English – Writing & Extended Writing



In Key Stages 1 and 2, our children follow the National Curriculum. We follow a purpose-based approach to writing, allowing teachers the freedom to choose texts that are interesting and engaging to them and their class, obviously being mindful to ensure we offer a variety of authors and genres.

We divide writing into the following four purposes:

- Writing to entertain
- Writing to inform
- Writing to persuade
- Writing to discuss.



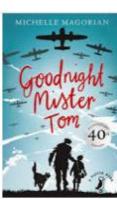
As a very rough rule, we expect around half of curriculum time to be taken up by 'writing to entertain', with the remaining non-fiction elements sharing the remaining time. Notably, in Key Stage 1, the non-fiction focus is only on 'writing to inform' and, in Key Stage 2, 'writing to discuss' is not covered in earnest until Years 4, 5 & 6.

Within each style of writing, children follow a similar path dependant on age, skills, and appropriateness:

- 1. immersion; discussing and investigating the features of the genre and ideas for writing,
- 2. organising and planning their own writing, and writing a first draft,
- 3. editing and improving with support from their teacher and peers,
- 4. reflecting on their improvement comments and finally redrafting their work.







Curriculum Overview: Writing

Writing is exciting!

- Writing is based on real life experiences and well-known texts where possible
- Spelling, punctuation and grammar are taught as an integral part of the writing process and applied to different types of writing
- Pupils are encouraged to develop their own voice as writers

In Year 1	We are tellers of tales	We are storytellers and instruction writers	We are storytellers and instruction writers	We are looking at authors and writing our own stories	We are storytellers and instruction writers	We are storytellers
	Repetitive stories	• patterned	• stories with	Author focus	• stories with	• traditional tales
	Recounting events	language and	predictable phrasing	Comparing	predictable phrasing	• predictable
	Retelling known	repeated rhymes	• topic-based	traditional tales from	instructions	phrasing
	stories	• instructions	instructions	round the world		stories reflecting
	stories					children's experience
6						
	We are tellers of tales	We are storytellers and instruction writers	We are explainers and storytellers	We are writing stories about a theme and giving instructions	We are storytellers & mythmakers	We are mythmakers, storytellers and reporters
2	tales	and instruction	•	stories about a theme and giving	•	mythmakers, storytellers and
2	• Repetitive stories	and instruction writers	and storytellers	stories about a theme and giving instructions	& mythmakers	mythmakers, storytellers and reporters
Years 2 &	 Repetitive stories Recounting events	and instruction writers • stories with	• explanations of	stories about a theme and giving instructions • Retelling our own	& mythmakers • Comparing	mythmakers, storytellers and reporters • Traditional tales
2	• Repetitive stories	and instruction writers stories with recurring language •	explanations of topic writing	stories about a theme and giving instructions • Retelling our own experiences	& mythmakers • Comparing traditional tales from	mythmakers, storytellers and reporters • Traditional tales

Curriculum Overview: Writing											
	Writing is exciting!										
	We are tellers of fables & instruction writers	We are traditional tale tellers and explainers	We are storytellers & report writers	We are persuaders and recounters	We are adventurers and recounters	We are tellers of tales, persuaders and instructors					
	Modern fables	 traditional tales topic explanations non-chronological	 alternative fairy tales author focus	Writing and presenting reportsbased on Topic work	 adventure stories diary entries	traditional talefrom a keycharacter's					
	• instructions	reports	traditional tales	persuasive letters		perspectivetopic instructionstravel guide					
In Years 4, 5 & 6	We travel in real and imaginary worlds	We are tellers of stories with themes, scientists & script writers	We are non-fiction writers and debaters	We are storytellers & mythmakers	We are explainers and tell stories with a dilemma	We are recounters, persuaders and tellers of traditional tales					
	Imaginary settingsNews reportingPersuasivepresentation	 Stories with themes from other countries Topic based report writing Writing and performing a play 	multi-genrenonfiction writingDiscussion anddebating	 Author focus Narrative writing based on historical myths 	Stories which raise dilemmasTopic based explanation writing	Traditional mythsPersuasive writingrecount					

Curriculum Overview: Writing Writing is exciting! We are writers of We are non-fiction We are legendary We are We are storytellers We are report suspense and writers & and have fun with biographers and and explainers . . . mystery & writers... persuaders... flashbacks ... historians . . . explainers . . . biographies of • Legends based on chronological • literary heritage comparison reports • suspense stories inspirational young fiction persuasive explanations myths such as reports brochures Beowulf • comparative people • narrative histories of recent viewpoint • Stories with reports explanation texts flashbacks events We are non-fiction We can write in the We are script We are storytellers We are writers and We are revising . . . style of an author writers and and explainers . . . biographers ... debaters . . . & persuade you . . . debaters ... • Exploring multiple Explaining • Exploring fictional • Writing our own • Revisiting all the viewpoints scientific discoveries play script different styles of genres • Presenting a Explaining key writing we have Narrative • Scientific reports • Hosting a series of persuasive argument workshop Exploring fictional issues from our topic live debates learned about work genres