Writing Curriculum

We have developed a writing curriculum based on recommendations from Ofsted's research "Telling a Story" And The Writing Framework; it is based on developing writing for a purpose and we have selected 4 writing purposes. The books selected as our 'hook' are used in reading and writing sessions.

The National Curriculum

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:
- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions and builds on the foundations within Key Stage 1. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, cursive script handwriting, which is written at pace.

Successful Implementation of Ditton's Primary Writing Curriculum

Writing is one of the most cognitively demanding processes for children to master. It is therefore essential we prioritise its ongoing development and evaluation. We will do this by:
1. **Ongoing Professional Development**: Continue to offer targeted CPD opportunities that builds on the strategies.
2. **Facilitate Collaboration and Sharing**: Encourage teachers to share their successes and challenges with their colleagues. Create opportunities for collaboration, such as professional learning communities or peer observation sessions, where teachers can learn from each other and refine their practices.
3. **Monitor Pupil Progress**: Use the tools and strategies outlined to regularly monitor pupil progress in writing. Pay close attention to changes in motivation, engagement, and writing quality, and use this to make any amendments.
4. **Embed Writing Strategies into the Curriculum**: Work towards embedding the new writing strategies into the school's wider curriculum as a sustained practice. This involves ensuring that these approaches are consistently applied across year groups and integrated into everyday teaching.
5. **Reflect and Plan for the Future**: Finally, take time to reflect on the successes and challenges encountered during this process. Use these reflections to plan future CPD sessions, adjust our writing instruction strategies, and set new goals for continuous improvement.

Oracy

At Ditton Juniors, we believe that oracy is a vital foundation for literacy, learning, and life. We aim to develop pupils who can speak fluently, listen attentively, and engage respectfully in dialogue. Our English curriculum embeds oracy purposefully, providing structured opportunities for children to develop their spoken language skills across a range of contexts, purposes, and audiences.
- **Planned and progressive**: Oracy skills are explicitly taught and developed from Year 3 to Year 6, mapped across units and built upon year-on-year.
- **Purposeful talk**: Speaking and listening are not stand-alone activities, but serve meaningful purposes: deepening understanding, enhancing writing, and developing confidence.
- **Inclusive and equitable**: Every child is supported to find their voice through scaffolding, modelling, and diverse opportunities to participate.

Oracy in the English Teaching Cycle
- **Before Writing**: Pupils rehearse sentences, discuss ideas in pairs/groups, explore vocabulary aloud.
- **During Writing**: Use of talk to clarify thinking, peer conferences, teacher modelling of thought aloud.
- **After Writing**: Opportunities to read work aloud, reflect verbally, and engage in peer feedback discussions.

Talk Structures and Strategies Used

- Kagan structures established within the classroom as a driver
- **Guided discussion protocols** (e.g., Think-Pair-Share, Agree-Build-Challenge)
- Vocabulary emphasis and oral sentence-building
- **Drama techniques** (hot-seating, conscience alley, role on the wall)
- Presentation scaffolds and sentence stems
- Collaborative storytelling and oral retelling

Transcription

Phonics

For children who have not secured the fundamental stages of phonics, we continue to build on this through the continuation of our feeder infant schools chosen Synthetic Phonics Programme, Little Wandle. When children have mastered this, they progress to our chosen spelling scheme.

This journey continues for children who have not developed fluency in reading and spelling.

Year Group	Autumn	Autumn 2 onwards	Continued opportunity for phonics
Year 3	LW Bridge to Spelling and Spelling units LW SEND package	SS Stage 3 *Continued opportunity for phonics	LW SEND Package LW Phase 5 Review LW Bridge to Spelling LW Spelling Units LW Rapid Catch Up
Year 4	SS Stage 4		
Year 5	SS Stage 5		
Year 6	SS Stage 6		

Spelling

Our spelling programme is designed to build on the firm foundations built whilst studying phonics. Children continue to break down spellings into the smallest units of sound and cluster them into syllables to read and write words efficiently. They study the structure of words and how they are formed (**morphology**) and the origin and history of words (**etymology**)
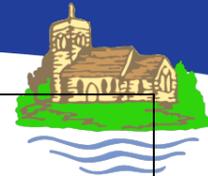
Handwriting

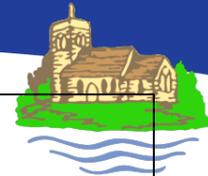Letter Join is used to teach handwriting.
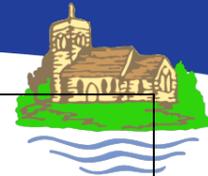
Writing for Purpose

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Writing Purpose	Text Type	Text Features	Other Style Ideas
Writing to entertain			
LKS2 Writing to Entertain	¨ Stories ¨ Descriptions ¨ Poetry ¨ Characters/settings	¨Detailed description ¨ Use paragraphs to organize in time sequence	¨ Opportunities for comparing different forms of past tense (progressive and simple)
UKS2 Writing to Entertain	¨ Narrative ¨ Descriptions ¨ Poetry ¨ Characters/settings	¨ Detailed description ¨ Use paragraphs to organise in time sequence	¨Other Style Ideas ¨ Use a range of tenses to indicate changes in timing, sequence, etc.
Writing to inform			
LKS2 Writing to Inform	¨ Explanation ¨ Recount ¨ Letter ¨ Biography ¨ Newspaper article	¨ Paragraphs used to group related ideas ¨ Subheadings to label content	¨ May be built around a key image ¨ Use techniques to highlight key words (bold, underline, etc.)
UKS2 Writing to Inform	¨ Report ¨ Recount ¨ Biography ¨ Newspaper article ¨ Essay	¨ Paragraphs used to group related ideas ¨ Heading/subheadings ¨ Use of technical vocabulary	¨ May include a glossary ¨ Sections may contain more than one paragraph
Writing to persuade			
LKS2 Writing to Persuade	¨ Advertising ¨ Letter ¨ Speech ¨ Poster	¨ Use of 2nd person ¨ Planned repetition ¨ Facts & Statistics ¨ Adjectives for positive description	¨ Link to oracy, esp. for speeches ¨ Use of colour and images, esp. for advertising
UKS2 Writing to Persuade	¨ Advertising ¨ Letter ¨ Speech ¨ Campaign	¨ Use of 2nd person ¨ Personal pronouns ¨ Planned repetition ¨ Facts & Statistics ¨ Hyperbole	¨ Link to oracy, esp. for speeches ¨ Use of colour and images, esp. for advertising
Writing to discuss			
LKS2 Writing to Discuss			
UKS2 Writing to Discuss	¨Balanced argument¨ Newspaper article ¨ Review	¨ Appropriate use of cohesive devices ¨ Use of subjunctive form where needed	¨ Use paragraphs to structure arguments ¨ Maintain formal / impersonal tone

Writing to entertain	Writing to inform	Writing to persuade	Writing to discuss
Narrative Narrative is central to children's learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively.	**Labels, lists and captions** This unit is designed to support children in the transition from EYFS to Year 1. They will learn to identify and describe objects orally, while learning to record key words and phrases.	**Letter – persuasive** The aim of persuasive letter is to present a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things. Persuasion is not always a distinct text-type that stands alone and can vary in which way it is presented.	**Balanced Argument** The purpose of discussion texts is to present a reasoned and balanced overview of an issue or controversial topic. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own. It is often helpful to use a question to guide pupils' writing
Recounts Recounts are sometimes referred to as 'accounts'. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. **Narrative Recount** Recounts are sometimes referred to as 'accounts'. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener.	**Instructions 1** Instructions may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum. The aim of an instructional text is to ensure something is done effectively and/or correctly with a successful outcome for the participant(s). Instructions 2 Lots of jobs require you to have the skill of giving or writing instructions for other to follow. If a child was to find themselves in a position of responsibility, then they may need to use the skills they have honed through writing instructions in school. Writing instructions is a very good skill to gain and develop for future circumstances where children will meet others who require instruction.	**Persuasive Advert** The aim of a persuasion is to present a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things. Advice is not always a distinct text-type that stands alone and can vary in which way it is presented **Persuasive Poster** The aim of persuasive texts is to argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone.	**Discussion / debate** A discussion text will involve two or more viewpoints on a given topic being expressed, which may be controversial/polarising. Each viewpoint is expressed with the writer being impartial, and supporting evidence is provided. Points for and against the issue must be equally balanced before the author of the piece expresses their own viewpoint in the concluding paragraph. Alternatively, they may wish for their intended audience to make up their own mind.

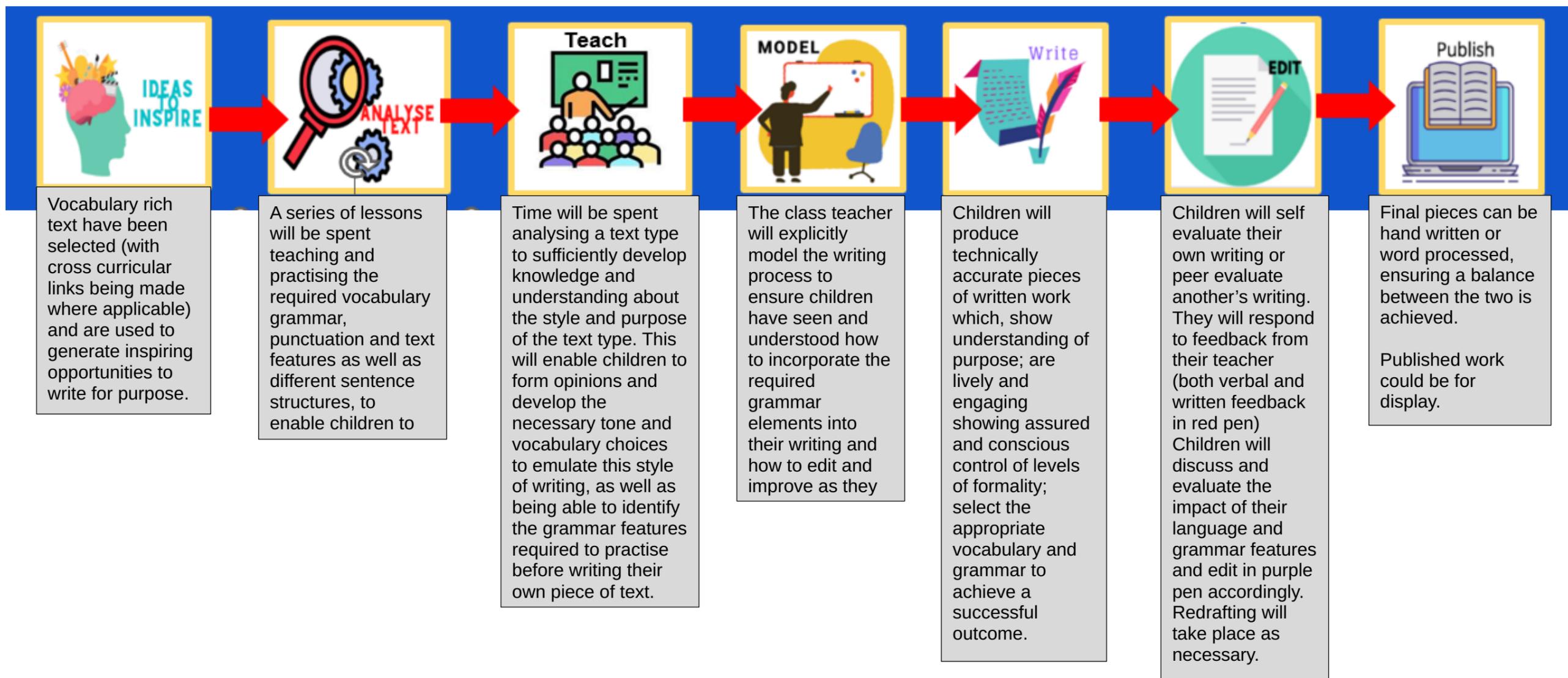|			
Narrative – writing in role In this unit, children should explore different narrative forms, such as diaries and letters. The emphasis should be on writing in role, and describing events clearly with accurate punctuation. These forms also build well on the use of thoughts and feelings to add detail to a piece of writing.	**Questions, Statements Y1** Non-chronological reports describe things the way they are, so they usually present information in an objective way. They do not include events that need to be in an order. For example, a report about an animal might include information about its diet, habitat and appearance. The aim of a report is to provide detailed information about the way things are or were.	**Persuasive Speech**	
Narrative Fable A fable sets out to teach the reader or listener a lesson they should learn about life. The narrative drives towards the closing moral statement, the fable's theme: the early bird gets the worm, where there's a will there's a way, work hard and always plan for lean times, charity is a virtue. The clear presence of a moral distinguishes fables from other folk tales.	**Letter – apology** The aim of an apology letter is to present a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things. This is not always a distinct text-type that stands alone and can vary in which way it is presented.		
Narrative – Character Description To describe a character, use creative and specific details to give the reader a clear picture. Note their unique physical characteristics, like eye colour, hair, body type, and scars, as well as their personality traits such as hobbies, moral beliefs, and temperament.	**Non Chron Report** The aim of a report is to provide detailed information about the way things are or were, and to help readers/listeners understand what is being described by organising or categorising information. Reports should be unbiased.		
Narrative – historical The aim of this narrative is to use the knowledge the children have obtained through their historical unit and apply it through the medium of narrative. They will be expected to confidently use and apply Tier 3 vocabulary throughout. It will be set in a real place, during a culturally recognizable time. The details and the action in the story can be real events and ones from the child's imagination.	**Letter – formal** The aim of a formal letter is to leave the reader in no doubt why you are writing so you need to remain focused on your purpose. Why you are writing the letter needs to be clear, to the point and state what you are trying to achieve. You must think about the purpose and include all of the relevant details to help the reader understand the reason for your writing and respond when required.		

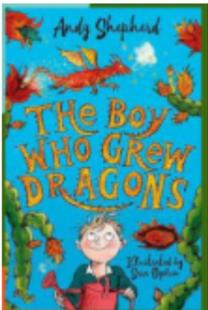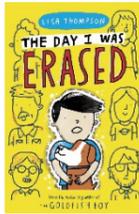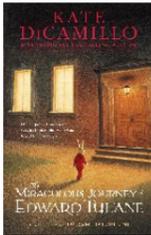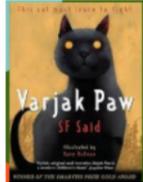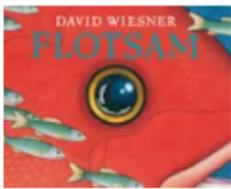|			
Narrative – Suspense The purpose of suspense and mystery is to intrigue and to entertain the reader. A range of devices can be employed to build tension and create atmosphere, through vocabulary and grammatical choices. Details may be revealed slowly to build tension.	**Explanation 1** Children should explore different explanatory texts and examine their layout and purpose. When children write an explanation, it should address 'how' and 'why' questions. **Explanation 2** Children should know that explanatory texts go beyond simple 'description' in that they include information about causes, motives or reasons. Explanations and reports are sometimes confused when children are asked to 'explain' and they provide a report, e.g. what they did (or what happened) but not how and why. When children write an explanation, it should therefore address 'how' and 'why' questions.		
Narrative – building atmosphere The purpose of this unit is to explore how authors build worlds that feel real as you read – from describing large scale elements to zooming in to focus on smaller details. Pupils should be taught to draw on their reading as inspiration and really begin to develop their authorial voice.	**Recount – autobiographical** The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain. Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Written proposal for something		
Narrative – Dialogue	**Biographical** Biographical texts are a form of recount. A biography is an account of someone's life written by someone else. It is an account or detailed description about the life of a person. It entails basic facts, such as childhood, education, career, relationships, family, and death. Biography is a literary genre that portrays the experiences of all these events occurring in the life of a person, in a chronological order.		
	Newspaper Report The aim of a report is to provide detailed information about the way things are or were, and to help readers/listeners understand what is being described by organising or categorising information. It should be factual and impartial A newspaper report is an example of a non-chronological report.		

English Writing Curriculum

Introduction

Effective writing instruction follows a structured sequence to support children in developing their writing skills with purpose and confidence. This approach ensures that children engage with vocabulary-rich texts, analyse different writing styles, and receive explicit teaching in key grammatical and structural elements. Through teacher modelling and guided practice, children gain a deep understanding of how to craft technically accurate, engaging, and purposeful writing. Opportunities for self and peer evaluation further refine their work, enabling them to make thoughtful revisions before producing a final, polished piece. This structured process not only enhances their writing ability but also fosters creativity, independence, and a strong command of language.

IDEAS TO INSPIRE	ANALYSE TEXT	Teach	MODEL	Write	EDIT	Publish
Vocabulary rich text have been selected (with cross curricular links being made where applicable) and are used to generate inspiring opportunities to write for purpose.	A series of lessons will be spent teaching and practising the required vocabulary grammar, punctuation and text features as well as different sentence structures, to enable children to	Time will be spent analysing a text type to sufficiently develop knowledge and understanding about the style and purpose of the text type. This will enable children to form opinions and develop the necessary tone and vocabulary choices to emulate this style of writing, as well as being able to identify the grammar features required to practise before writing their own piece of text.	The class teacher will explicitly model the writing process to ensure children have seen and understood how to incorporate the required grammar elements into their writing and how to edit and improve as they	Children will produce technically accurate pieces of written work which, show understanding of purpose; are lively and engaging showing assured and conscious control of levels of formality; select the appropriate vocabulary and grammar to achieve a successful outcome.	Children will self evaluate their own writing or peer evaluate another's writing. They will respond to feedback from their teacher (both verbal and written feedback in red pen) Children will discuss and evaluate the impact of their language and grammar features and edit in purple pen accordingly. Redrafting will take place as necessary.	Final pieces can be hand written or word processed, ensuring a balance between the two is achieved. Published work could be for display.

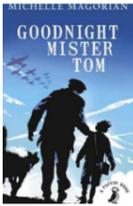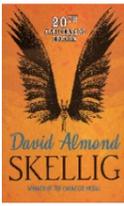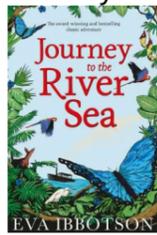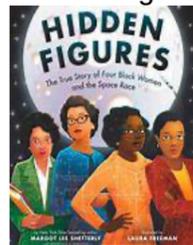| Year 3	Overview					
		Stone Age Boy 	The Bear and the Piano 	The Boy who Grew Dragons 		Marcy and the Riddle of the Sphinx
Purpose	Writing to entertain	Writing to inform	Writing to entertain	Writing to entertain	Writing to entertain	Writing to Persuade
Text form	Short diary entry	Explanation text -	Descriptive writing – setting/character	Poetry about dragons	A piece of reflective writing in character	Historical narrative
Focus	Using first-person perspective and past tense to convey personal feelings.		Using emotive language and detailed descriptions to recount events. Expanded noun phrases Similes Third person Recount style	Using visual layout and vivid imagery to enhance meaning.	Creating character depth with reflective detail.	
Purpose	Writing to Inform	Writing to Inform	Writing to inform	Writing to entertain	Writing to Persuade	Writing to entertain
Text form	Non- chronological report	Recount in form of a letter	Informal letter Writing a descriptive letter home to describe the setting.	Diary entry	Formal Speech	Writing a story – building atmosphere and suspense
Focus	Fact, detail, sentence structure, description, adverbials	Sentence structure, paragraphs, conjunctions.	Conveying personal tone and informal style. Figurative language, adjectives, adverbs, conjunctions, powerful verbs, emotive language	.	Structuring arguments with repetition and rhetorical devices.	Reflecting mood changes and personal growth
Purpose	Writing to persuade	Writing to entertain	Writing to entertain	Writing to Persuade	Writing to Discuss	Writing to entertain
Text form	Persuasive letter from viewpoint of animals	Non-chronological report on The Stone Age	Alternative ending	Informal letter	A newspaper report	A short traditional tale
Focus	Writing in sentences, paragraphs, adverbials, conjunctions, rhetorical questions, revisit 1st person & emotive language	Conjunctions Expanded noun phrases Commas Relative Clauses	Building pace and tension with dynamic descriptions.		Writing in third person with factual accuracy and concise language.	Link to Egyptian myths and legends

	THE DAY I WAS ERASED	The Lion, the Witch and the Wardrobe — C. S. LEWIS	KATE DiCAMILLO — EDWARD TULANE	Varjak Paw — SF Said	DAVID WIESNER — FLOTSAM	CRESSIDA COWELL — HOW TO TRAIN YOUR DRAGON
Purpose	Writing to entertain	Writing to inform	Writing to inform	Non-chronological report on cats	Writing to entertain	Writing to entertain
Text form	Diary Entry	Setting Description	Recount / writing in role	Report on breed of Cat (fictional)	Dialogue. Write a short scene using dialogue between the boy and someone he tells about the camera.	Recount/Diary
Focus	First person Past Tense Personal reflections feelings/rhetorical questions) Informal language – use of contractions	Expanded noun phrases Fronted adverbials Figurative language – similes/personification	First person Past Tense Personal reflections (adjectives to describe feelings/rhetorical questions) Informal language – use of contractions Fronted Adverbials	Subordinating conjunctions Expanded noun phrases Commas Relative Clauses	Fronted adverbials Expanded noun phrases Subordinate clauses Nouns & pronouns for cohesion Full punctuation /direct speech Commas after fronted adverbials	First person Past Tense Personal reflections feelings/rhetorical questions) Informal language – use of contractions
Purpose	Writing to inform	Writing to entertain	Writing to entertain	Writing to Discuss	Writing to inform	Writing to Persuade
Text form	Non-chronological report	Persuasive writing/speech	Descriptive poem	Persuasive Letter to City council	Nonfiction writing	Persuasive letter
Focus	Third person Technical vocabulary/factual information. Formal language Paragraphs to organise ideas.	Nouns and pronouns to create cohesion Adverbials (therefore, however). Paragraphs. Recap expanded noun phrases to give positive points for persuasion.	. Figurative language – similes/personification Expanded noun phrases	Subordinating conjunctions Expanded noun phrases Commas Relative Clauses Start Prent perfect	Organising information into logical sections with subheadings.	Selecting strong points and counterpoints to build a convincing case.
Purpose	Writing to Persuade	Writing to entertain	Writing to entertain	Writing to entertain	Writing to entertain	Writing to entertain
Text form	A persuasive letter	Narrative – suspense writing	Newspaper report	Poetry – figurative language focus-soundscape poem	A piece of extended narrative	Narrative – alternative ending
Focus	Use of causal conjunctions to give detailed reasons. Adverbials to link ideas within and across paragraphs. Rhetorical questions Emotive language	Dialogue to convey character Revisit fronted adverbials & expanded noun phrases Explore sentence length e.g. short sentences for suspense.	Staying true to original tone and character.	Similes metaphors personification alliteration onomatopoeia expanded noun phrases prepositional phrases for imagery fronted adverbials for effect	Developing story with complex characters and detailed settings.	Managing multiple plot strands with clarity.

	THE CALL OF THE WILD — JACK LONDON	The Wizards of ONCE — CRESSIDA COWELL	STREET CHILD — BERLIE DOHERTY	LOUIS SACHAR — holes	Boy at the Back of the Class	THE ADVENTURES OF ODYSSEUS
Purpose	Writing to entertain	Writing to entertain	Writing to inform	Writing to persuade	Writing to Persuade	Writing to Discuss
Text form	To continue a narrative	Character description	Biography	Informal letter	A piece of persuasive writing	Discuss the actions of Odysseus
Focus	Using dialogue and action to move the story forward.	Showing rather than telling through precise description.	Third person. Relative clauses with a focus on fact and detail. Emotive language. Parenthesis	Paragraphs used to group related ideas. Emotive Language	Employing modal verbs and persuasive connectives.	Modal verbs: could, might, should. Adverbials: However, On the other hand… Relative clauses. Expanded noun phrases. Paragraphs for each viewpoint
Purpose	Writing to inform	Writing to inform	Writing to discuss	Writing to entertain	Writing to inform	Writing to Persuade
Text form	A non-fiction presentation	Newspaper	Balanced argument	Narrative "Escape from Camp Green Lake"	A formal letter	Persuade Poster task warning on Sirens/Scylla
Focus	Structuring content with clear headings and bullet points.	Reported speech and past tense	Poor laws, children's rights. Adding detail using relative clauses. Adding detail using parenthesis. Fact and description. Emotive language	Subordinate and relative clauses	Maintaining formal tone and structure.	**Focus:** Clear message, strong language, visual layout. Imperatives: Rhetorical questions. Commas for fronted adverbials. Adjectives for impact
Purpose	Writing to entertain	Writing to entertain	Writing to Inform	Writing to entertain	Writing to inform	Writing to inform
Text form	Poetry	Chapters to further build an atmosphere	Formal letter	Setting description	A report to present	Write a letter from Odysseus to Penelope
Focus	Using figurative language to evoke mood or atmosphere.		Formal language. Persuasive devices	Sensory details, fronted adverbials, figurative language, mood and vocabulary choices, shifting in perspective	Including evidence to support points.	Clear structure, formal/informal tone / Subordinate clauses. Expanded noun phrases. Commas in lists. Fronted adverbials

Year 6	Overview					
	The Arrival	Goodnight Mr Tom	Skellig	Journey to the river sea	The London eye mystery	Hidden Figures
Purpose	Writing to inform	Writing to persuade	Writing to entertain	Writing to entertain	Writing to entertain	Writing to Inform
Text form	An informal letter Emotive language	Setting description – prepositional phrases, expanded noun phrases, Diary entry	Newspaper Report Expanded noun phrases Fronted adverbials Semi colons/colons Sentence starters	Speak to Lauren	Newspaper report	Biography
Focus	Using imagination to support imagery of characters Conveying personal tone and conversational style	Past tense, first person informal language Speech marks to advance the narrative Language and reflection point Deep emotion	Extension of a narrative Adverbials Sentence starters Ensuring continuity of plot and character development.	Deepening character voice and perspective.	Precise use of chronological language and detailed description.	Using rhetorical devices such as rule of three and emotive language.
Purpose	Writing to entertain	Writing to inform	Writing to entertain	Writing to inform	Writing to entertain	Writing to entertain
Text form	Setting description Expanded noun phrases, fronted avderbials, relative clauses	Political public address	Character description Relative clauses Parenthesis Literary devices Figurative language	A letter of apology	Missing person report/eye witness report	Memoir
Focus	Staying in role through consistent voice and actions Speech marks to advance the narrative.. Figurative language and vocabulary choice	Formal language and specific vocabulary Active and passive voice, semi colons	Deepening introspection and self-awareness.	Expressing regret and offering resolution.	Combining appearance and thoughts for depth.	Strong personal voice, vivid imagery, deepening introspection and self-awareness
Purpose	Writing to entertain	Writing to entertain	Writing to Persuade	Writing to entertain	Writing to Discuss	Writing to Persuade
Text form	A narrative in character	Diary entry	Balanced argument for a speech	An extended narrative	A persuasive speech	A persuasive speech
Focus	Conveying personal tone and conversational style. Staying in role through consistent voice and actions.	Language and reflection point Deep emotion	Providing balanced views with strong conclusions.	Managing multiple plot strands and complex character interactions.	Using rhetorical questions and repetition for emphasis.	Emotive language, imperatives, modal verbs, rhetorical questions