Birds as a stimulus</p> <p>P- inform A- parents T- recount of sports day to tell parents about the day.</p>



Curriculum Map Overview Y1

Year 1	Autumn 1	Autumn 2	Spring 1-	Spring 2	Summer 1	Summer 2
Writing Driver Texts	<p>Incredible You</p>  <p>Mouse House John Burningham</p> 	<p>Lost and Found Oliver Jeffers</p>  <p>Poems Aloud Joseph Coelho</p> 	<p>Little Red Riding Hood</p>  <p>Three Billy Goats Gruff</p> 		<p>Grandma Bird Benji Davies</p> 	<p>Big Book of Birds</p> 



Curriculum Map

Writing - Y2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2	<p>P- to inform and entertain A- parents and carers T-to write a post card home explaining what happens in the school day. Text- Meerkat Mail</p> <p>P- to entertain A- year 2 T- to write labels and captions and facts using 'LOOK UP' as a text.</p> <p>P- to entertain A- Year 2 T- To write a character description of Rocket. Text- LOOK UP!</p>	<p>P - to entertain A - y2 parents T Outcome - to write an onomatopoeia poem Text - The Sound Collector</p> <p>P - to entertain A - Y1 pupils T Outcome - write a retell of Where the Wild Things are with a new character Text - Where the Wild Things Are</p> <p>P - to entertain and inform A - y2 parents T Outcome - write a recount about Stanley and Collin's journey Text - Somebody Swallowed Stanley and Somebody Crunched Colin</p>	<p>P - to entertain A - y1 pupils T Outcome - to write a retelling of and write the story of The Enormous Turnip Text - The Enormous Turnip</p>	<p>P- to inform A- Year 2 pupils T- outcome- to write an information text based on a range of flowers and plants. Text- Big Book of Blooms</p> <p>P- to entertain A- year 4 (water cycle) T- outcome to write a narrative poem (some with rhyme) Text- The Little Raindrop collection</p>	<p>P- entertain A- year 1 T- using 'Journey' the children to write a setting description of the forest.</p> <p>P- entertain A- reception children T- diary entry in the style of a recount of Plop from ' The Owl who was Afraid of the Dark'</p> <p>P- inform A- year 1 pupils T - recount of the class trip to Manchester City Centre</p>	<p>P- entertain A- nursery T- retell an innovated fairy tale using 'Red in the City' as a stimulus.</p> <p>P- inform A- year 6 T - Inside the Villains- children to write an information text about the different villains of the story using the theme of the book to present.</p>



Curriculum Map Overview Y2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Driver Texts	<p>Meerkat Mail Emily Gravett</p>  <p>LOOK UP</p> 	<p>Where the Wild Things Are Maurice Sendak</p> <p>WHERE THE WILD THINGS ARE</p>  <p>STORY AND PICTURES BY MAURICE SENDAK</p> <p>Somebody Swallowed Stanley</p> 	<p>The Enormous Turnip</p> 	<p>Big Book of Blooms</p>  <p>The Little Raindrop</p> 	<p>Journey Aaron Becker</p>  <p>Owl Who was Afraid of the Dark</p> <p>Jill Tomlinson</p> 	<p>Red in the City</p>  <p>Inside the Villains</p> 



Curriculum Map

Writing - Y3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	<p>P - to entertain A - parents and carers T Outcome - to write a calligram poem published in a shape Text - N/A</p> <p>P - to entertain A - y3 children T Outcome - a setting description of the forest in Tin Forest Text - Tin Forest</p> <p>P - to inform A - y3 children T Outcome - a diary entry Text - The Diary of a Big Bad Wolf by Ben Miller</p>	<p>P - to persuade A - the crayons / the glue sticks T Outcome - write a letter to the crayons and glue sticks Text - The day the crayons quit</p> <p>P - to entertain A - Y3 children T Outcome - write own fables to create a class collections with speech Text - Aesop's Fables by Michael Morpurgo</p>	<p>P - to inform A - y2 children T Outcome - a non-chron about their own dragon Text - Tell me a Dragon</p> <p>P - to entertain A - Readers of the book T Outcome - to innovate a chapter of the book with speech Text - The Boy who Grew Dragons by Andy Shepard</p>	<p>P - to explain A - Y3 children T outcome - an explanation text about how their animal machine works Text - Until I Met Dudley and The Dragon Machine</p> <p>P - to entertain A - Y3 children T outcome - write their own poem in the style of The Emotional Menagerie Text - The Emotional Menagerie poetry anthology</p>	<p>P - to entertain A - Y3 pupils T outcome - write the main events and ending for a fantasy portal story with speech Text - Leon and the Place Between</p> <p>P - to inform A - Y2 children T outcome - write instructions on how to stay safe online Text - PenguinPig, Chicken Clicking, #Goldilocks and Troll Stinks.</p>	<p>P - to entertain A - Y3 pupils T outcome - write a recount of the same event from two different perspectives Text - Marcy and the Riddle of the Sphinx</p> <p>P - to inform A - Y3 pupils T outcome - write a non-chronological page to go into Queens of the Jungle or Unruly Egyptians. Text - Queens of the Jungle and Totally Chaotic History: Ancient Egypt Gets Unruly!</p>



Curriculum Map Overview Y3

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing Driver Texts</p>	<p>The Tin Forest by Helen Ward</p>  <p>Diary of a Big Bad Wolf by Ben Miller.</p> 	<p>The Day the Crayons Quit by Drew Daywalt (Summer 1)</p>  <p>Aesop's Fables by Michael Morpurgo</p> 	<p>Tell Me a Dragon by Jackie Morris</p>  <p>The Boy who Grew Dragons by Andy Shepherd</p> 	<p>Until I met Dudley by Roger McGough</p>  <p>The Dragon Machine by Helen Ward</p>  <p>An Emotional Menagerie by Rachel Saunders and Alain Botton</p> 	<p>Leon and the Place Between by Angela McAllister</p>  <p>A range of stories about online safety (Autumn 2)</p>   	<p>Marcy and the Riddle of the Sphinx by Joe-Todd Stanton</p>  <p>Totally Chaotic History: Ancient Egypt Gets Unruly! By Greg Jenner</p> 



Curriculum Map

Writing - Y4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	<p>P - to entertain A - y3 pupils T Outcome - write a problem with description and speech Text - The Problem on the Lake (created)</p> <p>P - to entertain A - y5 pupils T Outcome - a kenning linked to science and history topic Texts - The Works poetry book by Paul Cookson</p> <p>P - to inform A - y4 pupils T Outcome - a non-chron about teeth Texts -</p>	<p>P - to inform A - y3 pupils T Outcome - write a set of instructions Texts - a range of cookbooks and instruction books</p> <p>P - to persuade A - y4 pupils T Outcome - present a persuasive advert Texts - N/A</p>	<p>P - to inform A - y4 pupils T Outcome - to write a diary entry and a letter Texts - Theseus and the Minotaur and Perseus and the Gorgon Medusa</p> <p>P - to entertain A - y4 pupils T Outcome - a character description of Grandma and Miss Trunchbull that includes speech Texts - George's Marvellous Medicine and Matilda</p>	<p>P - to entertain A - Y4 pupils T Outcome - write a diary entry as Bradley Chalkers from the start and the end of the book. Text - The Accidental Diary of B.U.G and There's a Boy in the Girls' Bathroom.</p> <p>P - to explain A - Y4 pupils T Outcome - an explanation of the water cycle Text - A Drop in the Ocean</p>	<p>P - to entertain A - Y4 pupils T Outcome - write a poem in the style of Busy Day / Slowly Text - Michael Rosen's Get me Out of Here, Busy Day / Slowly</p> <p>P - to entertain A - Y4 pupils T Outcome - write the ending to a narrative poem Text - Chocolate Cake by Michael Rosen</p>	<p>P - to entertain A - Boudicca T Outcome - write a short narrative based on Boudicca that includes speech Text - Queen of Darkness</p> <p>P - to inform A - a friend and a parent T Outcome - write a recount about Sports' Day to a friend and to their parent Text -</p>



Curriculum Map Overview Y4

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Driver Texts	<p>George's Marvellous Medicine and Matilda by Roald Dahl</p>  <p>The Works poetry collection by Paul Cookson</p>  <p>A range of encyclopedias</p> 	<p>Ancient Myths 16 Book Box set Collection by Geraldine McCaughrean</p> 	<p>George's Marvellous Medicine by Roald Dahl</p>  <p>Llamas can't cook by Sarah Walden</p> 	<p>There's a Boy in the Girls' Bathroom by Louis Sachar</p>  <p>The Accidental Diary of B.U.G by Jen Carney</p> <p>A Drop in the Ocean by Jacqui Bailey</p> 	<p>Quick, Let's Get Out of Here by Michael Rosen and Quentin Blake</p> 	<p>Queen of Darkness by Tony Bradman</p> 







Curriculum Map

Writing - Y5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	<p>P - to entertain A - y5 pupils T Outcome - to write a free verse poem to describe an urban setting Text - The Promise by Nicola Davies</p> <p>P - to entertain A - y5 pupils T Outcome - write a narrative opening - setting and character description Texts - Beowulf by Michael Morpurgo</p> <p>P - to inform A - y5 pupils T Outcome - to create a non-chron about the characters in Beowulf Texts - Beowulf and a range of non-chron examples</p>	<p>P - to entertain A - Y5 pupils T Outcome - to complete a short story with a cliffhanger ending Texts - The character strikes back by Tom Palmer</p> <p>P - to persuade A - parent/carers of y5 T Outcome - a persuasive speech about saving money Texts - Why Money Matters by Deborah Meaden and How every child can thrive by five by Molly Wright (TED talk)</p> <p>P - to entertain A - y5 children T Outcome - write a 'wishlist' rap Texts - N/A</p>	<p>P - to inform A - a friend and the local news T Outcome - write a recount about the same event to different audiences Texts - Against the Odds by Alistair Humphreys</p> <p>P - to inform A - peers T Outcome - write an explanation about how their machine works Texts - The Teacher Pleaser, The Shirt Machine and The Cloud Maker (films on Literacy Shed)</p>	<p>P - to entertain A - Y5 children - a class book T Outcome - write a narrative ending inspired by the film 'Ruin' Text - Ruin video on Literacy Shed</p> <p>P - to discuss A - Mr Marchant T outcome - write a balanced argument about Y5 going swimming Text - a range of different model texts</p>	<p>P - to entertain A - Y5 pupils T Outcome - write the build up and problem to a sci-fi story Text - Lunar, Boy in the Tower</p> <p>P - to inform A - Y5 pupils T Outcome - write a comparative non-chron about Planet Earth and their own planet Text - DK Space Encyclopedia</p>	<p>P - to persuade / to discuss A - range of adults T Outcome - write a speech for the Speech Festival Text -</p> <p>P - to persuade A - SLT T Outcome - write a persuasive letter about having more plants and nature around school Text - Our Earth is a Poem, a range of non-fiction about plants</p>



Curriculum Map Overview Y5

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Driver Texts	<p>The Promise by Nicola Davies</p>  <p>Beowulf by Michael Morpurgo</p> 	<p>The character Strikes back by Tom Palmer</p> <p>Why Money Matters by Deborah Meaden</p> 	<p>Against the Odds: by Alistair Humphreys</p>  <p>The Teacher Pleaser</p> 	<p>Ruin video on Literacy Shed</p> 	<p>Boy in the Tower by Polly Ho-Yen</p>  <p>Lunar by Chris Bradford</p>  <p>Space Encyclopedia by DK</p> 	<p>Our Earth is a Poem by various poets</p> 



Curriculum Map

Writing - Y6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	<p>P - to inform A - y6 T Outcome - write a non-chron about Ernest Shackleton Texts - Shackleton's Journey by William Grill</p> <p>P - to entertain A - class book T Outcome - write a short narrative Texts - Desert Disaster (Literacy WAGOLL) and Survivors by David Long</p>	<p>P - to persuade A - fictional civilians T Outcome - write a biased essay / speech Texts - Croc and Bird, Mixed and The King who Banned the Dark</p> <p>P - to inform A - peers T Outcome - to write an explanation about how the heart works Text - The circulatory system by Mary Corcoran</p> <p>P - to entertain A - peers T Outcome - to write and perform poetry about contract and injustice Texts - Sympathy by Paul Lawrence Dunbar and I know why the caged bird sings by Maya Angelou</p>	<p>P - to persuade A - CEO of Tesco T Outcome - to write an email to persuade them to stop selling magazines with plastic toys Texts - KAPtat info sheet, range of websites</p> <p>P - to entertain A - Y6 peers T Outcome - write the opening section of a narrative from a different POV Texts - Greenling by Levi Pinfold</p>	<p>P - to discuss A - peers, parents, teaching staff T outcome - write a balanced argument to answer, 'Should Mental Health and Well-Being be taught in Primary Schools?' Texts - The Boy with Big, Big, Feelings, Ruby's Worry, Find Peace in a Poem</p> <p>P - to entertain A - Y6 peers T Outcome - write a gothic narrative using Clockwork as inspiration Texts - Clockwork, Coraline</p>	<p>P - to inform A - Y5 pupils / parents T Outcome - write a recount about SATs week for a Y5 pupil and one to share with parents Text -</p>	<p>P - to persuade / discuss A - range of adults T Outcome - write a speech for the Speech Festival Text -</p> <p>P - to discuss A - range of adults T Outcome - write an argument about the treatment of refugees in Boy, Everywhere. Text - Boy Everywhere</p>

Curriculum Map Overview Y6

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Driver Texts	<p>Shackleton's Journey by William Grill</p>  <p>Survivors by David Long</p> 	<p>Texts to help write biased arguments</p>    <p>The Circulatory Story by Mark K. Corcoran</p> 	<p>Greenling by Levi Pinfold</p> 	<p>Clockwork by Philip Pullman</p>   <p>Coraline by Neil Gaiman</p> <p>Poems and Stories linked to mental health</p>   	<p>The Lion and Albert by Marriot Edgar</p> 	<p>Boy, Everywhere by A.M Dassu</p> 