

# Writing at Gosford Park

## Our Intent - 'Every child an author'

Here at Gosford Park, writing is an integral part of our curriculum. Children from Nursery to Year 6 are provided with many opportunities to practise and apply their writing skills across the curriculum.

We believe that all of our pupils have the right to be able to express themselves, their knowledge, ideas, imaginations and their emotions creatively and confidently through their writing. In order to help them achieve this, we aim for our children to acquire a wide, robust vocabulary, accomplished through good quality teaching and exploring texts which motivate and inspire. We want our pupils to use vocabulary precisely and effectively in order to improve all areas of their communication; listening, speaking, reading and writing. We want our learners to write accurately and coherently, therefore over their time with us, they will gain a sound understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they will have learnt across the primary years.

By immersing our children in a range of high quality texts that make up our Reading Spines, we want our pupils to use their experiences to write in a range of styles and genres, for a range of different audiences, contexts and purposes, adapting their language and style skilfully to achieve this. Our intention is to foster our children's interest in writing in order to create good writers who can re-read, edit and refine their writing during and after the writing process, allowing them to take important ownership of areas requiring improvement.

At Gosford Park, we set high expectations to encourage all of our children to take great pride in the presentation of their work, aiding them to develop a fluent, cursive handwriting style by the time they move to secondary school.

Most importantly, we want all children at Gosford Park to enjoy writing and leave us with the knowledge and belief that they are a competent, engaging writer as we believe that every child is an author.

## Our Implementation

Our English curriculum has been thoughtfully constructed around a sequence of high quality age-appropriate texts. These books form our Reading Spines for each year group and many are closely linked to our topics. We believe that writing is strengthened by instilling a love for reading within our pupils. We value the importance of reading to supplement writing, providing a purpose and a context to writing. We believe that pupils who are provided with a reason for writing demonstrate flair and effective writing composition, leading to high quality outcomes.

"You can make anything by writing" – C.S Lewis

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## Nursery

Children in Nursery are provided with lots of opportunities for mark making and exploring language. They orally rehearse nursery rhymes and have key vocabulary (tiers 1 and 2) linked to their topics to support their communication and understanding of the world

## Reception

Writing is taught within 'Read, Write, Inc' lessons and from the Spring Term in Reception onwards, elements of a 'Talk for Writing' approach are also used to explore traditional tales. This method allows children to internalise the language structures needed to write through 'talking the text'. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

## Year 1

Children who are working on Red ditties through to Orange storybook 9, follow the 'Read, Write, Inc, Get Writing' programme which follows the National Curriculum. Those children who are on Orange Storybook 9, or Yellow, Blue or Grey storybooks, follow day 1-3 of 'Read, Write, Inc Phonics and Get Writing' and add in opportunities for Talk For Writing (through story mapping) on days 4 and 5. This allows guided teaching with quality modelling, leading to opportunities for independent writing. This merged teaching sequence provides a bridge between 'Read Write Inc Get Writing' and our Years 2-6 teaching sequence for writing.

## Year 2- Year 6

Within our reading lessons, we use each book from our Reading Spines to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills. These lessons are then built upon in our writing curriculum (based on three-weekly cycles) where teachers:

- Accurately assess prior knowledge of genres through a 'gap analysis' task, identifying three key skills for the unit
- Explore the common features of a text type, identifying the purpose and audience with the children
- Immerse children in a high quality WAGOLL text, where vocabulary and meaning is studied

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- Develop grammar and punctuation knowledge (which is later used and applied across the wider curriculum) by the teaching of three key skills identified in the 'gap analysis' task, which correspond to the text type
- Challenge the children to identify features found within the WAGOLL by 'Cracking the Code' and then allowing opportunities to extend and apply learning by 'Growing the Code'
- Explore the underlying structure of a text through shared reverse boxing-up
- Immersing children in a new context for their own piece of writing through drama, hot seating, conscience alleys, multimedia etc

Our children then:

- Plan and write an initial piece of writing using the new context
- Evaluate the effectiveness of their writing by editing and redrafting where appropriate

Writing is assessed by both pupils and adults using agreed success criteria, supporting both self evaluation and cognitive learning.

## Working Walls

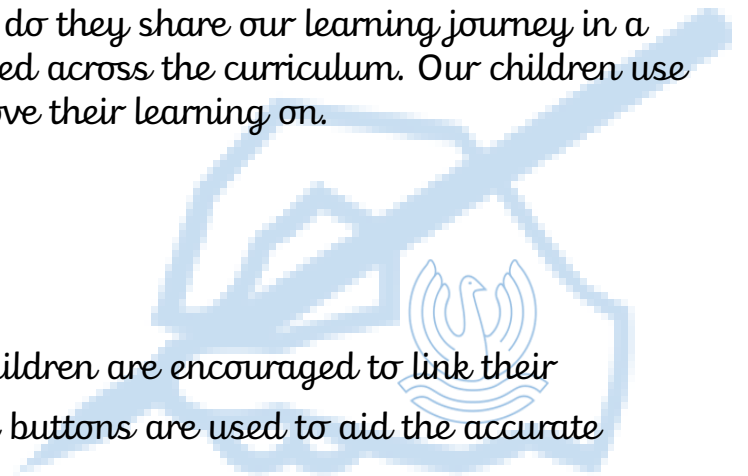
At Gosford Park, our working walls are integral to our English curriculum. Not only do they share our learning journey in a methodical, easy-to-access way, they also display key vocabulary which can be used across the curriculum. Our children use their working walls as an important point of reference to check, consolidate and move their learning on.

## Spelling

### EYFS and Year 1

IN EYFS and Year 1, spelling is taught daily through 'Read, Write, Inc', where the children are encouraged to link their phonological and grapheme knowledge. Strategies such as 'Fred Fingers' and sound buttons are used to aid the accurate spellings of key words set out in the National Curriculum.

*"You can make anything by writing" – C.S Lewis*



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## Years 2—6

Children who have completed the 'Read Write Inc.' phonics programme receive 4-5 spellings lessons a week using 'Read, Write, Inc—Get Spelling.' This scheme follows the National Curriculum and provides consistency between the learning of spellings from EYFS through to Year 6.

## Handwriting

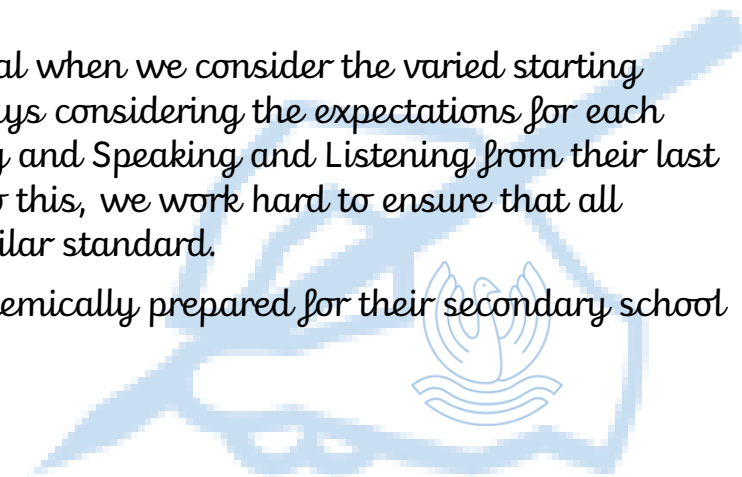
Handwriting is taught across our school regularly. All staff promote high expectations of the presentation of children's work and model cursive writing on working walls and in their marking. Handwriting is taught alongside spelling patterns in order to assist spelling. Children in Early Years are encouraged to print their letters in order to secure their fine motor skills and letter formation before beginning Key Stage One. From Year 1 onwards, children are encouraged to join their letters for fluency to develop a fluent and legible handwriting style. Children are reminded about correct posture and how to hold a pen or pencil. In order to promote high levels of handwriting legibility, pupils can earn a 'pen licence', enabling them to write in blue ink to raise the profile and expectation of presentation. Once a pen licence has been earned, our children aspire to possess a 'platinum pen licence' which allows them to work in black ink and praises consistency, marked improvement or effort.

## Impact

We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the expectations for each year group. We aim for children to make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in Nursery. In order to do this, we work hard to ensure that all children will be able to produce written work across the curriculum that is of a similar standard.

Our English curriculum as a whole is intended to ensure that our children are academically prepared for their secondary school journey and indeed, for life beyond the classroom.

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**Year 2 – Writing Long-Term Plan**

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Autumn  Topic: Great Fire of London/The World	Text: Little Red Riding Hood – The Atlas of Fairytales, Claudia Bordin  Narrative: Character description	Text: Vlad and the Great Fire of London, Kate and Sam Cunningham  Narrative: Setting description		Text: Lost and Found, Oliver Jeffers  Recount (non-fiction)	Text: Leaf, Sandra Dieckman  Letter (fiction)	
Spring  Topic: Christopher Columbus/Neil Armstrong	Text: The Sea Monster, Chris Wormell  Recount (fiction)	Text: A Picture Book of Christopher Columbus, David A Adler  Non-chronological report		Text: Grendel A Cautionary Tale About Chocolate, David Lucas  Narrative: Story Retell	Text: How to Catch a Star, Oliver Jeffers  Instructions	
Summer  Topic: Local Study/Kenya	Text: Stone Soup by Tony Ross  Character and setting	Model text – recount of going up the beanstalk  Recount (non-fiction) Recount trip to Monks Kirby	Text: Jack and the Beanstalk – The Atlas of Fairytales, Claudia Bordin  Simple story Model text story from Mum's point of view. Chn retell story from the giant's point of view.	Text: Meerkat Mail, Emily Gravett  Letter (recount – letter) chn write letter to African child describing life at GP.	Text: Lions (Amazing Animals) Valeire Borden  Non-chronological report NC on lions	Text: The Storm Whale, Benji Davis  Instructions



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**Year 3 –Writing Long-Term Plan**

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<b>Autumn</b>  Topic: UK Study/ Stone Age to Iron Age	Text: <i>Hansel and Gretel</i> by Michael Morpurgo) <i>Read up to p19</i>  Narrative: Character setting, description / Fairy-tale	Text: <i>Hansel and Gretel</i> by Michael Morpurgo) <i>read 78 to end</i>  Instructions: (How to capture children)  Kennings Poetry: (Expanding simple nouns) 1 week	Text: <i>Stone Age Boy</i> by Satoshi Kitamura  Recount: <i>Diary</i> : Link to Stone Age Boy – falling down hole into Stone Age	Text: <i>The Street beneath my feet</i> - Charlotte Guillain & Yuval Zommer  Non-Chronological Report (Linked to Rocks and Soils)
<b>Spring</b>  Topic: European Study/ Roman (Invaders)	Text: <i>Matilda</i> by Roald Dahl  Character/ setting Descriptions: (describe Trunchbull on the steps of the school)	Text: <i>Matilda</i> by Roald Dahl  Recount: Newspaper report – Headteacher under investigation	Text: <i>Escape from Pompeii</i> by Christina Balit  Narrative: Retell Adventure Story (Escaping a volcanic eruption)	Text: <i>Meet the Ancient Romans</i> – James Davies  Non- Chronological report
<b>Summer</b>  Topic: Romans (settlers)/Volcanoes and Earthquakes	Text: <i>Real Lives Boudica</i> Gaby Halberstam  Letters: (From Boudica for support to attack the Romans)	Text: <i>Real Lives Boudica</i> Gaby Halberstam  Narrative: Plot character and setting middle to end (Retell)	Explanation Text: <i>Everything Volcanoes and Earthquakes</i> National Geographic  Explanation	Text: <i>The Lost Happy Endings</i> - Carol Anne Duffy  Narrative beginning middle end - plot witches or main character point of view.



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Year 4 – Writing Long-Term Plan

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<b>Autumn</b>  Topic: Ancient Egypt	Text: Egyptian Cinderella  Narrative: Story focusing on character description	Text: Egyptian Cinderella  Narrative: Story focusing on an Historical Setting	Text: The Legend of Tutankhamun  Letter – letter informing the British museum about Howard Carter's findings.	Text: The Legend of Tutankhamun  Newspaper Report – Treasure of the pyramids  Calligram/Shape Poetry (Christmas) 1 week
<b>Spring</b>  Topic: Rivers and the Water Cycle/London	Text: Iron Man Illustrated by Laura Carlin  Narrative: Story focused on setting (Junkyard)	Text: Iron Man  Diary	Text: A Journey to the River Sea – Eva Ibbotson  Letter (Ruby writing to her old friends about her new environment)	Text: A Journey to the River Sea – Eva Ibbotson  Explanation Text – Journey of a raindrop
<b>Summer</b>  Topic: Anglo Saxons and Scots/Vikings and Anglo Saxons	Text: Beowulf (Michael Morpurgo)  Narrative: Story focusing on setting/character/plot (City)	Text: Beowulf (Michael Morpurgo)  Non-Chronological Report (Mountains)	Text: Odd and the Frost Giants – Neil Gaiman  Recount	Text: Odd and the Frost Giants – Neil Gaiman  Instructions



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Year 5 – Writing Long-Term Plan

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<p><b>Autumn</b></p> <p>Topic: Ancient Greece</p>	<p><b>Text:</b> The Giant's Necklace (Michael Morpurgo)</p> <p><b>Narrative:</b> Dilemma/Twist</p> <p><b>Text:</b> Text: Usborne Illustrated Greek Myths (LA)</p> <p><b>Text:</b> Wooden Horse (Geraldine McCaughrean &amp; Tony Ross)</p> <p><b>Instructions:</b> (How to break into a city)</p>	<p><b>Text:</b> Who Let <u>The</u> Gods Out (Maz Evans)</p> <p><b>Narrative:</b> Characters/Setting/Beginning</p>	<p><b>Text:</b> Counting on Katherine - Helaine Becker</p> <p><b>Narrative:</b> Diary – Katherine's experiences HA: comparison of days LA: Diary of a successful day</p>	<p><b>Text:</b> Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly</p> <p><b>Narrative:</b> Newspaper Report (First black woman in NASA)</p>
<p><b>Spring</b></p> <p>Topic: Mountains/Barcelona</p>	<p><b>Text:</b> Survivors by David – The pilot who crashed inside a volcano – Craig Hosking</p> <p><b>Recount</b></p>	<p><b>Text:</b> Survivors – The Mountaineer who overcame and avalanche – Colby Coombs</p> <p><b>Persuasion:</b> Should we climb continue to climb Mount Everest? <i>Model text:</i> Persuade them to climb a mountain. Chn to write alternate.</p>	<p><b>Text:</b> Macbeth by William Shakespeare (Tony Ross)</p> <p><b>Betrayal/tragedy Narrative:</b> Setting, Character, Plot (McDuff's POV)</p>	<p><b>Text:</b> Macbeth by William Shakespeare (Tony Ross)</p> <p><b>Formal Letter:</b> from Macbeth to Lady Macbeth describing the witches with a message</p>
<p><b>Summer</b></p> <p>Topic: Industrial Revolution to Modern Day Coventry</p>	<p><b>Text:</b> Dodger – Terry Pratchett</p> <p><b>Historical Story:</b> Setting, Character, Plot – Victorian</p>	<p><b>Text:</b> Dodger – Terry Pratchett</p> <p><b>Discussion:</b> Is it ever okay to steal? Should society ever support the poor? Should chn be used for labour?</p>	<p><b>Text:</b> The Highway Man – Alfred Noyles Charles Keeping</p> <p><b>Narrative:</b> Innovation - Setting, Character, Plot – (Changing the Highway Man into a narrative)</p>	<p><b>Text:</b> The Highway Man – Alfred Noyles Charles Keeping</p> <p><b>Persuasive letter:</b> Tim the Ostler trying to convince Bess that he is best</p>





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Year 6 – Writing Long-Term Plan

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<b>Autumn</b> <b>Topic: Crime and Punishment</b>	<b>Text: Holes (Louis Sachar)</b> <b>Narrative:</b> Persuasive Letter (from Stanley to his mum, convincing her that Camp Green Lake is a great place to be)	<b>Text: Holes (Louis Sachar)</b> <b>Non-Chronological Report:</b> Adaptation of the Yellow-Spotted Lizard (from Holes)	<b>Text: Holes (Louis Sachar)</b> <b>Narrative:</b> Curse Story (Adding a new chapter to share Zero's family curse)	<b>Text: Holes (Louis Sachar)</b> <b>Newspaper Report:</b> Kissin' Kate Barlow – local outlaw on the loose
<b>Spring</b> <b>Topic: North and South America/Amazon</b>	<b>Text: The Nowhere Emporium</b> <b>Video: Alma</b> <b>Narrative:</b> Suspense Written from the shop's POV	<b>Text: The Nowhere Emporium</b> <b>Information Text: Galapagos Islands</b> <i>Model text: Panama (rainforest link)</i>	<b>Text: The Nowhere Emporium</b> <b>Narrative:</b> A new entry for The Wonder Book – The Rainforest <i>Model text: Desert room (vocab from Holes)</i>	<b>Text: The Nowhere Emporium</b> <b>Explanation Text:</b> What is Deforestation? <i>Model text: What are microorganisms? (Science link)</i>
<b>Summer</b> <b>Topic: Maya Civilisation</b>	<b>Text: The Viewer:</b> <b>Narrative:</b> from the viewpoint of the viewer <i>Model text: First person the story of the boy and his perspective</i>	<b>Text: Varmints (Helen Ward)</b> <b>Discussion text:</b> Should Brazilian people have the right to farm? – deforestation/agriculture	<b>Text: Kensuke's Kingdom (Michael Morpurgo)</b> <b>Narrative:</b> Diary entry (2-part Michael and Kensuke on same incident e.g. lighting fires) <i>Model text: Opposing viewpoints from mum and dad about moving away</i>	<b>Text: Kensuke's Kingdom (Michael Morpurgo)</b> <b>Persuasion:</b> Was it right for the Maya to sacrifice the life of others to the underworld? <i>Model text: Use incident from Kensuke's Kingdom e.g. was it right for Michael to light fires?</i>