

Crumpsall Lane Whole School Writing Overview

Nursery Writing								
Children begin to understand that writing has a purpose			Children begin to develop the skills of an early writer			Children write all of their name		
<p>Adult models how to use print for a purpose alongside pictures.</p> <p>For children to recognize and select their own name card with a photograph attached.</p>	<p>Adult actively encourages and promotes the use of print, not just pictures, both in adult led and child-initiated learning.</p> <p>To post at self-registration time.</p> <p>Name Jigsaw - daily for early work. Use pegs to indicate each letter.</p>	<p>Children write for a purpose independently in the learning environment. For example, letters to Santa, a shopping list, a birthday card.</p> <p>Begin to mark make their name.</p> <p>Name and photograph cards will be available in continuous provision to copy sounds from.</p>	<p>Writing is given a high profile across all staff members. All children are targeted to engage in mark making on a regular basis.</p> <p>For children to recognise and select their own name without a photograph attached.</p>	<p>Children will increasingly use print in their child-initiated learning. Adults provide a range of exciting opportunities to write across all areas of the provision.</p> <p>To post at self-registration time.</p>	<p>Children begin to form the first beginning letters to the name with adult support and modelling through weekly adult guided groups. Correct formation of letters is modelled from the start.</p> <p>Name cards will be available in continuous provision to copy sounds from.</p> <p>To teach children that mnemonic pictures using A4 speed sound cards. e.g M - Mountain. A - Apple</p> <p>Introduce focused writing texts. For example Jaspers Beanstalk.</p>	<p>Children further develop their formation from the previous stage, through a range of name card materials. Adults begin to 'step back' from recording children's names on pieces of learning.</p> <p>Those children who are ready will begin the read-write inc programme. Children will form letters whilst sitting at tables later in the day.</p> <p>The rest of the children will have heavy focus on alliteration, syllabus, rhythm and rhyme.</p>	<p>No adults to be writing children's names on learning. Children are supported with name prompts to have 'a go themselves'. In order to make progress, children regularly respond to oral feedback.</p> <p>To regularly monitor children to see if they are ready to access the read write inc programme.</p>	<p>Children can write their name and find aids to support their name writing. Children begin to show an awareness of how the letters in their names are correctly formed.</p> <p>For Children who have been exposed to Read, Write Inc to begin to attempt to write CVC words.</p>

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Reception Writing								
Children have the segmenting skills to independently write CVC words, using their developing set 1 single sounds phonic knowledge			To be secure in set 1 single sounds and beginning to develop set 1 special friends phonic skills. To begin to use finger spaces and break the flow of speech into words			Write simple phrases and sentences that can be read by others including some set 2 special friends and tricky words.		
Children have a developed grapheme/phoneme correspondence of set 1 sounds.	Children have quick and accurate grapheme/phoneme correspondence and begin to segment CVC words with adult support.	Children independently segment and record CVC words using strong and quick grapheme/phoneme correspondence.	Adult to model caption writing, exposing to more than one word. Children to orally rehearse a sentence.	Dictated caption using fingers to represent individual words. Finger spaces represented by gaps.	Children begin to use finger spaces more independently. Children begin to include digraphs in their writing with special friends sound mat support.	Children begin to develop an awareness of uppercase and lowercase letters and begin to develop formation of some capitals.	Guided adult group support with dictated sentence to correctly include capital letter, finger spaces and full stops.	Children record independent sentences including a capital letter, full stop and finger spaces.
Children have support with letter formation.	Children are developing more independence with letter formation.	Children are developing more independence with letter formation. Children begin to respond to written letter formation feedback.	Children develop individual letter formation next steps based on letter formation families.	Children develop individual letter formation next steps based on letter formation families.		Children to spell phase 2 tricky words independently. Children use 'ng, th, ch, sh' in CVC words.	Children continue to develop knowledge of special friends in their writing.	Children are able to identify whether it is a special friends needed in their writing.

Crumpsall Lane Whole School Writing Overview

Y1	1	2	3	4	5	6	7	8	9	10	11	12	13
	Autumn					Spring				Summer			
Text	Be Brave Little Penguin, by Giles Andreae	Nibbles: The Book Monster, by Emma Yarlett	Autumn Poems	Jack and the Beanstalk	Mole's Star, by Britta Teckentrup	How to Wash a Woolly Mammoth, by Michelle Robinson	Grandpa's Gift, by Fiona Lumbers	We're Going on a Lion Hunt, by David Axtell	Handa's Hen, by Eileen Browne	The Lighthouse Keeper's Lunch, by David and Ronda Armitage	Toys in Space, by Mini Grey	Range of Acrostic Poems (<i>Granny, Brother, Ricky the Rock</i>)	I Want My Hat Back, by Jon Klassen
Outcome Genre	Non-fiction	Non-fiction	Lines of poetry	Non-fiction	Narrative	Non-fiction	Narrative	Narrative	Narrative	Narrative	Narrative	Poetry	Narrative
Suggested Length	12 sessions	12-14 sessions	5 sessions	12 sessions	10-12 sessions	12 sessions	15 sessions	3 weeks	2 weeks	2 weeks	3 weeks	2 weeks	2 weeks
Assessed Short Write	Lists	Write about your favourite part? (Sentences using and)	n/a	Questions for Jack	Personal Wish (Two sentences)			Writing about a scene in the story	Predict the end of the story	Use new vocabulary to write about a story scene		n/a	
End of unit writing outcome	Simple sentences	Recount	Write two lines of poetry	Instructions How to plant a seed	Retell a narrative	Instructions		Predict the end of the story.	Recount	Instructions to make Mr Grindling's lunch	Own version of the story	Acrostic Poem – written and performed	Own version of the story
Audience	Pip Pip (Character)	Reception class		Jack	Animals (Characters)	Year 2 class		Mr Hughes	Nursery class	Mrs. Grindling (Character)	Year 2/ Reception	Own class	Mrs Fairclough
ONGOING	Place Value of Punctuation and Grammar (Grammarsaurus) – 20 sessions spread out throughout the year.												

Crumpsall Lane Whole School Writing Overview

Y2		1	2	3	4	5	6	7	8	9
	Autumn				Spring			Summer		
Text	Grammarsaurus Unit: Punctuation and Grammar Focus	Little Red, by Bethan Woollvin	Marine Mammals	Paddington's Christmas Post	How to make an Asian Dessert	Look Up! By Nathan Byron	The Monster Under Your Bed, by Clare Bevan. Who's that Knocking?	Flotsam, by David Wiesner	Range of Postcards	How Do Plants Grow?
Outcome Genre	n/a	Narrative	Non-fiction	Narrative	Non-fiction	Narrative	Poetry	Narrative	Non-fiction	Non-fiction
Suggested length	20 sessions						5-6 sessions			
Assessed Short Write	n/a	1. Character description			1. Setting description					
End of unit writing outcome	n/a	Retelling of the story	Non-chronological report	Innovate own version of the story	Instructions for how to make a dessert	Setting description	Oracy outcome - presentation		Postcard from the beach (linked to year group trip)	Explanation text using science knowledge
Audience										

Crumpsall Lane Whole School Writing Overview

Y3		1	2	3	4	5	6	7
	Autumn			Spring			Summer	
Text	Grammarsaurus Unit: Punctuation and Grammar Focus	The Grotlyn, by Benji Davies	Stone Age Boy by Satoshi Kitamura	The Silence Seeker	Journey, by Aaron Becker	Dragons	The Magic Box by Kit Wright	The Witches
Outcome Genre	n/a	Narrative	Non-Fiction	Narrative	Narrative	Non-fiction Narrative	Poetry	Narrative Journalistic Writing
Suggested Length	20 sessions	20 sessions						20 sessions
Assessed Short Write	n/a							Instructions on how to spot a witch. Written dialogue between two characters
End of unit writing outcome	n/a	n/a	Non-chronological report survival guide		Story Retell	1. Instructions 2. Character Description		1st person perspective of finding a witch
Audience								

Crumpsall Lane Whole School Writing Overview

Y4		1	2	3	4	5	6	7	8
	Autumn Term 45 Sessions			Spring Term 35 Sessions			Summer Term 50 Sessions		
Text	Grammarsaurus Unit: Punctuation and Grammar Focus	The Errand, by Leo LaFleur	Winter Poems, by Ted Hughes	Gorilla, by Anthony Browne	Wolves in the Wall, by Neil Gaiman	Where the forest meets the sea by Jeannie Baker, Jungle Explorer by the Literacy Company	Fox, by Margaret Wild	Blue John	Richard III
Outcome Genre	n/a	Narrative	Poetry	Narrative	Narrative	Non fiction	Narrative	Non-fiction	Narrative
Suggested Length	20 sessions	15 sessions	8 sessions		19 sessions		21 sessions		
Assessed Short Write	n/a	1. Character description	n/a		1. Setting description 2. Paragraph using speech punctuation 3. Narrative scene		1. Descriptive paragraph 2. Paragraph using speech punctuation 3. First person description		
End of unit writing outcome	n/a	Narrative	Rhyming poem - performance linked to oracy		Narrative	Non- chronological report	Narrative	Explanation	Narrative
Audience									

Crumpsall Lane Whole School Writing Overview

Year 5		1	2	3	4	5	6	7
	<i>Autumn Term</i>			Spring Term		Summer Term		
Text	Grammarsaurus Unit: Punctuation and Grammar Focus	The BFG, by Roald Dahl	Stay Where You Are and Then Leave, by John Boyne	Iron Man, by Ted Hughes	The Paperbag Prince, by Colin Thompson	Life at the Zoo	The Tempest, by William Shakespeare	Zoo, Anthony Browne
Outcome Genre	n/a	Narrative	Narrative	Narrative	Non-fiction	Non-fiction	Narrative	Non-fiction
Suggested length	20 sessions		26 sessions					
Assessed Short Write	n/a		1. Character Description 2. Diary Entry				1. Setting Description	
End of unit writing outcome	n/a		Alternative Story Ending	Retelling of Iron Man	Persuasion	Non-chronological report about an animal found at the zoo	Narrative with Dialogue	Balanced Argument
Audience								

Crumpsall Lane Whole School Writing Overview

Y6		1	2	3	4	5	6	7	8	9
	Autumn term			Spring term		Summer term				
Text	Grammarsaurus Unit: Punctuation and Grammar Focus	Who Let the Gods Out?	Somebody Swallowed Stanley	All About Eid	Faded Music Video (Visual Literacy)	Rose Blanche	Vaping	Little Freak (Visual Literacy)	Macbeth	City Centre Graffiti (Trip into Manchester)
Outcome Genre	n/a	Narrative	Non-fiction	Non-fiction	Narrative	Narrative	Non-fiction	Narrative	Narrative	Non-fiction
Suggested length	20 sessions									
Assessed Short Write	n/a	1. Setting description 2. Character description 3. Dialogue 4. Agony Aunt letter			1. Setting description 2. Monologue/ flashback 3. Show not tell paragraph	1. Diary 2. Letter	1.	1. Setting description 2. Character description 3. Diary entry 4. Inner monologue	1. Recount 2. 1 st person character description 3. Dialogue	
End of unit writing outcome	n/a	Retelling of chapter 3	Persuasive speech about plastic pollution	Non-chronological report about Eid	1 st person recount of their experience of the Faded music video	1 st person narrative	Persuasive letter	Imaginative recount: Letter in role as character – portraying emotion	3 rd person narrative	Balanced argument about graffiti

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Audience										
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