



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 Theme/ Non-Fiction Marvelous Me</p>	<p>Half Term 1 Nursery Rhymes On your face I love all of me Head, shoulders, knees and toes If you're happy and you know it Polly put the kettle on Hickory dickory dock Jack and Jill Teddy Bear Teddy Bear Here is the beehive There was a wonderful woman</p>	<p>Assessments are carried out daily through formative assessment.</p> <p>Children's writing is moderated every term based on the Nursery termly objectives.</p> <p>Each term, the gap strength analysis is completed, and spotlight children identified.</p>
	<p>Half term 1 Fiction Unit Transition Period Peace at last by Jill Murphy Dear Zoo by Rod Campbell</p>	<p>Half term 1 Fiction Unit Recall key phrases and explore colours Brown Bear, Brown Bear by Eric Carle Reason: To entertain and join in with the narrative Audience: Young children who enjoy acting out a story. Features: characters, descriptions (colours), repetition. Tone: Light-hearted</p>	<p>Specific targets are then set based on these outcomes (interventions, actions to the provision, teaching time).</p>
	<p>Half Term 2 Theme/ Non-Fiction It's Getting Cold Outside/ Special Days Non-Fiction taught with:</p> <ul style="list-style-type: none"> Understanding the World, Changing season of Autumn, Nocturnal animals 	<p>Half Term 2 Nursery Rhymes Twinkle twinkle super star Incy wincy spider London bridge is falling down The leaves are falling down Squirrel Happy little hedgehog There's a wide-eyed owl Christmas songs Diwali is here Little Jacky Jack Frost</p>	

<p>Half term 2 Fiction Unit Orally retelling of a class innovation. It was a Cold Dark Night by Tim Hopgood <u>Reason:</u> To entertain and participate in a story. <u>Audience:</u> Young children who enjoy acting out a story. <u>Features:</u> Setting linked to Autumn, senses, characters linked to nocturnal animals, expression when reading out loud. <u>Tone:</u> Light-hearted</p>	<p>Half term 2 Fiction Unit Orally retelling of a class innovation. Walter's Wonderful Web by Tim Hopgood <u>Reason:</u> To entertain and participate in a story. <u>Audience:</u> Young children who enjoy acting out a story. <u>Features:</u> Characters and their characteristics, alliteration, shapes. <u>Tone:</u> Light-hearted</p>	
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Spring Term	Half Term 3 and 4 (Spring)	Assessment	
	<p>Half Term 3 Theme/ Non-Fiction On the Move Non-Fiction taught with:</p> <ul style="list-style-type: none"> Understanding the World, Vehicles and transport. 	<p>Half Term 3 Nursery Rhymes Twinkle twinkle chocolate bar The wheels on the bus Row row, row your boat</p>	<p>Assessments are carried out daily through formative assessment.</p>
	<p>Half term 3 Fiction Unit Orally retell a class innovation and draw a picture of their favourite part. Car Car Truck Jeep by Katrina Sharman and Nick Sharratt <u>Reason:</u> To entertain and participate in a story. <u>Audience:</u> Young children who enjoy acting out a story. <u>Features:</u> Vehicles, rhyme. <u>Tone:</u> Happy</p>	<p>Half term 3 Fiction Unit Answer how and why questions and create a drawing. The Naughty Bus by Jan Oke <u>Reason:</u> To entertain and participate in a story <u>Audience:</u> Young children who enjoy acting out a story. <u>Features:</u> Sequencing, vehicles, sounds, settings, characteristics. <u>Tone:</u> Humorous.</p>	<p>Children's writing is moderated every term based on the Nursery termly objectives.</p> <p>Each term, the gap strength analysis is completed, and spotlight children identified.</p>
	<p>Half Term 4 Theme/ Non-Fiction On the Farm Non-Fiction taught with:</p> <ul style="list-style-type: none"> Understanding the World Spring- growing and planting, Farm animals Easter 	<p>Half Term 4 Nursery Rhymes I hear thunder It's raining, it's pouring Mary, Mary quite contrary I had a little nut tree</p>	<p>Specific targets are then set based on these outcomes (interventions, actions to the provision, teaching time).</p>
	<p>Half term 4 Fiction Unit Orally retell a class innovation. Exploring further the beginning, middle and end of the story. The Odd Egg by Emily Gravett <u>Reason:</u> To introduce the concept of a story mountain. <u>Audience:</u> Young children who enjoy acting out a story. <u>Features:</u> Beginning of the story, dilemma, resolution (Life cycles) <u>Tone:</u> Light-hearted/Humorous</p>	<p>Half term 4 Fiction Unit Orally retell a class innovation. Exploring further the beginning, middle and end of the story and drawing pictures for each. Jasper's Beanstalk by Nick Butterworth <u>Reason:</u> To reinforce a story mountain. <u>Audience:</u> Young children who enjoy acting out a story. <u>Features:</u> Beginning, dilemma, resolution. (Exploring nature and how things grow) <u>Tone:</u> Light-hearted</p>	

Half Term 5 and 6 (Summer)		Assessment	
Summer Term	Half Term 5 Theme/ Non-Fiction Once Upon a Time Non-Fiction taught with: <ul style="list-style-type: none"> Understanding the World Animals linked to fairy tales 	Half Term 5 Nursery Rhymes This little pig went to market There was a princess long ago	Assessments are carried out daily through formative assessment. Children's writing is moderated every term based on the Nursery termly objectives.
	Half term 5 Fiction Unit Orally retell the class innovation, exploring the beginning, middle and end of the story developing a variety of story openers. Three Billy Goats Gruff (Traditional tale) <u>Reason:</u> To reinforce stories having a beginning, middle and end. <u>Audience:</u> Young children who enjoy acting out a story. <u>Features:</u> Beginning, dilemma, resolution, plot, characters, setting <u>Tone:</u> Playful with a touch of suspense	Half term 5 Fiction Unit Orally retell the class innovation, exploring the beginning, middle and end of the story developing a variety of story openers. Three Little Pigs (Traditional tale) <u>Reason:</u> To reinforce stories having a beginning, middle and end. <u>Audience:</u> Young children who enjoy acting out a story. <u>Features:</u> Beginning, dilemma, resolution, plot, characters, setting <u>Tone:</u> Playful with a sense of caution (to teach a moral lesson)	Each term, the gap strength analysis is completed, and spotlight children identified. Specific targets are then set based on these outcomes (interventions, actions to the provision, teaching time).
	Half Term 6 Theme/ Non-Fiction All Creatures Great and Small Non-Fiction taught with: <ul style="list-style-type: none"> Understanding the World Butterflies and their life cycle African animals 	Half Term 6 Nursery Rhymes B-I-N-G-O Here is the beehive Five little ducks Three blind mice Five little monkeys	
	Half term 6 Fiction Unit Orally retell the class innovation and draw a story map We're Going on a Lion Hunt by David Axtell <u>Reason:</u> To entertain and participate in a story <u>Audience:</u> Young children who enjoy acting out a story. <u>Features:</u> Setting, characters, sequencing, alliteration, repetition, sounds. <u>Tone:</u> Adventurous	Half term 6 Fiction Unit Orally retell the class innovation and draw a story map. The Hungry Caterpillar by Eric Carle <u>Reason:</u> To retell their own story <u>Audience:</u> Young children who enjoy acting out a story. <u>Features:</u> Setting, sequencing (life cycle), fruits, numbers, colours, days of the week. <u>Tone:</u> Gentle and enchanting	

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: Young 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. Playing with playdough, threading beads/pasta, using clothes pegs and activities like sewing all help support this. 	Phonics SWAY Please access the phonics SWAY on a regular basis. The read, write, inc (RWI) letter formation videos will support your child at home.