

# Year 1 - 6 Writing Curriculum

## Aims:

- We expect 100% of our children to leave Beckfoot Allerton as skilled, knowledgeable, language rich individuals who can write for a range of genres, purposes and audiences.
- Every child at Beckfoot Allerton will be taught the skills of writing across many styles of fiction, non-fiction and poetry.
- Children will use high-quality model texts that underpin the structural and language features necessary for such a genre.

## Purpose:

- **A well-planned curriculum:** writing is a difficult yet progressive skill; we teach with clear structure, allowing pupils the time to internalise, share, practise and invent with their own writing.
- **Powerful knowledge:** from Year 2, Beckfoot Allerton children will experience the high-quality written spine of a range of evidence informed Talk4Writing approach. These texts support our knowledge-rich curriculum and expose children to necessary toolkit features needed to convey a genre.
- **High-quality teaching:** our lessons take an oracy-led approach to teaching writing, through an 'I do, we do, you do' approach. Children share experiences of a model text and internalise this as the expert. Then, they are taught how to write in such a genre, supported by opportunities to collect ideas and create a high-quality shared write. Feedback is paramount to the teaching sequence, where teachers teach multi-step, multi-objective lessons in order to spiral knowledge and support long term memory.
- **No child left behind:** each unit within our writing spine is open-ended; children learn to write a range of tales, non-fiction units and poems and, by the end of the unit, commit to a 'show what you know' approach. They learn alongside the teacher and scaffolds are shared with a slow-release approach for those who need it.

# Year 1

	Reading	Writing			
		Reading spine books	Objective		
Aut 1	Daily RWI Phonics lessons, including Get Writing				Securing sentence writing, using reading spine books as stimuli
Aut 2					
Spr 1	Daily RWI Phonics lessons, including Get Writing				Securing writing a series of sentences, using reading spine books as stimuli
Spr 2					
Sum 1	Daily RWI Phonics lessons, including Get Writing				An introduction to Beckfoot Allerton's Talk4Writing approach, in readiness for Year 2
Sum 2					

## Talk4Writing

Each half term, all year groups focus on the same fiction toolkit/non-fiction genre to support progression and shared learning.

Cycle	1		2		3	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Fiction toolkit</b>	Setting	Suspense	Character	Dialogue (apart from Y2)	Action and description	Action – openings and endings
<b>Non-fiction genre</b>	Discussion	Explanation	Persuasion (apart from Y5)	Information (apart from Y5)	Instruction	Recount

## Year 2

	Reading	Writing				Poetry
	Reading teaching book	Fiction plot type and toolkit	Fiction WAGOLL text	Non-fiction genre and form	Non-fiction WAGOLL text	Poetry
Aut 1	RWI Phonics	Rags to riches – setting	Jack and the Beanstalk	Discussion Balanced argument	Should Jack and his Mum hire a monster to protect their gold?	Rhyming poem AABB Acrostic poem
Aut 2		Warning story – suspense	The Gruffalo	Explanation text	How to travel safely through the forest	
Spr 1	Mr Wolf's Pancakes	Defeat the monster - character	Rainbow Fish	Persuasion Leaflet	Talking Ted	Tanka Rhyming poem ABAB
Spr 2	Anansi the Spider	Meeting – openings and endings	Supertato Rescue	Information Report	A hot or cold place	
Sum 1	No Pets Allowed!	Wishing tale - description	Mr Big	Instructions	How to grow a plant	Limerick Rhyming poem
Sum 2	George's Marvellous Medicine	Rags to riches tale - action	The Story of Pirate Tom	Recount	Retell of favourite story	

# Year 3

	Reading		Writing				Poetry	CC
	Reading teaching book	Class novel	Fiction plot type and toolkit	Fiction WAGOLL text	Non-fiction genre and form	Non-fiction WAGOLL text	Poetry outcome	Cross curricular writing
Autumn 1	Iron Man	PSHE picture books	Warning tale - setting	Little Red Riding Hood	Discussion Balanced argument	Was it better to live in the stone age or modern Britain?	Rhyming poem Cinquain	What were the major differences between the different eras of the Stone Age?
Autumn 2	Luma and the Pet Dragon	Varjak Paw	Tale of fear - suspense	Kassim and the Greedy Dragon	Explanation text	Why are ____ a nuisance?		'There are more advantages to living in a city than disadvantages.' Do you agree?
Spring 1	The Firework Maker's Daughter	Apprentice Witch	Defeating the monster tale - character	Smok the Dragon	Persuasion Leaflet	Fantastic fish	Epitaph Limerick	What do we know about the Shang Dynasty?
Spring 2	Stig of the Dump	Wild Way Home	Wishing tale - dialogue	The King of the Fishes	Information Report	Mountains, volcanoes and earthquakes		Imagine you are in charge of a town. How would you plan for a volcanic eruption?
Summer 1	Mark of the Cyclops	The Firework Maker's Daughter	Quest tale – action and description	Maisy Mouse	Instructions	How to make a Greek pot	Haiku Clerihew	Describe two ideas from Ancient Greece that have lasted to the modern day. What are the differences between then and now?
Summer 2	Princess Olivia Investigates the Weather	The Abominables	Defeating the monster tale - action	The Door	Recount	Our school trip		Why does it rain?

## Year 4

	Reading		Writing				Poetry	CC
	Reading teaching book	Class novel	Fiction plot type and toolkit	Fiction WAGOLL text	Non-fiction genre and form	Non-fiction WAGOLL text	Poetry outcome	Cross curricular writing
Autumn 1	Defenders: Dark Arena	Vi Spy	Rags to riches tale - setting	Egyptian Cinderella	Discussion Balanced argument	Should mobile phones be allowed in schools?	Narrative Cinquain	How far do you agree with the following statement? 'Life for most Britons didn't change much when the Romans came to Britain.'
Autumn 2	The Explorer	Vi Spy	Finding tale – suspense	Adventure at Sandy Cove	Explanation text	Why you should not enter the forest		Why should we protect rivers from pollution?
Spring 1	The Anglo-Saxon Boy	Apprentice Witch	Character flaw tale - character	Reilly	Persuasion Speech	Punish Reilly!	Limerick Rhyming couplet	How did the Anglo-Saxons change life in Britain?
Spring 2	Boy at the Back of the Class	Apprentice Witch	Warning story - dialogue	Staying Out	Information Report	Habitats		'Migration has more disadvantages than advantages.' Do you agree?
Summer 1	Riddle of the Ruins	Kensuke's Kingdom	Portal story - style, description and action	Elf Road	Instructions	How to make a bug hotel	Epitaph Clerihew	'The Vikings were not just bloodthirsty warriors.' What evidence do we have to support this view?
Summer 2	The Girl who Stole an Elephant	Kensuke's Kingdom	Tale of fear – action	Zelda Claw and the Rain Cat	Recount Newspaper report	An Anglo-Saxon event		'Every country should stop mining natural resources.' How much do you agree with this statement?

# Year 5

	Reading		Writing				Poetry	CC
	Reading teaching book	Class novel	Fiction plot type and toolkit	Fiction WAGOLL text	Non-fiction genre and form	Non-fiction WAGOLL text	Poetry outcome	Cross curricular writing
Autumn 1	Children of the Benin Kingdom	Stink!	Warning tale - setting	The Canal	Discussion Balanced argument	Should children be homeschooled?	Limerick Tanka	What are the achievements of the Benin Kingdom?
Autumn 2	Kick	Wonder	Tale of fear - suspense	The Nightmare Man	Explanation text	Fairytale justification		How far do you agree with the following statement? 'Governments around the world should clear slums away.'
Spring 1	Spymaster	Spell Tailors	Portal story - character	The Time-Slip Scarab	Information Report	What was life like in Benin?	Sonnet Clerihew	Who was the greatest medieval monarch?
Spring 2	Zo and the Forest of Secrets	Dragon in the library	Finding tale – dialogue and action	Dobby and the silver ring	Persuasion Brochure	Come to ....!		How much do you agree with the following statement? 'It is already too late to protect biomes from climate change.'
Summer 1	High-Rise Mystery	Zo and the Forest of Secrets	Defeating the monster – style and description	Beowulf	Instructions	How to be an eco-warrior	Narrative Tongue twister	What did the British civil rights protests in the twentieth century have in common?
Summer 2	The Drowning Day	High-Rise Mystery	Defeating the monster - action	Albert the Sweep	Recount Newspaper report	High Rise Mystery unfolded!		'Humans cannot live sustainably.' How much do you agree with this statement?

## Year 6

	Reading		Writing				Poetry	CC
	Reading teaching book	Class novel	Fiction plot type and toolkit	Fiction WAGOLL text	Non-fiction genre and form	Non-fiction WAGOLL text	Poetry outcome	Cross curricular writing
Autumn 1	Street Child	The boy that flew	Suspense tale - setting	Kidnapped	Discussion Balanced argument	Should children have televisions in their bedrooms?	Limerick Remembrance rhyming couplets	What advantages and disadvantages did the Industrial Revolution have for working-class people?
Autumn 2	Holes	Far From Home	Wishing tale – suspense/atmosphere	The Old Mill	Explanation text	The Teacher-Pleaser Machine		What does your fieldwork show?
Spring 1	Secret Suffragette	Spell Tailors	Warning story - character	The Caravan	Persuasion Report	Splooosh!	Quatrain Tanka	Non-violent protest is not enough. Do you agree?
Spring 2	Fight Back	Room 13	Adventure story – dialogue	The Tunnel	Information Pamphlet	Yellow-spotted lizards		'Population increase is one of the greatest risks to the planet.' Do you agree?
Summer 1	Letters From The Lighthouse	Goodnight, Mister Tom	Portal story	Back to the riots	Instructions	How to build an Air Raid Shelter	Epitaph Tongue twister	Could the Second World War have been avoided?
Summer 2	Boy 87	The Final Year	Focus invented writing based on need and moderation	The Final Year (poetry)	Recount Newspaper report	Surviving Year 6!		'Globalisation has made the world a better place.' How much do you agree?