



The Lady Jane Grey Writing Curriculum 2024-25



Statement of Intent

At Lady Jane Grey, we appreciate the necessity of being able to write proficiently. Whether communicating with others (via emails, instant messages and letters) to constructing truly imaginative and expressive works of literature, writing is an invaluable life-skill. As such, it is essential that we equip our children with the necessary tools to enable them to write effectively.

Following the objectives of the National Curriculum (2013), our writing curriculum teaches pupils to:

- **Engage** with a variety of texts (including fiction, non-fiction and poetry) and learn about the generic conventions of a variety of texts-types; become familiar the purposes and audiences of a range of text-types.
- **Explore** and learn how to use key generic conventions; develop a broad and adventurous vocabulary; and use dictionaries to explore meanings or words and thesauruses to look-up synonyms and expand their own vocabulary.
- **Imitate** the ways high-quality model texts use generic features, vocabulary and syntax.
- **Innovate** their own compositions by planning, drafting, evaluating and editing so that they can eventually manipulate syntax, word choices and even punctuation to create specific effects, before reading and performing their own compositions out loud.
- **Transcribe** effectively by using clear, neat and consistently-sized cursive handwriting; demonstrate a secure command of a grammar and punctuation rules; and spell proficiently with a secure knowledge of grapheme-phoneme-correspondences (GPCs), spellings patterns and rules.

Writing Sequence

Stage of Sequence	Examples of Implementation	Pupils' Outcomes
Engagement		
Engagement Lesson	<ul style="list-style-type: none"> ➤ A lesson designed to excite the children about the forthcoming unit of writing they will be undertaking. This can be linked to our broader curriculum as well as the class-text: - Creating a scene using drama, props or toys for a narrative - A drawing or a drama activity for a narrative. - Making a model or cooking for an instruction text. - A science experiment for an explanation text or report. - A school trip for a non-chronological report. 	<ul style="list-style-type: none"> ➤ Develop an interest in the whole-class text and focus text type. ➤ Become excited about writing. ➤ Associate writing with being creative, expressive and enjoyment.
Introducing the Model Text	<ul style="list-style-type: none"> ➤ Using the class book as a stimulus, the teacher will introduce the class to a high-quality model text that includes key genre-specific features. ➤ An adapted version of the model text can be used for those pupils working towards age-related standards. ➤ The class will explore the purpose and potential audience of the text. ➤ Children will orally rehearse this text (using symbols and actions) to help them to internalise the text and its structure. 	<ul style="list-style-type: none"> ➤ Engage with the text. ➤ Understand the purpose and possible audience of a text-type. ➤ Be able to recite model text orally with daily practice. ➤ Sequence the text using a frame, e.g. storyboard, planning map.
Exploration		

<p>Word and sentence-level fundamentals</p>	<ul style="list-style-type: none"> ➤ Pupils will learn the fundamental ingredients of a sentence construction: subjects (nouns and pronouns) and verbs (being and action). ➤ Use colour-coded word classes will facilitate this (see Appendix A) ➤ The teacher will explicitly teach the functions of the different word classes ➤ Children will learn how to demarcate sentences using full-stops, capital letters and finger spaces. ➤ The teacher will dictate sentences for pupils to practise encoding. ➤ Children will practise orally rehearsing their own sentences before writing them. 	<ul style="list-style-type: none"> ➤ Understand what a sentence is. ➤ How punctuation can demarcate and change the function of sentences. ➤ Recognise the functions of different word classes.
<p>Vocabulary Building</p>	<ul style="list-style-type: none"> ➤ Pupils will explore key vocabulary from the model text using dictionaries when appropriate. ➤ KS2 pupils will use their Ideas and Vocabulary Books to collect adventurous vocabulary. ➤ Interesting vocabulary will be recorded on the spelling wall. ➤ Children will practise using this vocabulary to build their own adventurous sentences. ➤ Pupils will learn how to upscale and embellish their writing by using adventurous synonyms in the appropriate context. ➤ From Year 3 onwards, pupils use dictionaries and thesauruses to facilitate this. 	<ul style="list-style-type: none"> ➤ Pupils will broaden their lexicon. ➤ Increase their word-recognition and comprehension skills. ➤ Cultivate pupils' dictionary and thesaurus skills. ➤ Nurture their understanding of language and the impact of word choices on the reader.
<p>Understanding the key generic purpose and authorial intent and</p>	<ul style="list-style-type: none"> ➤ The class will annotate the model text: identifying key vocabulary and phrases, explore meaning, and the potential effects of vocabulary on the reader. 	<ul style="list-style-type: none"> ➤ Locate key generic textual features and understand their purpose.

Impact on the reader	<ul style="list-style-type: none"> ➤ Children learn how to use the key generic and grammatical features of the model text over several lessons. ➤ To supplement children's understanding and recognition of different word classes, colour-codes can be used to denote different word classes (see Appendix A). 	<ul style="list-style-type: none"> ➤ Use key generic features. ➤ Develop an understanding of how the English language has evolved and is evolving.
Imitation		
Rewriting the Model Text	<ul style="list-style-type: none"> ➤ By this stage, pupils will be able to recall the text confidently. ➤ This provides a mid-unit assessment opportunity. ➤ If required, teachers will use these assessments to target any persistent mistakes or misunderstandings regarding grammar, spelling or when using text-specific features. 	<ul style="list-style-type: none"> ➤ Practise writing in the genre being studied using a familiar text as a guide. ➤ Practise using the features they have studied so far (including key vocabulary). ➤ This stage offers the potential for remedial lessons to address misconceptions.
Innovation		
Planning	<ul style="list-style-type: none"> ➤ Pupils plan their own version of the text-type using a frame that replicates the model text's formula and provides them with key ingredients. 	<ul style="list-style-type: none"> ➤ Equipping themselves with the tools to compose their own version of the text-type they have studied.
Editing and Refining	<ul style="list-style-type: none"> ➤ Pupils will learn how to edit systematically their writing at word, sentence and whole-text level using the CUPS and ARMS framework (See Appendix B): CUPS only for Key Stage 1. ➤ Pupils will practise these editing skills together as a class before using these skills to edit and refine their own writing. 	<ul style="list-style-type: none"> ➤ Pupils will learn how to edit systematically and develop their proficiency in using the conventions of Standard English.

	<ul style="list-style-type: none"> ➤ Pupils use purple pens to edit punctuation, grammar, spellings and to make changes to word choices and sentence structure to meet the purpose of their writing. ➤ In Years 4-6, children will have the chance to provide their peers with feedback. ➤ Pupils will use feedback to refine their writing. 	<ul style="list-style-type: none"> ➤ They will learn how to evaluate their writing with the teacher and other pupils ➤ They will develop their proof-reading skills enabling them to to check for errors in spelling, grammar and punctuation.
Publishing and performing	<ul style="list-style-type: none"> ➤ Pupils use feedback to write-up their text in their neatest writing (cursive from Year 2 onwards). ➤ Children will read out their finished text to an audience (e.g. partners, a group, a class or during assembly). 	<ul style="list-style-type: none"> ➤ Children will practise reading aloud what they have written with appropriate intonation to make the meaning clear. ➤ They will develop prosody and fluency as readers. ➤ Build confidence reading to an audience.
Transcription		
Spelling	<ul style="list-style-type: none"> ➤ Monday's English lesson will consist of a spelling test and teaching of a new spelling rule or pattern. This will be the focus of that week's homework. ➤ In Foundation and Key Stage 1, pupils' knowledge of the phonics code is assessed 	<ul style="list-style-type: none"> ➤ Develop clear, well-formed letters. ➤ Develop a clear cursive script from Year 2 onwards.

	<p>using the Individual Assessment Record (see Appendix C).</p> <ul style="list-style-type: none"> ➤ In KS2 pupils who show weaknesses in spelling and/or word recognition are also assessed to ensure they are confident with the phonics code, ➤ Phonics interventions are used to address gaps in learning. ➤ All pupils to practise using GPCs to encode spellings. ➤ Activities using word-shape generators, word searches and the 'look, cover, write, check' approach are used to support children's spelling recognition. ➤ Key parts of words (such as prefixes, suffixes or certain graphemes) are highlighted. ➤ Spelling bookmarks from Years 2-6 are used to help children to learn personalised spellings based on spelling errors in their exercise books. 	<ul style="list-style-type: none"> ➤ Develop strategies to improve spelling ability: including segmenting for spelling, recognising the shape of words, morphological awareness. ➤ Pupils to learn how to transcribe dictated sentences.
Handwriting	<ul style="list-style-type: none"> ➤ Handwriting sessions are used to develop pupils' automaticity using clear letter formation (F-Year 1) and a neat cursive script (Years 2-6). 	<ul style="list-style-type: none"> ➤ Develop clear letter and number formation. ➤ Pupils will learn how to write in a clear cursive script. ➤ Their handwriting will become increasingly automated to reduce cognitive load when writing.

Map of Texts

N.B. We started using our new approach to writing in Spring 1. Autumn 1 & 2's writing outcomes are derived from the scheme of work we previously used (CLPE's Power of Reading).

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Little Red Hen	Kipper's Birthday	How to Catch a Star	Mr Wolf's Pancakes	A Great Big Cuddle Michael Rosen	African Animals
Literary Form	Classic Tale	Contemporary	Picturebook	Picturebook	Poetry (repetition)	Non-fiction
Writing outcomes	Initial sounds, letter formation	Word construction (CVC words)	Simple sentence; diary entry	Sentence building and Instructions	Sentence building and Poetry in a range of forms	Sentence building and factual writing
Year 1	We're Going on a Bear Hunt Michael Rosen The Gingerbread Man Magic Porridge Pot	The Tiger Who Came to Tea Judith Kerr Handa's Surprise Eileen Browne The Nativity Story	The Pet Potato Josh Lacey, Momoko Abe	One Day on Our Blue Planet: In the Savannah Ella Bailey	Out and About Shirley Hughes	Look Up Nathan Bryon
Literary Form	Illustrated Narratives and traditional Tales	Illustrated Narratives	Picturebook	Non-Fiction	Poetry	Illustrated Narrative
Writing outcomes	Narratives and poetry	Narratives and rhyming poems.	Recount (diary entry)	Instructions & explanation	Poetry in a range of forms	Letters & report writing
Year 2	The Story Tree Hugh Lupton	Traction Man is Here by Mini Grey	The Dark Lemony Snicket, Jon Klassen	The Twits Roald Dahl	Marshmallows Clouds: Poems Inspired by Nature Ted Kooser, Connie Wanek, Richard Jones	The Robot and the Bluebird David Lucas
Literary Form	Traditional Tale Anthology	Picturebook with comic book illustration	Picturebook	Narrative Fiction	Poetry	Picturebook

Writing outcomes	Character descriptions & traditional narrative	Writing in role & caption writing	Recount (diary entry)	Instructions & explanations	Poetry in a range of forms	Letters & report writing
Year 3	<u>The Comet</u> Joe Todd-Stanton	<u>Pugs of the Frozen North</u> Philip Reeve, Sarah McIntyre	<u>Charlotte's Web</u> E.B. White	<u>Charlotte's Web</u> E.B. White	<u>Werewolf Club Rules</u> Coelho	<u>The Great Kapok Tree</u> Cherry
Literary Form	Picturebook	Illustration Novel	Classic Novel	Classic Novel	Traditional Tale Poetry	Picturebook
Writing outcomes	Narrative, character description, playscript	Diary writing and letter writing	Recount (diary entry)	Balanced argument and Instructions	Poetry in a range of forms	Letters & report writing
Year 4	<u>Danny Chung Does Not Do Maths</u> Maisie Chan	<u>Mouse, Bird, Snake, Wolf</u> David Almond, Dave McKean	<u>The Lion the Witch and the Wardrobe</u> C.S. Lewis	<u>The Rhythm of the Rain</u> Grahame Baker-Smith	<u>Stars with Flaming Tails</u> Valerie Bloom, Ken Wilson-Max	<u>Fantastically Great Women</u> Pankhurst
Literary Form	Novel	Graphic Novel	Classic Novel	Picturebook	Poetry	Biography
Writing outcomes	Narrative & character descriptions	Balanced arguments	Narrative	Narrative and explanations	Poetry in a range of forms	Letters & report writing
Year 5	<u>Runaway Robot</u> Frank Cottrell Boyce, Steven Lenton	<u>Curiosity: The Story of a Mars Rover</u> Markus Motum	<u>Twitch</u> M G Leonard	<u>I Talk Like a River</u> Jordan Scott, Sydney Smith	<u>Dark Sky Park</u> Philip Gross, Jesse Hodgson	<u>Town is by the Sea</u> Joanne Schwartz, Sydney Smith
Literary Form	Contemporary Novel	Non-fiction Narrative	Mystery Novel	Picturebook	Poetry	Picturebook
Writing outcomes	Writing in role, newspaper report & referential writing	Documentary script & research reports	Recount (diary entry)	Instructions & explanations	Poetry in a range of forms	Letters & report writing
Year 6	<u>Letters from the Lighthouse</u> Emma Carroll	<u>Tom's Midnight Garden</u> Philippa Pearce	<u>Shackleton's Journey</u> William Grill	<u>The Sister Who Ate Her Brothers and Other Gruesome Tales</u> Jen Campbell, Adam de Souza	<u>On the Move: Poems about Migration</u> Michael Rosen, Quentin Blake	<u>Skellig</u> David Almond

<i>Literary Form</i>	<i>Historical Novel</i>	<i>Contemporary Novel</i>	<i>Non-fiction</i>	<i>Traditional Tales</i>	<i>Poetry</i>	<i>Contemporary Novel</i>
<i>Writing outcomes</i>	<i>Recounts: (character's perspective), newspaper report. Black out poetry and haikus. Balanced arguments</i>	<i>Script writing and letter writing</i>	<i>Recount (diary entry)</i>	<i>Instructions & explanation</i>	<i>Poetry in a range of forms</i>	<i>Narrative writing and non-chronological report.</i>

Example Year 6 Recount Map (4 week unit)

Theme: Shackleton's Journey

<u>Spelling</u> Spelling test Introduce new spelling pattern, rule and homework for the week. Oral rehearsal and dictation using knowledge of grapheme-phoneme correspondences (GPCs) to encode spellings	<u>Engagement</u> Fun and engaging activity: e.g. participating in a class game, drama and role-play related to a theme or event explored in the text. <u>Whole-class text</u> Begin reading and exploring the whole-class text: Shackleton's Journey Discuss characters, vocabulary and language choices Children to make predictions, answer literal, inferential and evaluative questions using textual evidence to develop their own points of view.	<u>Engagement</u> Introduce the model text. Explore its purpose and audience – record on the display wall. Map it out using drawings and actions as a class. Rehearse the model text	<u>Engagement: rehearse model text</u> <u>Exploration</u> Annotate key textual features Record interesting vocabulary on the spelling wall. Recognising vocabulary and structures that are appropriate for formal speech and writing.	<u>Engagement: rehearse model text</u> <u>Exploration</u> Children to practise using this vocabulary to build their own adventurous sentences. Pupils learn how to upscale and embellish their writing by using adventurous synonyms in the appropriate context.
<u>Spelling</u> Spelling test Introduce new spelling pattern, rule and homework for the week. Oral rehearsal and dictation using knowledge of grapheme-phoneme correspondences (GPCs) to encode spellings	<u>Engagement: rehearse model text</u> <u>Exploration</u> Investigating the use of tense: using the perfect form of verbs to mark relationships of time and cause	<u>Engagement: rehearse model text</u> <u>Exploration</u> Using modal verbs or adverbs to indicate degrees of possibility	<u>Engagement: rehearse model text</u> <u>Exploration</u> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	<u>Engagement: rehearse model text</u> <u>Exploration</u> Punctuated direct speech
<u>Spelling</u> Spelling test Introduce new spelling pattern, rule and homework for the week. Oral rehearsal and dictation using knowledge of grapheme-phoneme correspondences (GPCs) to encode spellings	<u>Exploration</u> <u>Engagement: rehearse model text</u> Using brackets, dashes or commas to indicate parenthesis	<u>Imitation</u> <u>Engagement: rehearse model text</u> Pupils will re-writing the model text in own words incorporating vocabulary and key features covered so far.	<u>Imitation</u> <u>Engagement: rehearse model text</u> Pupils will re-writing the model text in own words incorporating vocabulary and key features covered so far.	<u>Imitation</u> Self-editing and peer-editing using CUPS and ARMS and refining Opportunity for adult feedback. Are the pupils meeting their writing and

correspondences (GPCs) to encode spellings				spelling personal targets?
<u>Spelling</u>	<u>Innovation</u>	<u>Innovation</u>	<u>Innovation</u>	<u>Innovation</u>
<p>Spelling test</p> <p>Introduce new spelling pattern, rule and homework for the week.</p> <p>Oral rehearsal and dictation using knowledge of grapheme-phoneme correspondences (GPCs) to encode spellings</p>	<p><u>Engagement:</u> the class may have an experience such as a drama activity, game, trip or video, for example, to inspire their own recounts.</p> <p>Pupils to plan their own recount text</p>	<p>Pupils write their own recount</p> <p>With the support of writing frames, sentence stems and word banks where necessary</p>	<p>Pupils will incorporate feedback to refine and publish using their neatest writing.</p>	<p>Children will perform by reading out-loud to an audience focusing on prosody, expression and fluency.</p>

Appendix A: Colour-Coded Word Classes

Nouns	A noun is the name of a thing, such as an object, a place, or a person.
Adjectives	An adjective is a word that describes a noun. It was a wonderful book. The word wonderful is an adjective.
Verbs	A verb is a word used to describe an action or state of being.
Adverbs and Adverbials	An adverb is used to modify a verb, an adjective, another adverb or even a whole clause. Adverbs and adverbials can describe manner, time or place.
Determiners	A determiner is a word placed before a noun (and its premodifiers) to specify which, how many or whose noun is being referred to.
Coordinating conjunctions	A co-ordinating conjunction is a connective placed between words, phrases, or clauses of equal grammatical value.
Subordinating conjunctions	A subordinating conjunction is a word that is used to connect a subordinate clause to an independent clause.
Modal verbs	Modal verbs are verbs that indicate likelihood, ability, permission or obligation. Words like: can/could; may/might; will/would; shall/should; must.
Pronouns	Pronouns are words that can be used as a 'placeholder' for a noun. Pronouns can refer to people, places, things, or ideas.
Prepositions	Prepositions often describe locations or directions but can describe other things, such as relations of time.

Appendix B: CUPS and ARMS Editing Framework

CUPS For Writing

C
Capitals

- Please use capital letters at the beginning of a sentence.
- Use a capital letter for people's names, places and events.
- All titles of texts have capitals, e.g. The Big Bad Wolf, Alice in Wonderland.

U
Usage

- Use simple and complex sentences.
- Use conjunctions to break up a sentence, e.g. and, if, because, but.
- Use time connectives to create an interest. For example: Firstly, suddenly, although, finally.

P
Punctuation

- Use your punctuation markers to end a sentence, e.g. full stop (.), exclamation (!), question mark (?).
- Place commas (,) appropriately in sentences to create a breathing space and prevent run on sentences. They can also break up ideas or itemise a list.
- Apostrophes show ownership or to contract a word, e.g. A boy's bag or do not is don't.
- Speech Marks can enclose punctuation markers, e.g. "I am sleepy," said George.

S
Spelling

- Checking spelling in writing.
- Editing spelling with a peer or teacher.
- Use Standard Australian spelling only.
- Checking grammar, especially when using homophones, tenses and making meaning.

ARMS for Writing

A

1. Add

Add words and sentences to make your writing more interesting.

R

2. Remove

Remove any words and sentences that are not needed.
Read through your work carefully and edit words and sentences that do not make sense.

M

3. Move

Move your sentences and words around to create new ideas and meaning.

S

4. Substitute

Substitute your words and sentences by replacing them with more interesting and exciting ones.

Appendix C: Individual Assessment Record

Unlocking
Letters & Sounds

Individual Assessment Record

Name of child:

Date of assessment and colour of highlighting:

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Phase 1 Oral blending	m - a - n s - o - ck c - u - p p - e - g f - i - sh h - a - n - d t - e - n - t f - l - a - g	
Phase 2 Set 1 Set 2 Set 3 Set 4 Set 5	s a t p i n m d g o c k ck e u r h b f ff l ll ss	sat tap sap pat pan pin sit tip mad got pod cat can kit run sick deck red den hit hiss huff bill fun but
Phase 2 Common exception words	l no go to the into	
Phase 3 Set 6 Set 7 Set 8 Set 9 Set 10 Set 11 Set 12	j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	jam van wet box yet zip fuzz quit chip shop thing rain sheep high boat book hoot farm fork hurt cow coin dear hair pure corner
Phase 3 Common exception words	me we be he she was you they all are my her	
Phase 4 Words with adjacent consonants Polysyllabic words	spot trip glass track swim bend lost went damp green train smart growl spoil chest tenth best paint boost handstand shampoo starlight floating lunchbox pondweed	

Phase 4 Common exception words	said have like so do some come were there little one when out what	
Phase 5a Y NC	ay ou ie ea oy ir ue(glue) ue (cue) aw wh ph ew (blew) ew (few) oe au ey /zh/ a_e e_e i_e o_e u_e nk ph wh tch ve	day cloud tie treat enjoy girl blue rescue lawn wheel dolphin blew nephew goes launch donkey division make these shine explode flute cube stink phone whale catch serve
Phase 5 Common exception words	oh their people Mr Mrs looked called asked water where who again thought through work mouse laughed because many any eyes different once please friends	
Phase 5b Alternate pronunciations of graphemes	a acorn fast wash e relax i mind o both u unit put ow snow ie chief ea head er herb ou soup could mould y by gym very ch school chef c cell g gent ey grey	
Phase 5c Alternative spellings	/ch/ picture catch /j/ fudge /m/ lamb /n/ gnat knit /r/ wrap /s/ listen house /z/ please /u/ love /l/ happy donkey /ear/ here beer /ar/ father half /air/ there pear bare /or/ ball four caught /ur/ learn word /oo/ would push /ai/ day came /ee/ see these happy chief key /igh/ pie by time /oa/ low toe bone /i(y)oo/ cue stew tune /oo/ clue June blew /sh/ special station sugar chef	