

English – Writing Strategy: Whole School Scheme of Learning



At Orchard Primary, we are especially proud of our writing curriculum and the way in which it supports children to develop as creative and imaginative writers with a high level of technical skill. Our writing curriculum is carefully sequenced to accumulate the knowledge and skills expected to be applied independently by the end of primary school.

In EYFS and KS1, the focus is on securing the basics of handwriting, spelling, sentence structure and punctuation. It is recognised that children need to develop core skills: encoding skills, physical skills and organisational skills. At this stage, children are developing an awareness of themselves as communicators and an understanding that what they write will be read by someone else so the basics need to be correct.

In Lower KS2, the aim of the teaching of writing is to enhance the effectiveness of what children write and to increase the range of what is written in terms of purposes and audiences. Children also extend their understanding of grammar and punctuation. Children are given frequent opportunities to enhance the skills and processes involved in writing and develop an increasing awareness of effective communication in writing in a range of forms.

In Upper KS2, children continue to enhance the effectiveness of their writing and this is facilitated by accessing a wider range of language in stories, plays, poetry and non-fiction texts. Children are taught to adapt writing for specific audiences and work towards being able to make independent choices about levels of formality, text structure and content.

We primarily adopt three approaches in our teaching;

- Talk for Writing
- Short Burst Writing
- Read, Write, Perform

Within school we follow a progressive writing plan which incorporates the following teaching strategies. The writing curriculum has been devised to ensure progression across all elements of writing including composition, spelling, punctuation and grammar and handwriting

Talk for Writing

Talk for Writing is an innovative approach to teaching writing developed by the literacy specialist and writer Pie Corbett. It uses quality model texts to introduce the children to different story/text types which they then learn off by heart and scrutinise with a writer's critical eye.



Talk for Writing is multi-sensory and interactive teaching strategy that enables children of all ages and abilities to learn to write a wide range of story/text types using various methods including:

- Listening to and learning texts and stories;
- Taking part in drama and role-play;
- Drawing and story mapping;
- Collecting words and language strategies;
- Building their working knowledge of grammar.

Talk for Writing works with any genre of writing and across the year children will work with narrative and non-narrative texts linked to their current themes. They learn the underlying structures and the process of planning using story and text maps. They learn about the key strategies for creating interesting characters and settings and how to use a range of sentence types to create different effects including suspense or adventure.



Short Burst Writing

Our short burst writing plan offers regular opportunities for children to practice and reinforce their writing skills in shorter and more focused tasks. It also allows aspects of the teaching cycle to be revisited and consolidated as children progress through school and helps children to develop stamina and independence in their approach to writing.

Read, Write, Perform (being developed from Autumn 2024)

Read Write Perform is an exciting approach to English that encourages children to actively engage with a variety of media and get the most out of the learning to write in a range of contexts. It encourages children to apply what they have learnt in a meaningful and purposeful way in order to embed their learning.



Learning to write for a purpose is essential if children are to focus upon and engage with the core facets of English in a coherent way. It encourages children to make important links that are rooted within meaningful contexts, enabling them to use grammar, punctuation and vocabulary creatively in order to bring their own work to life.

Read, write, perform follows a cycle of analysing quality texts, developing independent writing and performing or publishing it for a real purpose. It combines a range of skills and supports a cross curricular approach to learning.

Using this approach our children have opportunities to effectively use IT to publish and present their writing for real audiences.

Impact

We are proud our writing curriculum and have ensured that continued assessment of skills is integral to our teaching. This in turn leads to good attainment outcomes. We evaluate the success of our writing curriculum by:

- A continued reflection and review of the standards achieved against the planned outcomes. Across the academic year, progress towards year group objectives is tracked and recorded using OTrack. Each term, pupil progress meeting take place to discuss year group data and identify individuals and groups who require interventions.
- For individuals, a celebration of learning which demonstrates progression in skill development and underpinned by self, peer and teacher feedback.
- Pupil discussions about their learning; including discussion of their interests, thoughts and evaluations of their achievements.

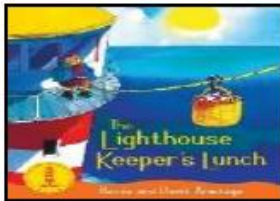
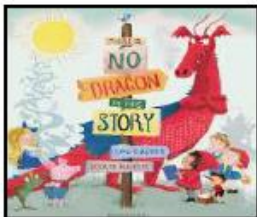
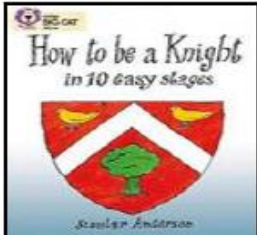
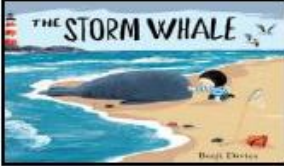
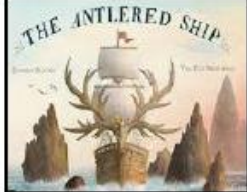
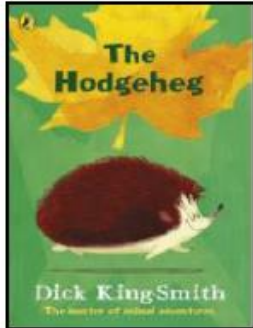
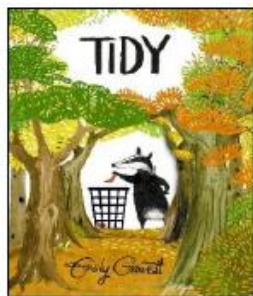
English Long-Term Plan - EYFS



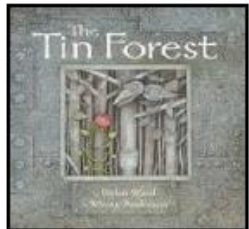
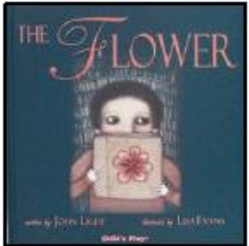
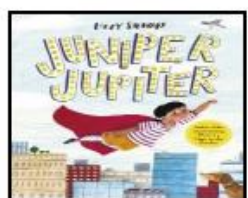
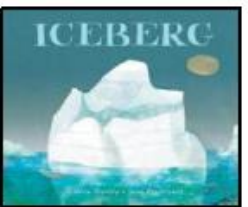
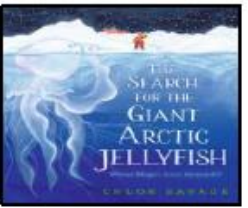
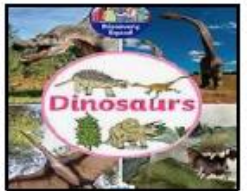
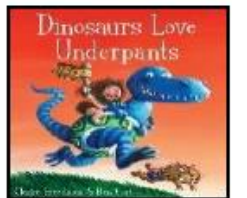
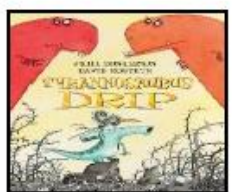
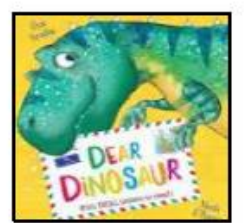
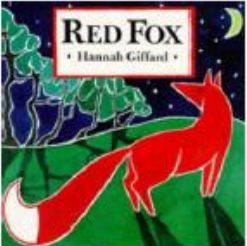
Welcome to Orchard!		Dark Nights, Bright Lights		999 Emergency!		If you go Down in the Woods Today		In the Garden			
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Fiction	Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Fiction
Baseline story telling videos	Text The Little Red Hen	Text Owl Babies	Text Rama and Sita Story	Text The Three Billy Goats Gruff	Text How to Brush your Teeth	Text We're Going on a Bear Hunt	Text Polar Bears Pandas	Text Jack and the Beanstalk	Text How to Plant a Bulb	Text Mad about Minibeasts	Text Own story invention
	Genre Cumulative Tale	Genre Lost and Found Story	Genre Conquering the Monster	Genre Journey Tale	Genre Instructions	Genre Cumulative Tale	Genre NCR	Genre Quest Story	Genre Instructions	Genre Poetry - Riddles	Genre Problem and resolution
	Focus Joining in with dialogue	Focus Joining in with dialogue	Focus Characters – goodies and baddies	Focus Characters Dialogue	Focus Sequencing Imperative verbs	Focus Adjectives	Focus Vocabulary Simple factual sentences	Focus Adjectives Characters	Focus Sequencing Imperative Verbs	Focus Vocabulary Description	Focus Story structure Story language conventions
Supplementary Genres & Coverage											
		Text: Letters to Santa Genre: Persuasion		Text: Looking after my teeth Genre: Explanation		Text: Invitations to a picnic Genre : Persuasion					
Throughout the year: Genre: Explanation - <i>Label and caption pictures, Weekly 'Look, Think and Explain' sessions</i> Genre: Discussion - <i>Weekly 'Look, Think and Explain' sessions, modelling discursive language in lessons and provision</i> Genre: Recount – <i>News telling, recounting family events through sharing Tapestry photos, Class Learning Adventure books</i> Genre: Poetry – <i>Rhyme of the week – learnt each week and shared with families</i>											
Books to include: Reading for Pleasure – Autumn (Pie Corbett's Reading Spine in bold) The Tiger Who Came To Tea (Y1) Not Now Bernard Meg and Mog Mog the Forgetful Cat Funnybones Goodnight Moon The Gruffalo Whatever Next Farmer Duck Rosie's Walk				Books to include: Reading for Pleasure – Spring (Pie Corbett's Reading Spine in bold) Burglar Bill Little Mouse's Big Book of Fears Can't You Sleep Little Bear (Y1) My Friend Bear Hairy Maclary from Donaldson's Dairy The Jolly Postman The Lion Who Wanted to Love Little Red Reading Hood The Gingerbread Man Six Dinner Sid On the Way Home Dogger (Y1)				Books to include: Reading for Pleasure – Summer (Pie Corbett's Reading Spine in bold) The Very Hungry Caterpillar The Bad-Tempered Ladybird Mrs Armitage on Wheels Handa's Surprise Shhhhhh! Mr Grumpy's Outing Mrs Wobble the Waitress			



English Long-Term Plan – KS1

Year A	Oh! I do Like to be beside the Seaside	Once upon a time...	Under the Sea	Adventure is Out There!		Wild Things!
Whole Class Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	  	  	    	 	 	 
Reading for Pleasure Pie Corbett's Reading Spine in bold	Tiddler Salty Dogs When Ice-Cream had a Meltdown Seaside Poems (Nick Sharratt) The Great Fairytale Disaster Jack and the Jelly Beanstalk Who's Afraid of the Big Bad Book Mr Wolf's Pancakes Beware the Storybook Wolves Cinderella and the Art Deco Fairy Tale Sir Charlie Stinky Socks (series) Pumpkin Soup		Curious Questions and Answers about Our Oceans Flotsam Bob's Deep-Sea Diary Dolphin Boy The Snail & the Whale The Emperor of Absurdia Dr Seuss - Oh the Places you'll go The Flying Bath The Way Back Home Lost & Found Beegu		Toys in Space Wonderful Life Wanda and the Alien Baboon on the Moon I am Amelia Earhart by Brad Meltzer Amelia Earhart - Little People Big Dream Where the Wild Things Are	

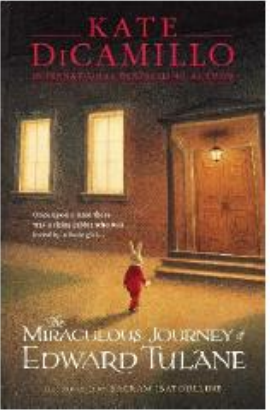
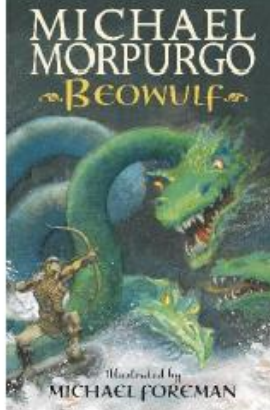
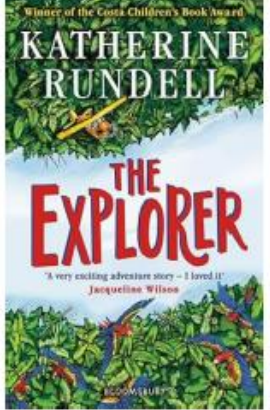
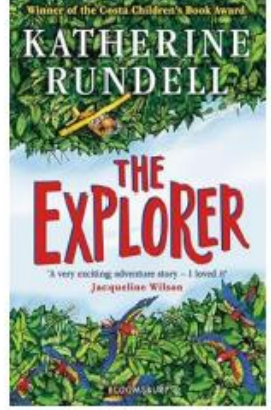
Model Text	A) Sharing a Shell (abridged) B) The Lighthouse Keeper's Lunch (abridged) C) How to make a jam sandwich (Twinkl)	A) Kassim & The Dragon (Warning Tale) B) How to be a Knight (extracts from information book)	TBC	TBC	TBC	TBC
Genre	A) Narrative inspired by Sharing A Shell (Setting Description; Journey Tale) B) Narrative inspired by TLHKL (Defeating the Monster Story) C) Instructions: Recipe for a Yucky Sandwich	A) Traditional Tale/Narrative with a focus on story language B) Knights (NCR)	A) Sea Poetry B) Information: Non-Chronological Report (Whales)	A) Recount – A day working as a moon tourist guide (diary entry inspired by the WCR text Man on the Moon) B) Information – Biography	A) Narrative inspired by the WCR text The Antlered Ship	A) Explanation – how bees make honey B) Instructions – how to make a bird feeder
T4W Text Type	Journey Tale Defeat the Monster Story	Defeating the Monster Change Story			Journey Tale	

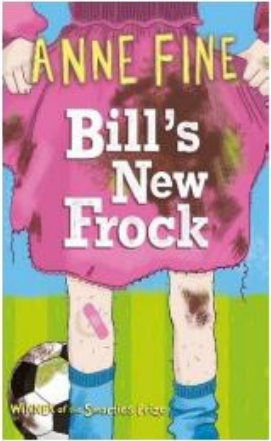
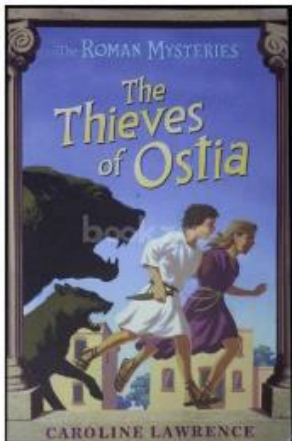
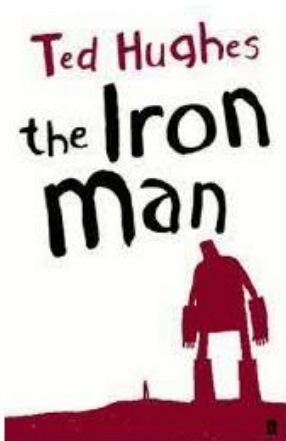
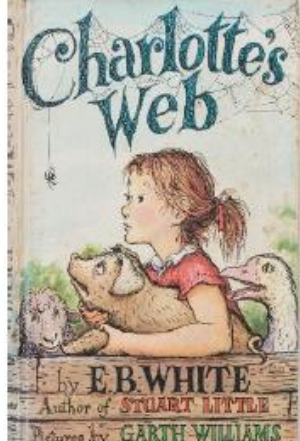
Year B	Green Fingers	Superheroes!	Ice, Ice Baby	Jurassic World		Donington Detectives
Whole Class Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 	  	 	  	  	 
Reading for Pleasure Pie Corbett's Reading Spine in bold	Amazing Grace Avocado Baby The Koala Who Could Eliot – Midnight Sperhero A Superhero Like You – Dr Ranj Nuffle Bunny The Great Kapok Tree Flat Stanley Gorilla You Can't Take an Elephant on the Bus A Seed is Sleepy		Cops and Robbers Don't Look in This Book Mr Big Billy and The Beast Emily Brown and the Thing The Elephant and The Bad Baby Elmer		In Every House on Every Street Claude in the City The Tunnel Into the Forest Hermelin: The Detective Mouse Dr Xargle's Book of Earthlets Peace at Last Tuesday	

Model Text	The Papaya the Spoke (retold by Pie Corbett) Non-Fiction How to Make a Fruit Salad Recipe	Traction Man (abridged)	Non-Fiction NCR - Polar Bears NCR – Emperor Penguins Arctic Poems	Walking with my Iguana How to catch a dinosaur	Village Leaflet
Genre	Narrative - The Papaya that Spoke Instructions (Recipe) - Making a Fruit Salad	Descriptive Writing - Traction Man (Character & Setting Description) Narrative – Defeat the 'Baddie' inspired by Traction Man	Information: Non- Chronological Report - Pola Bears Arctic Poetry (Kennings)	Narrative – Journey Tale: The Dinosaur's Journey Recounts – Writing a letter (inspired by Dear Dinosaur) Instructions: How to take care of a baby dinosaur Performance Poetry - Walking with my Iguana	Descriptive Writing - setting; Short Narrative inspired by The Tear Thief
T4W Text Type	Cumulative Tale	Defeat the Monster Story		Journey Tale	



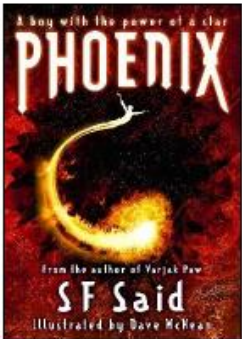
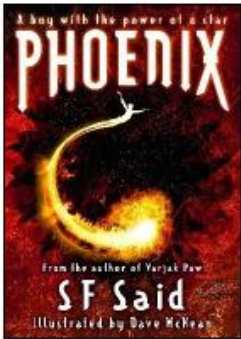
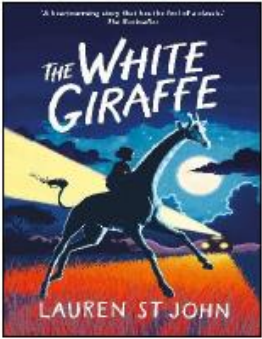
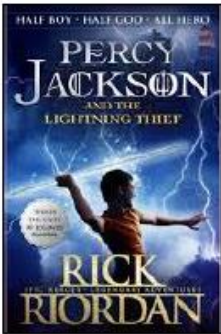
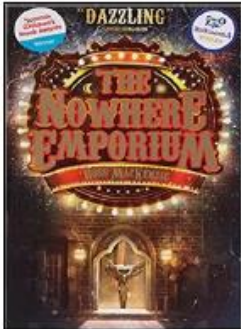
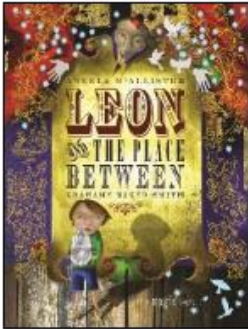
English Long-Term Plan – LKS2

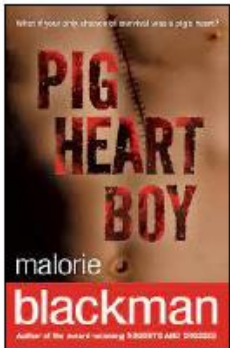
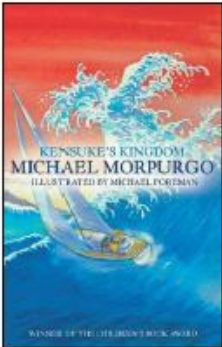
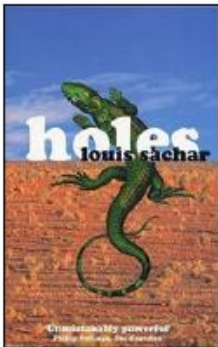
Yr A	Earth Rocks	Road Trip USA	Flintstones	Raiders and Traders	Where the Forest Meets the Sea	
Shared Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Model Text	A. The Journey B. Mount Everest (NCR)	A. Trip to Rome B. The Missing Tower (Losing Tale)	A. Poppy, Waldo & the Giant	A. Beowulf	A. The Door B. Rainforest Letter	A. Ocean Rescue
Genre	A. Narrative – Journey Tale (Sequel to 'The Journey' with setting focus) B. Mountains (NCR)	A. Persuasive Travel Leaflet for the USA B. Losing Tale – The Missing Statue of Liberty	A. Journey Tale Narrative (with character focus)	A. Defeating the Monster Narrative (with dialogue focus)	A. Poetry (The Door) B. Letter to the Prime Minister (Plastic Pollution)	A. Balanced Argument - Deforestation
T4W Text Type	Journey Tale	Losing Tale	Journey Tale	Defeating the Monster		

Yr B	Marvellous Me	Fabulous Pharaohs	Lights, Camera, Action	Rampaging Romans	May the force be with you	Location, Location, Location
Shared Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Model Text	A. Voices in the Park	A. Elf Road B. The Tree Giant	A. The Bear and the Piano B. The Sound Collector	A. Roman Solider diary using Escape from Pompeii as writing stimulus	A. The Old Mill	A. Tourist Brochure
Genre	A. Recount written from the perspective of two characters	A. Portal Story Narrative (with tomb setting focus) B. NCR - An Egyptian God/Goddesses	A. Finding Tale Narrative (with dialogue focus) B. Poetry (the Sound Collector)	A. Recount – Diary (Pompeii) B. Recount - Newspaper Report (Escape from Pompeii)	A. Suspense Narrative (escaping the monster)	A. Persuasive Writing - Tourist Brochure (Matlock)
T4W Text Type		Warning Tale (Portal)	Finding Tale		Escaping the Monster	

English Long Term Plan – UKS2



Year A	To infinity and Beyond	Let there be Light	On Safari	The Groovy Greeks	All the Fun of the Fair	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Shared Reading						
Model Text	A. Phoenix- First Page –Description B. Fairy Tales (Grammarsaurus) C. Another option- Unicorns (PC) D. City Jungle E. How to make chocolate brownies		A. Should children be allowed to eat chocolate for breakfast? B. Letter to Billy C. Kidnapped (Pie Corbett)	A. Zelda Claw B. Minotaur description and Theseus Extract C. Ariadne on the island of Naxos D. How to train your dragon (PC)	A. Porridge Pincher B. Romeo and Juliet C. Leon and the Place Between descriptions	
Genre	A. Narrative (Story starter linked to Phoenix- drawing in the reader) B. NCR (Report on the planet Pandora) C. Poetry (Space City) D. nstruotional Writing (Brownies - linked to Phoenix book)		A. Balanced Argument (White Griaaffe-should main character live with her Grandma?) B. Informal Letter (writing as the main character) C. Narrative Writing (adventure story, linked to Pie Corbett's Kidnapped)	A. Myths (Build up section Theseus and the Minotaur) B. Narrative writing (Medusa Myth) C. Diary (different viewpoint- Athena/ Arachne)	A. Recounts (Newspaper Report about a myserious new shop appearing) B. Playscript (Linked to Leon and the Place Between) C. Narrative (Linked to Nowhere Emporium-description of a new room from the shop)	
T4W Text Type	A. Journey tale B. Information C. Poetry D. Information		A. Information B. Information C. Tale of Fear	A. Warning Tale B. Conquer the Monster C. Different View D. Losing Tale	A. Information B. Play Script C. Meeting Tale	

Year B	Keeping Healthy	Dig for Victory	Water Worlds	Amazing Americas	Vile Victorians	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Shared Reading						
Model Texts	A. Whole Class Debate- No Model Text B. Should children be given homework? C. Porridge Pincher	A. Informal Letter- B. The Scarab (Pie Corbett) C. Zelda Claw (SF Said)	A. Should children be given homework? B. Deforestation C. Pie Corbett- The Catamander	A. The Workhouse B. Hero Twins C. Weather Report- Range of Videos/ clips of weather reports	A. Elizabeth 1 (Grammarsaurus) B. Zelda Claw (SF Said) Another Option- The Caravan (Pie Corbett) C. Oliver Twist D. Letter	
Genre	A. Balanced Argument (Whole Class Debate about transplants) B. Balanced Argument (linked to transplants) C. Recount (Newspaper Report linked to Pig Heart Boy)	A. Recount (Informal Letter writing as an evacuee) B. Narrative (Portal Story – WW2) C. Narrative (Suspense Story – Blitz Setting)	A. Balanced Argument (linked to Kensuke's Kingdom – travelling around the world) B. Persuasion/ Formal Letter (Local Flooding issue – letter to MP) C. Suspense narrative (Character stranded on deserted island)	A. Diary Entry/Journal (Character Recount) B. Myth (Hero Twins – innovating a section of a myth) C. Non-fiction report (Mexico weather report)	A. Non-Chronological Report (Queen Victoria) B. Narrative (Suspense Story based on Zelda Claw) C. Play Script (Oliver Twist extract) D. Instructions (How to make a Victoria Sponge)	
T4W Text Type	A. Information B. Information C. Information	A. Journey/ Meeting B. Journey Tale C. Tale of Fear	A. Information B. Information C. Show not Tell- Tale of Fear	A. Recount B. Conquer the Monster C. Information	A. Information B. Tale of Fear/ Warning Tale C. Play Script D. Journal	