



# Curriculum Writing Overview - Whole School

**CARE** **ACHIEVE** **BELIEVE**





# Curriculum Writing Overview - Cycle B

**CARE ACHIEVE BELIEVE**

<p><b>Intent:</b></p>	<p><b>Intent: Empowering Communicators, Inspiring Writers</b>          At Peover Superior Primary School, we recognise writing as a foundational skill that empowers children to articulate ideas, thoughts, and emotions effectively. Rooted in the Talk for Writing approach, our Writing curriculum is thoughtfully designed to equip children not just with technical skills but with the ability to become confident and creative writers who can communicate with flair in diverse contexts and for various purposes. In UKS2, we use elements of Box Cox 'Opening Doors' which enables our children to access challenging and rich literature in exciting ways.</p> <p><b>Our Writing curriculum is aligned with the Talk for Writing principles and strives to:</b></p> <ul style="list-style-type: none"> <li>· Inspire and motivate children through a text-based approach, encouraging creative and confident expression.</li> <li>· Develop a comprehensive set of writing skills, encompassing spelling, punctuation, grammar, vocabulary, and handwriting, fostering accuracy and fluency.</li> <li>· Cultivate a love for reading, writing, and an appreciation of language's power to communicate effectively.</li> <li>· Encourage effective planning, drafting, and editing, emphasising reflection on progress and utilising feedback for continuous improvement.</li> <li>· Promote Oracy development across all year groups, enabling children to articulate ideas effectively before engaging in the writing and editing processes.</li> </ul>
<p><b>Implementation:</b></p>	<p><b>Implementation: A Journey of Talk, Creation, and Reflection</b>          At Peover Superior Primary School, we bring our writing curriculum to life through engaging teaching strategies that embrace the Talk for Writing approach. From EYFS onward, we integrate the proven phonics skills acquired from the Little Wandle scheme. This foundation is seamlessly woven into our writing lessons through the Talk for Writing methodology, promoting creativity and confidence.</p> <p><b>Our implementation strategy includes:</b></p> <ul style="list-style-type: none"> <li>· Modelled and shared writing to set high standards and inspire creativity.</li> <li>· Guided and independent writing experiences that cater to varied purposes and audiences.</li> <li>· Integration of writing across the curriculum, recognising its importance in every subject.</li> <li>· Peer and self-assessment, fostering a culture of collaboration and continuous improvement.</li> <li>· Opportunities for editing and redrafting, refining skills and reinforcing the writing process.</li> </ul>
<p><b>Impact:</b></p>	<p><b>Impact: Crafting Confident Communicators and Proficient Writers</b>          Our Writing curriculum's impact is evident in our pupils' transformation into confident and creative writers. Regular assessment and progress monitoring, combined with internal and external moderation practices, allow us to gauge our children's achievements and guide them toward their potential. Additionally, pupil work is displayed in communal areas as a wider public display of artwork is a critical part in the artistic process.</p>



# Curriculum Writing Overview - Whole School

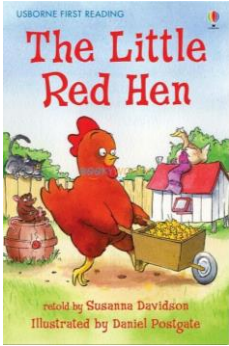
## Cycle B

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow	Writing simple labels, and captions Orally retell	Writing simple postcards	Simple retell Writing simple labels, phrases and sentences	Character description Simple retelling	Character description Simple retelling	Simple sentences describing sharks
	Recount	Recount	Recount building wormery Information text on mini-beasts	Wanted poster for evil pea	Instructions on building a house	Recount of beach trip Shark fact files
Sycamore	Postcards from the goats Character descriptions of the troll	Innovation Character thought bubbles	Innovation	Writing own warning story	Writing in role	Writing in role
	Recount	Information text - <i>That's not a stick, it's a...</i>	Instructions on how to build a bog	Persuasive letter to Kassim from the Dragon	Letter of complaint / Persuasive letter to be part of the crayon box	Non-chronological report
Chestnut	Character description Letter of apology	Retell Writing in role	Setting description Rewrite ending	Character and setting description Diary entry	Mystery narrative	Setting and character description
	Instructions on digging a pit		Love letter to persuade/inform	Persuasive letter to help global warming	Non-chronological report - history	Travel brochure - Persuasion
Oak	Personification of characters Dual perspective narrative	Character description Narrative including dialogue to advance action	Setting description Writing in role	Writing in role	Writing in role	Horror narrative
	Persuasive letter	Persuasive letter	Explanation text - survival guide	Non-chronological report	Debate - what would you do? Friend or Foe?	Persuasive / Debate Speech



# Curriculum Writing Overview - EYFS

## Cycle B

Autumn 1	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Hickory Dickory Dog - Alison Murray</u></p> 	<p><u>Little Red Hen</u></p> 	<p><u>The Enormous Turnip</u></p> 	<p><u>The Jolly Christmas Postman</u></p> 	<p><u>The Very Hungry Caterpillar - Eric Carle</u></p> 	<p><u>Supertato - Sue Hendra and Paul Linnet</u></p> 	<p><u>The Three Little Pigs - Axel Scheffler</u></p> 	<p><u>Surprising Sharks - Nicola Davies</u></p> 
<p>Exploring onset and rhymes - writing words that rhyme cat, hat, mat dog, log, frog</p> <p><b>Non-fiction:</b> Writing labels and captions</p>	<p><b>Fiction:</b> Oral story retelling</p> <p><b>Non-fiction:</b> Writing labels and captions</p>	<p><b>Fiction:</b> Oral story retelling</p>	<p><b>Fiction:</b> Writing simple postcards</p>	<p><b>Non-fiction:</b> Writing simple labels, phrases and sentences Class book on different mini-beasts. Recount on building wormery</p>	<p><b>Fiction:</b> Retelling the story</p> <p><b>Non-fiction:</b> Wanted poster for the evil pea</p>	<p><b>Fiction:</b> Character description Simple retelling narrative</p> <p><b>Non-fiction:</b> Instructions to build one of the little pigs house</p>	<p><b>Non-fiction:</b> Recount of the beach trip Shark fact files</p>





# Curriculum Writing Overview - KS1

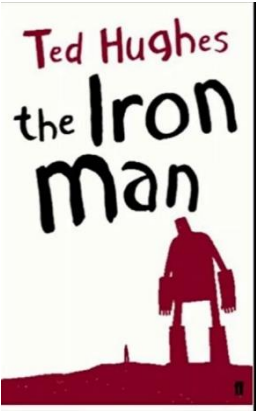
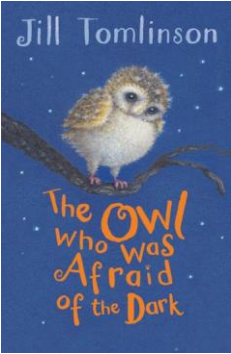
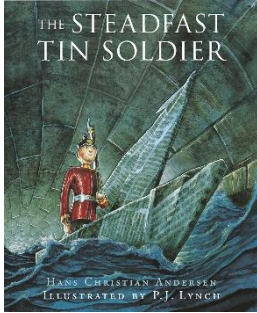
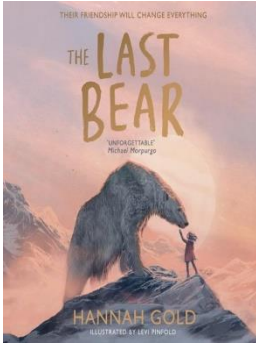
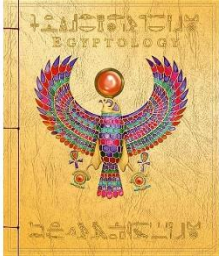
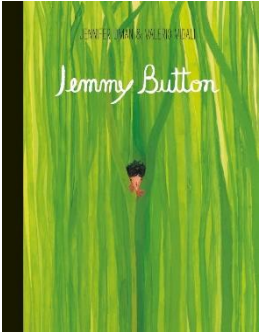
## Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>The Three Billy Goats Gruff</u></p> 	<p><u>Stanley's Stick - John Hegley</u></p> 	<p><u>Bog Baby - Jean Willis</u></p> 	<p><u>Kassim and the greedy dragon - T4W</u></p> <p>A warning story</p>  <p>Spring 1 - Unit 1 Stimulus: Kassim and the Greedy Dragon Focus: To write a warning story based on Kassim and the hungry fox substituting the</p>	<p><u>The Day the Crayons Quit - Oliver Jeffers</u></p>  <p>OLIVER JEFFERS</p>	<p><u>Owl Babies - Martin Waddell</u></p> 
<p><b>Fiction:</b> Postcards from the goats Character descriptions of the troll (Mac Barnett &amp; Jon Klassen)</p> <p><b>Non-fiction:</b> Recount</p>	<p><b>Fiction:</b> SBW: Character thoughts/bubbles Story Innovation</p> <p><b>Non-fiction:</b> SBW: Short burst writing - 'This is not a stick, it's a...' Information text Recount</p>	<p><b>Fiction:</b> Story innovation</p> <p><b>Non-fiction:</b> Instructions on building a bog</p>	<p><b>Fiction:</b> Writing own warning story</p> <p><b>Non-fiction:</b> Letter from the Dragon to Kassim</p>	<p><b>Fiction:</b> Writing in role as a crayon</p> <p><b>Non-fiction:</b> Letter of complaint about another crayon</p>	<p><b>Fiction:</b> Writing in role as one of the owls</p> <p><b>Non-fiction:</b> Information text about owls</p>



# Curriculum Writing Overview - LKS2

## Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>The Iron Man - Ted Hughes</u></p> 	<p><u>The Owl Who was Afraid of the Dark - Jill Tomlinson</u></p> 	<p><u>The Steadfast Tin Soldier - Hans Christian Andersen</u></p> 	<p><u>The Last Bear - Hannah Gold</u></p> 	<p><u>Egyptology - Dugald Steer</u></p> 	<p><u>Jemmy Button - Jennifer Uman and Valerio Vidali</u></p> 
<p><b>Fiction:</b> Character descriptions Letter of apology</p> <p><b>Non-fiction:</b> Instructions on digging a pit</p>	<p><b>Fiction:</b> Writing in role - first person</p> <p><b>Non-fiction:</b> Recount</p>	<p><b>Fiction:</b> Setting description Rewrite ending</p> <p><b>Non-fiction:</b> Love letter to inform/persuade</p>	<p><b>Fiction:</b> Character and setting descriptions Diary entry</p> <p><b>Non-fiction:</b> Persuasive letter to head to help global warming</p>	<p><b>Fiction:</b> Mystery narrative</p> <p><b>Non-fiction:</b> Non-chronological report- history Historical event</p>	<p><b>Fiction:</b> Setting description Writing in role</p> <p><b>Non-fiction:</b> Persuasive letter</p>



# Curriculum Writing Overview - UKS2

## Cycle B

Autumn 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>The Day the Crayons Quit - Oliver Jeffers</u></p> 	<p><u>Armistice Runner - Tom Palmer</u></p> 	<p><u>A Christmas Carol - Charles Dickens</u></p> 	<p><u>The Explorer - Katherine Rundell</u></p> 	<p><u>Holes - Louis Sachar</u></p> 	<p><u>Friend or Foe - Michael Morpurgo</u></p> 	<p><u>Graveyard Book - Neil Gaiman</u></p> 
<p><b>Fiction:</b> Personification of different crayons</p> <p><b>Non-fiction:</b> Letters of persuasion</p>	<p><b>Fiction:</b> Diary Dual narrative</p> <p><b>Non-fiction:</b> Non-chronological report</p>	<p><b>Fiction:</b> Character description</p> <p><b>Non-fiction:</b> Persuasive letter</p>	<p><b>Fiction:</b> Setting description</p> <p><b>Non-fiction:</b> Explanation text Survival Guide</p>	<p><b>Fiction:</b> First person narrative / writing in role</p> <p><b>Non-fiction:</b> Non-chronological report</p>	<p><b>Fiction:</b> First person narrative / writing in role</p> <p><b>Non-fiction:</b> Debate - what would you do? Are they a friend or foe?</p>	<p><b>Fiction:</b> Horror narrative</p> <p><b>Non-fiction:</b> Biased speech</p>