



<b>Overview</b>	<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
<b>Autumn Term</b>	<p><b>Poetry Unit for Autumn Term</b> Limerick. <a href="#">A wide variety of limericks</a> <u>Reason:</u> To entertain and to make the audience laugh. <u>Audience:</u> Peers. <u>Features:</u> AABBA, rhythm, rhyme, syllables. <u>Tone:</u> Humorous</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>Objectives (targets) taught and achieved</p>
	<table border="1"> <tr> <td> <p><b>Half term 1 Non-Fiction Unit</b> Biography <a href="#">Earth Heroes by Lily Dyu</a> <u>Reason:</u> To inform and educate the reader To give an account of someone's life. <u>Audience:</u> Environmentalist <u>Features:</u> Fun facts, subheadings, key achievements, accolades, <u>Tone:</u> Informative and formal</p> </td> <td> <p><b>Half term 1 Non-Fiction Unit-</b> Setting description- Narrative <a href="#">The kid who came from space by Ross Welford.</a> <u>Reason:</u> To create a vivid picture for the reader. <u>Audience:</u> Readers who enjoy fantasy books. <u>Features:</u> Powerful verbs, use adverbs and adjectives to add description, build atmosphere through imagery, detailed sentences of 3 <u>Tone:</u> Excitement</p> </td> </tr> </table>	
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<p><b>Half term 2 Fiction Unit</b>  Beat The Monster- Narrative  <a href="#">The New Kid by Jerry Craft</a>  <u>Reason:</u> To entertain.  <u>Audience:</u> Children of the same age  <u>Features:</u> Vary sentence openers use, -ing openers, verbs for said, show not tell, reporting clauses,  <u>Tone:</u> Informal</p>	<p><b>Half term 2 Non-Fiction Unit</b>  Persuasive letter.  <a href="#">Adaption of Year 5 Pie Corbett Bumper Book</a>  <u>Reason:</u> To convince someone to think the way we do.  <u>Audience:</u> Someone who is in an authoritative figure and can make positive changes.  <u>Features:</u> Model verbs, rage of adverbs, conjunctions, commas to indicate parenthesis, rhetorical questions, strong/emotive language, letter Structure  <u>Tone:</u> Persuasive, passionate</p>	<p>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>
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Spring Term	Half Term 3 and 4 (Spring)	Assessment	
	<p><b>Poetry Unit for Spring Term</b>  Haiku and Tanka poems  <a href="#">Spring Haiku and Tanka</a>  <u>Reason:</u> We are writing to describe the beauty of spring to the reader.  <u>Audience:</u> Other children of our age.  <u>Features:</u> Rhyme, Rhythm, Syllables, verses  <u>Tone:</u> Peaceful/meaningful/emotional</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><b>Half term 3 Fiction Unit</b>  Information text.  <a href="#">The Hero Twins by Dale Ray Deforest</a>  <u>Reason:</u> To share information regarding the Mayan Heroes.  <u>Audience:</u> Peers  <u>Features:</u> Facts, variety of cluse structures, clear layout to organize information, relative clauses, parenthesis  <u>Tone:</u> Informative but slightly relaxed.</p>	<p><b>Half term 3 Non-Fiction Unit</b>  Beat the Monster- Narrative  <a href="#">The Hero Twins by Dale Ray Deforest</a>  <u>Reason:</u> We are writing to entertain.  <u>Audience:</u> People who enjoy adventure / mythical stories.  <u>Features:</u> Adverbial phrases, create a sense of danger, senses to describe setting, expanded noun phrases, changing pronoun for cohesion  <u>Tone:</u> Adventurous and exciting</p>	<p>Objectives (targets) taught and achieved become non-negotiables and are displayed on working walls and referred to regularly.</p>
	<p><b>Half term 4 Fiction Unit</b>  Mystery narrative creating pace and tension.  <a href="#">Crater Lake by Jennifer Killick</a>  <u>Reason:</u> To create a sense of danger and mystery for the reader.  <u>Audience:</u> Readers who like fantasy and adventure.  <u>Features:</u> Show not tell, build atmosphere, use short sentences, speech, imagery.  <u>Tone:</u> Mystery and Horror</p>	<p><b>Half term 4 Non-Fiction Unit</b>  Explanation text.  <a href="#">Writing models by Pie Corbett</a>  <u>Reason:</u> To inform  <u>Audience:</u> Someone inquisitive  <u>Features:</u> Technical language, cause and effect language, organizational and layout devices, illustrations and diagrams, facts, broken down stages of a process, paragraphs, relative clauses, parenthesis  <u>Tone:</u> Informative, semi-formal viewpoint</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 5 and 6 (Summer)		Assessment
Summer Term	<p><b>Poetry Unit for Summer Term</b>            In this poetry unit, we will be writing a Narrative Poem  <a href="#">Highway Man by Alfred Noyes</a>  <u>Reason:</u> To tell a story through poetry.  <u>Audience:</u> Older Key Stage two pupils  <u>Features:</u> imagery, emotions, figurative language, compound adjectives, show not tell. Personification, metaphor, alliteration  <u>Tone:</u> Tragic</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>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>
	<p><b>Half term 5 Fiction Unit</b>            Emotive diary entry  <a href="#">Amal Unbound by Aisha Saeed</a>  <u>Reason:</u> To reflect on a difficult experience.  <u>Audience:</u> You!  <u>Features:</u> First person, emotive language, colloquial language, chronological order, opinions on events, show, not tell  <u>Tone:</u> Informal, conversational</p>	<p><b>Half term 5 Non-Fiction Unit</b>            Persuasive letter  <a href="#">Malala- My story standing up for girls' rights– Malala Yousafzai and Patricia McCormick</a>  <u>Reason:</u> To convince the reader.  <u>Audience:</u> Person of importance who can make change  <u>Features:</u> Summarising / closing paragraphs, modal verbs, relative pronouns, emotive language  <u>Tone:</u> Persuasive and passionate.</p>
	<p><b>Half term 6 Fiction Unit</b>            Dialogue to advance action- Narrative  <a href="#">Welcome to Nowhere by Elizabeth Laird</a>  <u>Reason:</u> To paint a picture of a dramatic scene from the past.  <u>Audience:</u> Children who want to be transported back to time.  <u>Features:</u> Dialogue, range of conjunctions, detailed descriptions of characters' behaviours, movement, actions, relative clauses.  <u>Tone:</u> Tense</p>	<p><b>Half term 6 Fiction Unit</b>            Information text  <a href="#">Dr Maggie's Grand Tour of the Solar System by Dr Maggie Aderin-Pocock</a>  <u>Reason:</u> To inform / educate the reader.  <u>Audience:</u> People interested in Space.  <u>Features:</u> Subheadings, facts, varied sentence openers, sign-post language to compare, coordinating and subordinating conjunctions, adverbial openers, descriptive language  <u>Tone:</u> Informative, educational</p>

Useful Resources for Supporting Your Child at Home:	Homework:
<ol style="list-style-type: none"> <li><b>Read Together:</b> 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.</li> <li><b>Fine Motor Skills:</b> 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.</li> <li><b>Take Advantage of Authentic Writing Opportunities:</b> -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></li> </ol>	<p><b>Reading books</b>            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>