



Subject Information:

Writing at Oxenhope C of E
Primary School

How we teach Writing at Oxenhope C of E Primary School

Subject Intent

What do we want to achieve with our Writing curriculum?

At Oxenhope, we provide all our children with the experiences and opportunities to write across a range of genres and for different purposes. We want our children to be confident and fluent writers at each stage of their development. We encourage creativity and flair whilst ensuring that children use their knowledge to demonstrate the correct skills appropriate for their current learning stage. We have high expectations of presentation and ask that children write neatly in a cursive script and take pride in their written work across all subjects. Our curriculum equips learners to become life long writers, giving them a real love of the subject and enabling them to be ambitious in their approach. We teach children that writing is a process, and they learn the importance of drafting, editing and improving before creating a published piece.

Subject Implementation

Foundation stage and Year 1

We have an engaging English curriculum with a clear structure and sequence that is based around high-quality texts. The texts within each year group are carefully selected to include a range of visual texts, classics, chapter books, and poetry. They cover a broad range of themes and subjects. Reception to Year 2 use a variety of key texts to keep the children enthusiastic, engaged and to solidify skills learnt within our systematic approach. The same approach for an English unit of work is followed from Year 1 to Year 6. A unit of work is carefully planned for each year group to allow any links to other areas of the curriculum to be made, where appropriate.

Years 1 and 2 Use the Phillip Webb phased method of teaching but in smaller chunks with different texts throughout the half term. We start with a cold write and then start with the Reading phase, which includes prediction, language, drama, writing in role and comprehension. The next Phase is GPS where the children look at genre specific skills, punctuation, sentence types and text structure. The Writing phase is where the KS1 plan, write their hot write, and then edit their work (Yr 2). As with the rest of the school, the teachers then assess the writing using Alison Philipson assessment grid. The children also review their work against the given objectives and write how they think they can improve.

Years 3 – 6

From Years 1 – 6 we use the Philip Webb phased method of teaching writing. However, Years 3-6 focus on just the 1 key text. Each half term is split into 3 phases – Reading, GPS and Writing. Each half term has a lead text and a focus genre. Children begin each half term with a cold write. This gives the children the opportunity to write in the new genre for the half term and give the teacher an initial assessment of the children's ability in this genre. Target cards are used to assess children's work and to feed back to them. Children self-assess their work on the target card too. The text is then introduced, and children work for approximately 2 weeks unpicking this new text. They look at vocabulary, make predictions, and cover comprehension work. The next phase, GPS, is where the children learn the GPS skills they need to succeed in their hot write at the end of the unit. These skills may be year group specific e.g., adjectives or fronted adverbials but genre specific skills are also taught here e.g. imperative verbs or captions. The third and final phase is the writing phase. This is where children employ all the skills they've learnt to create their hot write. They plan, draft, edit and publish their work in this phase. The hot write is produced as a final piece of work and another target card is filled in, completing the assessment process for the unit.

Supplementary weeks – We offer the children supplementary weeks to ensure further coverage of different genres. These would fall at the beginning or end of the half term. Other writing genres may also be covered in less detail throughout the unit e.g. in the reading phase, children may write a letter to a character persuading them not to take a particular course of action. Opportunities to write are sought throughout the curriculum. Community events are also used as a vehicle for purposeful writing.

Subject Impact

Learners will:

- Write with fluency appropriate for their age and stage.
- Understand the features and purposes of a range of text genres.
- Be equipped with a range of skills to write accurately.
- Develop a love of writing.

The Writing. Curriculum at a Glance – Years R -6

School theme title	HOME IS WHERE THE HEART IS		EXPLORERS		A WILD ADVENTURE	
<p>EYFS</p>	<p>Lead Texts This is Our House Goldilocks and the 3 bears Topsy and Tim move house The 3 Little Pigs In Every House In Every Street</p> <p>Key Writing outcomes - Writes and recognises their name - Hears initial sound in words</p>	<p>Lead Texts Cake Mog’s Christmas Calamity Celebrations Around the World The Little Red Hen Waiting For Christmas The Christmas Nativity Story</p> <p>Key Writing outcomes -Writing cvc words -Beginning to write labels and captions</p>	<p>Lead Texts Emma Jane’s Aeroplane Commotion in the Ocean The Night Pirates What a Wonderful World Welcome to Our World Rosie’s Walk</p> <p>Key Writing outcomes - Writing lists -Beginning to write sentences - Writing a short letter</p>	<p>Lead Texts Handa’s Surprise Oliver’s Fruit Salad Funnybones Ruby’s Worry Giraffes can’t dance</p> <p>Key Writing outcomes - Writing sentences including phase 3 digraphs and trigraphs -Beginning to use story language in their writing</p>	<p>Lead Texts Raising Dragons There’s no Such Thing as a Dragon The Knight Who Wouldn’t Fight The Paper Bag Princess</p> <p>Key Writing outcomes - Writing sentences with words spelt phonetically, including polysyllabic words</p>	<p>Lead Texts Harry and the Bucketful of Dinosaurs How to grow a Dinosaur How to be a T-Rex Digging up Dinosaurs Dinosaurumpus</p> <p>Key Writing outcomes - Write a story - Writing instructions</p>
<p>Y1</p>	<p>Lead Texts Poetry: Farm poem Fiction: What the ladybird heard Traditional Tale: The Enormous Turnip</p> <p>Key Writing Genre Recount</p>	<p>Lead Texts Fiction: Supertato Non-Fiction: Heroes who help us from around the world By Liz Gogerly Poetry: Christmas</p> <p>Key Writing Genre Non-fiction</p>	<p>Lead Texts Fiction: One Snowy Night Fiction/link Non-Fiction: The Mystery of the Golden Wonderflower</p> <p>Key Writing Genre Character descriptions /profiles</p>	<p>Lead Texts Fiction: Beegu Non-Fiction: Here we are: Notes for Living on Planet Earth</p> <p>Key Writing Genre Narrative</p>	<p>Lead Texts Fiction: Paddington</p> <p>Non-Fiction: My First Book of London By Charlotte Guillain</p> <p>Key Writing Genre Non-chronological report Instructions</p>	<p>Lead Texts Fiction: The Lighthouse Keeper’s Lunch Fiction/Linked Non-Fiction: There’s no such thing as Nessie/News stories about Loch Ness Monster</p> <p>Key Writing Genre Letter / diary</p>
<p>Y2</p>	<p>Lead texts Poetry weather – Hot Fiction - Flood</p>	<p>Lead texts Poetry: Weather (cold) Fiction: The Polar Express</p>	<p>Lead texts The Queen’s hat (GPS)</p>	<p>Lead texts – Fiction: Flat Stanley</p>	<p>Lead texts – Performance Poetry – seaside poetry</p>	<p>Lead texts – My Secret War Diary</p>

	<p>Cross curricular - Noah and the Great Flood</p> <p>Key writing genre – Descriptive Writing</p>	<p>Fiction: The Christmas Story</p> <p>Key writing genre – Narrative</p>	<p>Fiction: Don't Chew the Royal Shoe! By Kate Leake</p> <p>Non-Fiction: Our Queen Elizabeth: Her Extraordinary Life from the Crown to the Corgis By Kate Williams</p> <p>Key writing genre – Non-fiction</p> <p>Supplementary work – Letter writing to the queen, government</p>	<p>Non-Fiction: So You Think You've Got It Bad? A Kid's Life in Ancient Egypt By Chae Strathie</p> <p>Non-chron report</p> <p>Key writing genre – Persuasive letter</p> <p>Supplementary work – Non-chronological reports</p>	<p>Non-Fiction: Linked to RNLI = Poster</p> <p>Fiction: The Storm Whale – description</p> <p>Key writing genre – Recounts</p>	<p>Key writing genre – Diary entry</p> <p>Supplementary work – Chronology / Letter writing/ Newspaper reports</p>
Y3	<p>Lead text – The Railway Children</p> <p>Key writing genre – Diary writing</p> <p>Supplementary work - Character descriptions</p>	<p>Lead text – The Abominables</p> <p>Key writing genre – Narrative</p> <p>Supplementary work – Character profiles</p>	<p>Lead text – The Iron Man</p> <p>Key writing genre – Narrative</p> <p>Supplementary work – Stone age non-chronological report</p>	<p>Lead text – Escape from Pompeii</p> <p>Key writing genre – Recount</p> <p>Supplementary work - Acrostic and Pantoum poetry on volcanoes and survival.</p>	<p>Lead text – Roman invasion</p> <p>Key writing genre - Soliloquies</p> <p>Supplementary work - Performance poetry</p>	<p>Lead text – The true story of the 3 little pigs.</p> <p>Key writing genre – newspaper article. Persuasive writing.</p> <p>Supplementary work – Instructions for recipe - sushi</p>
Y4	<p>Lead text – Mama Miti</p> <p>Key writing genre – Narrative</p> <p>Supplementary work – descriptive poetry</p>	<p>Lead text – John Lewis commercial (visual text) The man on the moon.</p> <p>Key writing genre – diary</p> <p>Supplementary work – Please Mrs Butler – poetry Letter to care home residents</p>	<p>Lead text – 1066 I was there.</p> <p>Key writing genre – Non-fiction.</p> <p>Supplementary work – performance poetry (drama)</p>	<p>Lead text – Flotsam</p> <p>Key writing genre – persuasive letters</p> <p>Supplementary work – The mousehole cat – personification poems</p>	<p>Lead text – The Legend of Podkin One Ear.</p> <p>Key writing genre – Non-chronological reports</p> <p>Supplementary work – Persuasive writing</p>	<p>Lead text – How to train your dragon.</p> <p>Key writing genre – Character descriptions</p> <p>Supplementary work – Narrative. The red tree - PSHE</p>
Y5	<p>Lead text – Plague</p> <p>Key writing genre – newspaper report</p> <p>Supplementary work – persuasive writing, diaries, narrative using personification</p>	<p>Lead text – Coming home</p> <p>Key writing genre – Poetry</p> <p>Supplementary work – setting description, letter.</p>	<p>Lead text – Jane Eyre</p> <p>Key writing genre – diary entries</p> <p>Supplementary work – narratives (historical focus) Limerick</p>	<p>Lead text – Room 13</p> <p>Key writing genre – Adventure narrative</p> <p>Supplementary work - Instructions</p>	<p>Lead text – Butterfly Lion</p> <p>Key writing genre – Non-chronological report.</p> <p>Supplementary work – Advertisements, biographies</p>	<p>Lead text – Skellig</p> <p>Key writing genre – Myths and Legends</p> <p>Supplementary work – Character description, diary writing.</p>
Y6	<p>Lead text – Arrival</p> <p>Key writing genre – Non-chronological report, narrative.</p>	<p>Lead text – WW1 War Poems</p> <p>Key writing genre – WW1 War Poems, letters</p>	<p>Lead text – Shackleton's Journey</p> <p>Key writing genre – Non-fiction, chronological report</p>	<p>Lead text – Water Tower</p> <p>Key writing genre – horror/suspense narrative</p>	<p>Lead text – Holes</p> <p>Key writing genre – letters, narrative</p> <p>Supplementary work -</p>	<p>Lead text – Hugo Cabret</p> <p>Key writing genre – fantasy narrative</p>

	Supplementary work – Manorlands. Leaflets/adverts/fundraising.	Supplementary work – Diary for Christmas truce. Harvest speeches.	Supplementary work – Diary entry, letters within topic work	Supplementary work – Instructions. Mothers' day poems.		Supplementary work – speeches for leavers' service, autobiography work as part of transition.