



Overview	<p>At William Hulme's Grammar School, the curriculum is designed to develop independent, self-motivated pupils who are given the opportunity to thrive and are encouraged to contribute positively to our multi-cultural society. This curriculum equips pupils with self-awareness and tolerance as our learning is underpinned by our school values- respect, ambition and compassion. Pupils will master skills and obtain a deep knowledge in a breadth of subject areas. The subject specific rationales within our curriculum are built on our six key principles listed below.</p> <p>Through our Writing Curriculum, we aim to give children the confidence and skills they need to be effective communicators who can successfully engage with their next steps in life. We use the National Curriculum as a starting point, ensuring we are promoting a high standard of language and literacy by equipping pupils with a strong command of the spoken and written word and developing a love of literature through widespread reading for enjoyment. This is then exceeded through our 6 core principles: entitlement, coherence, mastery, adaptability, representation and education with character. When we teach grammar, we must talk about how writing is about choices. Choices at every level: word, sentence and text level. This enables us to create pieces of writing which communicates the message that we want to give, as authors, most effectively.</p>
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Half Term 1 and 2 (Autumn)		Assessment	
Autumn Term	<p>Half term 1 Fiction Unit Narrative that builds suspense and tension. Room 13 by Robert Swindells <u>Reason:</u> To write a narrative that engages the audiences by building suspense and tension. <u>Audience:</u> Children aged 9+ Those who enjoy reading spooky Stories. <u>Features:</u> Empty words, show not tell, rhetorical questions, similes/metaphors, expanded noun phrases, varied sentence type and length <u>Tone:</u> Suspenseful, dark and sinister</p>	<p>Half term 1 Non-Fiction Unit- Interview. Big Dreams, Little People by Maria Isabel <u>Reason:</u> To inform the audience of facts and life experiences about someone in the public eye. To convey character. <u>Audience:</u> People who show an interest in famous figures. People who want to be inspired. <u>Features:</u> Exclamatory sentences, questions, statements, facts and opinions, compound and complex sentences. <u>Tone:</u> Conversational</p>	<p>Assessments are carried out daily through formative assessment.</p> <p>Cold and hot writes (Have a go Hamed and Show me how you have grown) learning tasks take place at the start and the end of every unit to assess children's progress within an individual unit. Specific targets are set based on the outcomes of the 'cold writes' and these are assessed throughout.</p>
	<p>Half term 2 Fiction Unit Setting description Harry Potter and Philosopher's stone by J.K Rowling <u>Reason:</u> To describe a setting which portrays mood <u>Audience:</u> Children our age who enjoy reading fantasy <u>Features:</u> Adjective choice, adverbs (adverbial phrases and fronted adverbials) to describe verbs, verb choice (character reacts to setting), show not tell, five senses, time of day / weather (pathetic fallacy), prepositions, personification <u>Tone:</u> Magical, detailed and captivating</p>	<p>Half term 2 Non-Fiction Unit Persuasive speech Greta Thunberg's speech <u>Reason:</u> To raise awareness of an environmental issue. <u>Audience:</u> Adults (world leaders) <u>Features:</u> Repetition, facts and opinions, powerful statements, rhetorical questions, emotive language, personal pronouns, passive and active tense, modal verbs, parenthesis <u>Tone:</u> Urgent, passionate</p>	<p>Objectives (targets) taught and achieved become non-negotiables and are displayed on working walls and referred to regularly.</p> <p>Children's writing is moderated every term based on the Year group objectives taught. Teachers receive regular CPD on moderation to ensure consistency.</p>

Half Term 3 and 4 (Spring)		Assessment	
Spring Term	Poetry Unit for Spring Term Performance poem Macbeth's Three witches' Reason: To engage others and express ourselves Audience: People who enjoy Shakespeare. Features: stanza/verses, emotive language, rhetorical questions, repetition, idioms, metaphors Tone: Eerie	Assessments are carried out daily through formative assessment. Cold and hot writes (Have a go Hamed and Show me how you have grown) learning tasks take place at the start and the end of every unit to assess children's progress within an individual unit. Specific targets are set based on the outcomes of the 'cold writes' and these are assessed throughout.	
	Half term 3 Fiction Unit Suspense, pace and tension narrative 2018 Exemplification Material - Opening the Fridge <u>Reason:</u> To hook a reader into wanting to know more. <u>Audience:</u> Those who enjoy adventure and action stories. Children aged 8+ <u>Features:</u> Empty words, show not tell, short, snappy sentences, personification, powerful verbs and adjectives, similes, metaphors, rhetorical questions, parenthesis and adverbials to add detail. <u>Tone:</u> Intriguing, tense and fast-paced	Half term 3 Non-Fiction Unit Complaint letter. Holes by Louis Sachar <u>Reason:</u> To persuade <u>Audience:</u> People of Authority <u>Features:</u> Adverbials for cohesion, compound and complex sentences, structural features for letter writing, parenthesis, emotive/persuasive language, active and passive voice, first person. <u>Tone:</u> Assertive	Objectives (targets) taught and achieved become non-negotiables and are displayed on working walls and referred to regularly.
	Half term 4 Fiction Unit Setting description- Narrative Harry Potter and Philosopher's stone by J.K Rowling <u>Reason:</u> To describe a setting, creating a desired mood Audience: Children our age who enjoy reading the Harry Potter series or reading any fantasy. Features: Adjectives, adverbs (adverbial phrases and fronted adverbials) to describe verbs, verbs, show not tell, five senses, time of day, pathetic fallacy, prepositions, prepositional phrases, personification. Tone: Magical, detailed and captivating	Half term 4 Non-Fiction Unit Interview with an activist about an environmental issue Guardians of the planet by Clive Gifford and Jonathan Woodward <u>Reason:</u> To inform the audience of facts and life experiences about someone in the public eye. To convey character. <u>Audience:</u> People who show an interest in famous figures. People who want to be inspired. <u>Features:</u> Exclamatory sentences, questions, statements, facts and opinions, compound and complex sentences <u>Tone:</u> Conversational	Children's writing is moderated every term based on the Year group objectives taught. Teachers receive regular CPD on moderation to ensure consistency.

Half Term 5 and 6 (Summer)		Assessment
Summer Term	Poetry Unit for Summer Term Lyrical poem The Tyger by William Blake Reason: To make readers think deeply. Audience: KS2/3 Pupils Features: Figurative language, alliteration, rhyme, stanza, verse, descriptive language to describe appearance and movement. Tone: Serious	Assessments are carried out daily through formative assessment. Cold and hot writes (Have a go Hamed and Show me how you have grown) learning tasks

<p>Half term 5 Fiction Unit Journal Diary of Anne Frank Journal written by Anne Frank Audience: People interested in a discovery/key event. Features: Parenthesis, adverbials, present tense, compound and complex sentences, idioms, cohesive devices, subheadings, modal verbs. Tone: Professional, academic and informative</p>	<p>Half term 5 Non-Fiction Unit Persuasive speech Viking Voyagers by Jack Tite <u>Reason:</u> To inform others of the misconceptions that people have of the Vikings and encourage them to depict the Vikings accurately. <u>Audience:</u> Those interested in the Vikings <u>Features:</u> Repetition, powerful statements, rhetorical questions, emotive language, personal pronouns, PEEL, facts and opinions, modal verbs, parenthesis. <u>Tone:</u> Assertive, passionate and informative</p>	<p>take place at the start and the end of every unit to assess children's progress within an individual unit. Specific targets are set based on the outcomes of the 'cold writes' and these are assessed throughout.</p> <p>Objectives (targets) taught and achieved become non-negotiables and are displayed on working walls and referred to regularly.</p>
<p>Half term 6 Fiction Unit Letter The Arrival By Shaun Tan <u>Reason:</u> To share the experiences and feelings of the characters. <u>Audience:</u> People who are interested in the impact of war on those involved. <u>Features:</u> Structural Features of a Letter, devices for cohesion, use of punctuation for parenthesis, appropriate vocabulary choices, emotive language, first person, present progressive <u>Tone:</u> Concerned, compassionate and hopeful</p>	<p>Half term 6 Non-Fiction Unit Free choice to showcase writing talents The Arrival By Shaun Tan</p>	<p>Children's writing is moderated every term based on the Year group objectives taught. Teachers receive regular CPD on moderation to ensure consistency.</p>

Useful Resources for Supporting Your Child at Home:	Homework:
<ol style="list-style-type: none"> Read Together: Reading and writing go hand in hand. Read books, stories, and poems with your child. Discuss characters, plots, and ideas. Encourage them to write their own versions or sequels. Fine Motor Skills: Children need to be able to hold and use scissors and pencils appropriately before using them in a classroom context. We cannot expect them to be able to write if they haven't yet developed the strength needed in their hands and fingers. Activities such as sewing, typing on keyboards, threading beads, loom bands and playing with lego. Take Advantage of Authentic Writing Opportunities: -If you are going shopping- encourage your child to write a shopping list, -If you go on a day out- purchase a postcard, -Having a party? Can your child write an invitation or a thank you card. <u>Writing needs to have a purpose.</u> 	<p>Reading books Please ensure you are reading with or to your child on a daily basis. All books (Bug club, phonics or a book from home) should be celebrated in your child's reading record.</p>