



Seething and Mundham Writing Curriculum Map

Intent:

We aim to develop a love for writing which enables children to become young authors. We do this through using high quality, exciting texts in class which supports children to acquire a wide range of rich vocabulary as well as developing their knowledge and skills of writing in a range of genres. We want our children to develop into confident writers who write clearly, accurately and with fluency.

We aim for our writing curriculum to develop the following essential elements:

- Provide exciting writing opportunities and experiences that engage and inspire all pupils.
- Support children to be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.
- Ensure all children have a solid understanding of grammar and punctuation and apply it effectively to their writing.
- We want our pupils to write clearly, accurately, and coherently, adapting their language and style to suit a range of contexts, purposes, and audiences.
- We believe that all children should be encouraged to take pride in the presentation of their writing, in part by developing a legible, joined handwriting style by the time they move to secondary school.
- We want every child to have a good knowledge of phonics to springboard children to becoming fluent writers.
- We have a progressive curriculum which builds upon previous teaching, including regular assessment, to ensure each child's needs are met so they can reach their full potential.

Implementation:

At Seething and Mundham we deliver writing through The Write Stuff approach. We have chosen this strategy as it is based on the principles of how children learn and enables children to write independently for a variety of audiences and purposes within different subjects.

"The Write Stuff is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons. With modelling at the heart of them, the sentence stacking lessons are broken into bite-sized chunks and taught under the structural framework of The Writing Rainbow. Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing" (Jane Considine). We have developed a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon.



Seething and Mundham Writing Curriculum Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary and grammar		<p>*Write clearly demarcated sentences.</p> <p>* Use 'and' to join ideas.</p> <p>* Use standard forms of verbs, e.g. go/went.</p>	<p>*Write different kinds of sentence: statement, question, exclamation, command.</p> <ul style="list-style-type: none"> Use expanded noun phrases to add description & specification. Use conjunctions to join sentences (e.g. so, but). Write using subordination (when, if, that, because). Correct use of verb tenses. 	<p>*Use conjunctions (when, so, before, after, while, because).</p> <ul style="list-style-type: none"> Use adverbs (then, next, soon). Use prepositions (e.g. before, after, during, in, because of). Experiment with adjectives to create impact. Correctly use verbs in 1st, 2nd & 3rd person. Use perfect form of verbs to mark relationships of time & cause 	<p>*Vary sentence structure, using different openers.</p> <p>* Use adjectival phrases (e.g. biting cold wind).</p> <ul style="list-style-type: none"> Appropriate choice of noun or pronoun. 	<p>*Add phrases to make sentences more precise & detailed.</p> <ul style="list-style-type: none"> Use range of sentence openers – judging the impact or effect needed. Begin to adapt sentence structure to text type. Use pronouns to avoid repetition. 	<p>*Use subordinate clauses to write complex sentences.</p> <ul style="list-style-type: none"> Use passive voice where appropriate. Use expanded noun phrases to convey complicated information concisely. Demonstrate appropriate use of vocabulary and grammar to suit both formal and informal situations - recognise subjunctive.
Punctuation		<p>*Evidence of: Capital letters. Full stops. Question marks. Exclamation marks.</p> <ul style="list-style-type: none"> Capital letters for names & personal pronoun 'I'. 	<p>*Correct & consistent use of: Capital letters. Full stops. Question marks. Exclamation marks. Commas in a list.</p> <ul style="list-style-type: none"> Apostrophe (contractions). Begin to use inverted commas 	<p>*Correct use of inverted commas for direct speech.</p>	<p>*Apostrophe for singular & plural possession.</p> <ul style="list-style-type: none"> Comma after fronted adverbial (e.g. Later that day, I heard bad news.). Use commas to mark clauses. 	<p>* Brackets. Dashes. Commas.</p> <ul style="list-style-type: none"> Commas to clarify meaning or avoid ambiguity. Link clauses in sentences using a range of subordinating & coordinating conjunctions. Use verb phrases to create subtle differences (e.g. she began to run). 	<p>*Semi-colon, colon, dash to mark the boundary between independent clauses.</p> <ul style="list-style-type: none"> Correct punctuation of bullet points. Hyphens to avoid ambiguity. Full range of punctuation matched to requirements of text type.
Paragraphing		<p>*Clearly sequenced sentences [as introduction to paragraphs].</p>	<p>*Write under headings [as introduction to paragraphs].</p>	<p>*Group ideas into paragraphs around a theme.</p> <ul style="list-style-type: none"> Write under headings & sub-headings. 	<p>*Use connectives to link paragraphs.</p> <ul style="list-style-type: none"> Organise paragraphs around a theme. 	<p>*Consistently organise into paragraphs.</p> <p>*Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p>	<p>*Wide range of devices to build cohesion within and across paragraphs.</p> <ul style="list-style-type: none"> Use paragraphs to signal change in time, scene, action, mood or person.
Writing process	<p>*Write simple phrases and sentences that can be read by others.</p>	<p>*Include a simple beginning, middle and end in writing</p> <ul style="list-style-type: none"> Re-read what has been written to check it makes sense Read aloud own writing clearly enough to be heard by peers and the teacher. 	<p>*Write for different purposes (including poetry)</p> <ul style="list-style-type: none"> Proof read to check for errors in spelling, grammar and punctuation Re-read writing to check for correct and consistent tense. 	<p>*Assess the effectiveness of own and others' writing.</p> <ul style="list-style-type: none"> Proof-read for spelling, grammar and punctuation errors and self-correct. 	<p>*Creates settings, characters and plot in narratives</p> <ul style="list-style-type: none"> Writes non-narratives using appropriate organisational devices Assess the effectiveness of their own and others' writing and suggests improvements. 	<p>*Use own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere.</p> <ul style="list-style-type: none"> Proof-read own work for spelling and punctuation errors. 	<p>*Use drafting</p> <ul style="list-style-type: none"> Précis longer passages appropriately Proof-read writing for wider audience to ensure accuracy of spelling and punctuation.
Handwriting	<p>*Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.</p>	<p>*Sit correctly at the table and holds a pencil comfortably and correctly</p> <ul style="list-style-type: none"> Spaces evident between words. Correct formation of lower case – finishing in right place and capital letters. Correct formation of digits 0- 9. 	<p>*Evidence of diagonal & horizontal strokes to join</p> <ul style="list-style-type: none"> Words are almost always appropriately and consistently spaced in relation to the size of the letters. 	<p>*Legible, joined handwriting.</p> <ul style="list-style-type: none"> Use diagonal and horizontal strokes to join letters and understand which letters when adjacent to one another or best left unjoined. 	<p>*Legible, joined handwriting of consistent quality (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch).</p>	<p>*Legible and fluent style.</p>	<p>*Legible, fluent and personal style with increasingly efficient speed</p> <ul style="list-style-type: none"> Know which letters join and which writing implement is best suited to a task.
Spelling	<p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>* Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</p> <p>*Common exception words.</p>	<p>*Applying phonic knowledge to spell an increasing number of complex words.</p> <ul style="list-style-type: none"> Recognising phonic irregularities. Common exception words. 	<p>*Prefixes and suffixes</p> <ul style="list-style-type: none"> Unusual spellings eg – ure, ch (k), gue, que. Homophones. Common exception words. 	<p>*Word endings eg. – cious, tious, cial etc .</p> <ul style="list-style-type: none"> Use of hyphens . Silent letters. Homophones. Common exception words. 		