

#### English - Writing

#### STRIDE Curriculum 2024/25



#### Intent and Design – What are we trying to achieve?

Our WRITING curriculum aims to develop pupils' understanding of and confidence in developing and using writing key skills, enabling them to write independently for a variety of audiences and purposes within different subjects. Through analysis and discussion of high-quality texts, children will learn how to 'read as writers' and 'write as readers'. Using their Reflector Seagrave Step, children will strive to improve their writing throughout the writing process. Most importantly, we aim to promote a love of writing using creative, engaging 'hooks' and purposeful contexts.

Speaking We Speak with core vocabulary, confidence and care	Thinking We think deeply and widely using our head and our heart	<b>Reading</b> We read for knowledge and pleasure	Inspiring Attitudes Our learning behaviours are excellent	<b>Determined Ambition</b> We achieve our goals	Everyone We include and value everyone
<ul> <li>Debates, discussion, role play</li> <li>Daily word exploration in context or writing and reading</li> <li>Oral rehearsal for drafting</li> </ul>	<ul> <li>High-impact teaching of basic skills: phonics, spelling (RWinc), handwriting, grammar &amp; punctuation</li> <li>Author links</li> <li>Linking our writing to other curriculum areas</li> </ul>	High-quality, age-appropriate and diverse range of fiction and nonfiction texts used as models/stimuli—Reading Spine/Power of Reading  •	<ul> <li>A wide range of writing opportunities give children the skills to make a difference to their school, community and the wider world</li> <li>Paired writing and peer editing opportunities encourage kindness and collaboration</li> </ul>	Pupils use toolkits to set goals in their writing and achieve them	<ul> <li>All children have access to the agerelated writing National Curriculum through differentiated support, guided writing and scaffolds</li> <li>In-class teacher/TA support</li> <li>Vocabulary preteaching</li> <li>Phonics intervention and differentiated spellings</li> <li>Small group interventions</li> </ul>



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# V. GRAVE

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## Implementation – How will we arrange learning?

	Autumn Term	Spring Term	Summer Term
	Terminology		
	Sound, letter, word, blend, Fred talk	Capital letter, finger space, blend, segment, special friends.	Sentence, capital letter, full stop
	Handwriting / letter formation		
	Mark make from left to right Write our own names correctly Begin to form alphabet letters Develop a dominant hand and a tripod grip	Hold and use a pencil effectively for writing. Form all of the letters of the alphabet (not all correctly formed) Understand the difference between lower and upper case letters.	Form all upper and lower case letters correctly Consistently use a tripod grip.
	Letter		
	Linking sounds to letters. RWI Set 1 - m s a d t i n p g o c k u Beginning to hear and write initial and ending sounds in words. Read sound blending books.	Linking sounds to letters. RWI set 1 - b f e l h r j v y w z x qu + Set 1 special friends — sh ch th ng nk Read Ditty books.	Linking sounds to letters. RWI – Read all set 1 sounds and special friends. Learn double letters ll, zz, ss, ff Read Red and then Green story books.
١	Word		
	Blend and segment VC and CVC words orally Begin to learn red words by sight – I the to my go no Write some of these words from memory.	Beginning to hear and write VC and CVC words. Write words containing some digraphs. Continue to learn red words – Me he she we be of for you said Write some of these words from memory.	Write CVC and CVCC words correctly. Begin to write red words within writing. Continue to learn red words — Your are was come some her they have were Write some of these words from memory.
	Punctuation		
		Introduce capital letters and full stops	Use capital letters and full stops.
	Sentence		
		Write a caption with finger spaces and a capital letter	Write a simple sentence with capital letter, finger spaces and full-stop.
1	Writing		
	Sequence a story orally with pictures. Give meaning to the marks they make.	Create a story map. Read back own writing. Continue to write labels, lists, speech bubbles, cards and captions.	Re-tell a story with some accuracy. Write 2 or 3 sentences.

KS	Autumn Term		Spring Term		Summer Term	
Cycle A	Pulls fort Annual of Dia Res	Life Const. The Ground State S	GRÜFFILO	ZOG	Grandpa Kingfisher A Wester Monter to total state of the total state o	Coud Baylon Park Magic FARAWAY REE- & COLLECTION
	Instructions Narrative	Letter Diary entry Description	Information text Labelling Narrative	Character Description Narrative	Narrative Explanation text	Poetry Newspaper report
Cycle B	CHAT FIR O'LO DANGE COMPANY COM CHAP COMPANY COM CHAP COMPANY	LOOK PUPI	HERE WE WAR	BOOK EATING THE STATE OF THE ST	MEERKAL APES TO STORY TO STORY THE BRIS MAIL	STANLEY FUNNYBONES  FUNNYBONES  Funnybores
	Recount Diary	Information text Narrative	Newspaper report Labelling	Letter Narrative	Poetry Fact File	Retelling Postcard

LKS 2	Autumn Term		Spring Term		Summer Term	
Cycle A	SECRETS SOF A KING	CRESSIDA COWÉLL HOWTO TRAIN YOUR DRAGON COWELL BE A NG	Ted Hughes the Iron man  Salan Botton  Salan Botton	ALASTAIR HUMPIRERS BLOTTON To PROJECT 7610	DAVID WIESNER	HOST ACCALANT LACUE WORKS
	Narrative Letter	Non-Chronological report Narrative	Narrative Biography	Diary Advert	Narrative Short Story	Poetry
Cycle B	WHO LE THE GODS	SAISSHI K.TAN  SAISSHI K.TAN  SAISSHI K.TAN	My name is not Refugee Shimming Toward A DREAM	THE DAY I WAS LERASE DAY DAY LERASE DAY DAY LERASE	ESCAPE FROM POMPELL CHARTING ARIES	CHEROCAL ON A COLOR OF THE COLO
	Information Advert	Diary Information text	Non- Chronological report Narrative	Narrative Letter	Narrative Short Story	Poetry

UKS 2	Autumn Term		Spring Term		Summer Term	
Cycle A	David Almond SKELLIG	MICHAEL MORPURGO & BEOWULF & BOY	The browleds are followed to will to will.  BOY IN THE  TOWER  POLLY ROYEN	Macbeth  A State prace Stary ANDREW MATTHEW TOWN ROSS	River  River  River  River  River  Sea Rainforest Warrior  Since Control  Since C	TOS INCOME SECURITY OF THE SEC
	Suspense Persuasive advert	Biography Narrative	Informal letter Non-chronological Report	Balanced Argument Newspaper	Narrative Emotive Speech	Poetry
Cycle B	GOODNIGHT MISTER TOM	BALI RAIL NOW OR NEVER 1 STREET STORY  ROUTERING STORY  R	The near mortes general professions: 1 should a MAILORIE BURCHSHIN  LOUIS SACHAR  BIC DEAMS  Warhol  Holes	A Supprove Stag	you can't blend as when you note here to stand and	APES TO SHAPE POORNE POORNE POORNE POORNE POORNE POORNE POORNE
	Narrative Formal report	Narrative Diary	Informal letter Non-chronological report	Letter Summary	Character Emotive Speech	Poetry



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## V STOP

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## Impact – how will we achieve our aims?

Work sample	What do books show?
analysis	
Lesson observations	What is the quality of teaching, learning and use of assessment in lessons? How good is questioning in lessons?
Surveys	What do teachers and families say about this subject?
	What do the children say about their learning in this subject?
Interviews	What do the staff say about teaching this subject?
Data	What does the data tell us?
analysis	
Coaching	What is the impact of coaching and mentoring? Support for colleagues in this subject?
and	
Mentoring	
Training	What is the impact of the training undertaken?
Learning	How does the learning environment support learning in this subject area?
Environment	