



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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		Assessment
Autumn Term	Autumn Half term 1- Me and My World Half term 2- My heroes/Standing Ovation	
	Rhymes, Songs and Poems for Autumn Term Sing a song of sixpence 1, 2 buckle my shoe Hey diddle diddle Christmas songs The Busy Body Poem	
	Half term 1 Fiction Unit Transition Period Baseline Assessment	Half term 1 Fiction Unit Orally retell the story and create a story map. From Head to Toe by Eric Carle <u>Reason:</u> To entertain and be playful <u>Audience:</u> Young children who enjoy a story and being active. <u>Features:</u> Repetitive, actions, characters, (animals) <u>Tone:</u> Playful and light-hearted
	Half term 2 Fiction Unit Cartoon strip of a simple story using speech bubbles Super Daisy by Kas Grey and Nick Sharrat <u>Reason:</u> To entertain and share character thoughts <u>Audience:</u> Young children who enjoy a story <u>Features:</u> Captions, sound effects, speech bubble, thought bubble <u>Tone:</u> Playful and adventurous	Half term 2 Non-Fiction Unit List using labels applying familiar sounds. A variety of people who help us texts <u>Reason:</u> To inform <u>Audience:</u> Children <u>Features:</u> Character description, key words, labels <u>Tone:</u> Informative
		Assessments are carried out daily through formative assessment. Children's writing is moderated every term based on the Reception termly objectives. 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).

		Spring		Assessment
		Half term 3- Castles, knights and dragons Half term 4- Spring in Our Step		Assessments are carried out daily through formative assessment.
Spring Term		Rhymes, Songs and Poems for Spring Term A feather in my pocket I'm a Spring chicken Spring songs		Children's writing is moderated every term based on the Reception termly objectives.
		Half term 3 Fiction Unit Begin to write a narrative. George and the Dragon by Chris Wormell <u>Reason:</u> To entertain and excite <u>Audience:</u> Young children who enjoy magical stories <u>Features:</u> Character description, simple sentences, capital letters and full stops, conjunction 'and'. <u>Tone:</u> Adventurous	Half term 3 Non-Fiction Unit Fact file George and the Dragon by Chris Wormell <u>Reason:</u> To inform and describe <u>Audience:</u> Young children who are interested in dragons and magical creatures. <u>Features:</u> Adjectives, conjunction 'and', simple sentences, capital letters, full stops. <u>Tone:</u> Informative and exciting	Each term, the gap strength analysis is completed, and spotlight children identified.
Spring Term		Half term 4 Fiction Unit Begin to write a narrative. The Enormous Turnip (Traditional Tale) <u>Reason:</u> To entertain <u>Audience:</u> Children who enjoy light-hearted stories. <u>Features:</u> Explore story structures and sentence openers (Opening 'Once upon a time', build up 'One day', dilemma, 'Unfortunately', resolution 'Luckily', ending 'Happily ever after') <u>Tone:</u> Light-hearted and humorous.	Half term 4 Non-Fiction Unit Instructions My bean diary (teacher written) <u>Reason:</u> To explain how to grow a bean. <u>Audience:</u> Gardeners and those interested in planting <u>Features:</u> Chronological order, layout (numbers, diagrams), time connectives, verbs. <u>Tone:</u> Informative	Specific targets are then set based on these outcomes (interventions, actions to the provision, teaching time).

		Summer		Assessment
		Half term 5- Where we live Half term 6- Science Detectives		Assessments are carried out daily through formative assessment.
Summer Term		Rhymes, Songs and Poems for Summer Term Simple rhymes and songs from around the globe Outdoor poems/songs		Children's writing is moderated every term based on the Reception termly objectives.
		Half term 5 Fiction Unit Write a narrative On the Way Home by Jill Murphy <u>Reason:</u> To entertain <u>Audience:</u> Young children who enjoy a story <u>Features:</u> 5-part story structure (Opening, build up, dilemma, resolution and ending), Sentence openers, capital letters and full stops. <u>Tone:</u> Playful and imaginative	Half term 5 Non-Fiction Unit Use instructional language to give directions On the Way Home by Jill Murphy <u>Reason:</u> To inform <u>Audience:</u> Young children <u>Features:</u> Simple sentences, capital letters, full stops, time words, directional words <u>Tone:</u> Formal	Each term, the gap strength analysis is completed, and spotlight children identified.
Summer Term				Specific targets are then set based on these

	<p>Half term 6 Fiction Unit Write a narrative Tidy by Emily Garrett <u>Reason:</u> To entertain <u>Audience:</u> Young children who enjoy a story <u>Features:</u> 5-part story structure, sentence openers, capital letters, full stops, woodland characters, setting, message in story <u>Tone:</u> Cautionary</p>	<p>Half term 6 Non-Fiction Unit List of how to help the world. 10 Things to do to Support my World By Melanie Walsh <u>Reason:</u> To inform <u>Audience:</u> Children who want to support climate change <u>Features:</u> Number each section, clear, precise and simple, start with a verb <u>Tone:</u> Formal</p>	<p>outcomes (interventions, actions to the provision, teaching time).</p>
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Useful Resources for Supporting Your Child at Home:	Homework:
<ol style="list-style-type: none"> 1. 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. 2. 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. 3. 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>Phonics SWAY Please access the phonics SWAY on a regular basis. The read, write, inc (RWI) reading and spelling videos will further support your child with writing at home.</p> <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>