



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>Poetry Unit for Autumn Term Nonsense poem. Jabberwocky By Lewis Carroll <u>Reason:</u> To entertain and be humorous <u>Audience:</u> Children who enjoy silly poems. <u>Features:</u> Alliteration, Onomatopoeia, Repetition, Rhyming couplets <u>Tone:</u> Light-hearted</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" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>Half term 1 Fiction Unit Setting description-Narrative Red by Jed Alexander (A modern twist on a fairytale) <u>Reason:</u> To create a vivid description of a setting <u>Audience:</u> Readers who enjoy adventure stories <u>Features:</u> Time of day, describing all 5 senses, show not tell <u>Tone:</u> Linked directly to how the pupils want their reader to feel walking through the woods. (spooky/light-hearted)</p> </td> <td style="width: 50%;"> <p>Half term 1 Non-Fiction Unit- Non-chronological-Mythical creature Storm Unicorns (Pie Corbett). <u>Reason:</u> To inform <u>Audience:</u> Readers who are interested in mythical creatures. <u>Features:</u> subheadings, introduction, fun facts, labelled diagram, cohesive devices, words of comparison <u>Tone:</u> informative</p> </td> </tr> </table>	
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<p>Half term 2 Fiction Unit Beat the Monster story Omar Accidental Trouble Magnet by Zanib Mian <u>Reason:</u> To entertain <u>Audience:</u> Younger children <u>Features:</u> Show not tell, informal speech, reporting clauses, adverbs, prepositions, sentence types, adjectives, powerful verbs for said <u>Tone:</u> Heroic,</p>	<p>Half term 2 Non-Fiction Unit Formal letter Omar Accidental Trouble Magnet by Zanib Mian <u>Reason:</u> To inform an author <u>Audience:</u> author <u>Features:</u> Sender's address, recipient's address, date, greeting, reason for writing, emotive language, giving reasons with because <u>Tone:</u> formal, 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>Poetry Unit for Spring Term Descriptive poem The crocodile by Matt Goodfellow. <u>Reason:</u> To entertain <u>Audience:</u> Readers who like animals <u>Features:</u> Similes, powerful verbs, alliteration, adjectives and compound adjectives, rhyming couplets <u>Tone:</u> Specifically linked to the animal's nature in the poem. (The model text builds suspense).</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 3 Fiction Unit Warning story- Narrative. Kassim and the Greedy Dragon (Pie Corbett) <u>Reason:</u> Entertain and excite <u>Audience:</u> Readers who enjoy reading suspense stories. <u>Features:</u> Suspense- empty words, short sentences, show not tell, similes, metaphors, dialogue <u>Tone:</u> scary</p>	<p>Half term 3 Non-Fiction Unit Biography David Attenborough by Isabel Sanchez Vegara, Lisabeth Kaiser and Sveta Dorosheva <u>Reason:</u> To inform <u>Audience:</u> Those interested in learning more about naturalists' lives. <u>Features:</u> Factual language, third person, chronological order, adverbials of time, quotes from the person, past tense <u>Tone:</u> Formal</p>	<p>Objectives (targets) taught and achieved become non-negotiables and are displayed on working walls and referred to regularly.</p>
	<p>Half term 4 Fiction Unit Character descriptions-Narrative The Witches by Roald Dahl <u>Reason:</u> To create a picture in a reader's mind of a character <u>Audience:</u> Young children who like fantasy and scary stories <u>Features:</u> Expanded noun phrases, similes, metaphors, show not tell <u>Tone:</u> Scary</p>	<p>Half term 4 Non-Fiction Unit Instructions Making Shadow Puppets by Jill Bryant <u>Reason:</u> To provide a clear set of steps to make a product <u>Audience:</u> Our peers <u>Features:</u> present tense, steps in chronological order, fronted adverbials, time conjunctions, prepositions, coordinating conjunctions. <u>Tone:</u> Formal, clear</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	Poetry Unit for Summer Term Colour poem What is pink by Christina Rosseti <u>Reason:</u> Portray emotions through colours. <u>Audience:</u> Children ages 7 and above. <u>Features:</u> Similes, metaphors, rhyming couplets, emotions <u>Tone:</u> Emotive	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. Objectives (targets) taught and achieved become non-negotiables and are displayed on working walls and referred to regularly. 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 Fiction Unit Portal story- Narrative. Defenders: Pitch invasion by Tom Palmer <u>Reason:</u> To build suspense and create a sense of tension for the reader <u>Audience:</u> Children who like scary stories <u>Features:</u> Show not tell, short sentences, speech, spooky description, repetition <u>Tone:</u> Scary	
	Half term 6 Fiction Unit Setting description- Narrative The Journey By Francesca Sanna <u>Reason:</u> To Describe different settings <u>Audience:</u> Younger children <u>Features:</u> Different sentence types, descriptive devices- similes, metaphors, personification, present perfect tense, prepositional phrases <u>Tone:</u> Serious/ formal, child's perspective	Half term 6 Non-Fiction Unit Non-chronological report Pop-up London by Jennie Maizel <u>Reason:</u> To inform <u>Audience:</u> Children <u>Features:</u> Introduction with a question, subheadings, diagram/photo with a caption, present tense, third person, fronted adverbials <u>Tone:</u> Formal

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. Playing with playdough, threading beads/pasta, using clothes pegs and activities like sewing all help support this. 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> 	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.