Writing Overview

Intent

At Downsview Primary and Nursery School, we believe that English is fundamental to the primary curriculum, and we are committed to nurturing our pupils' right to literacy and their enjoyment of literature. Our intent is to ensure that pupils are taught to speak and write fluently, enabling them to effectively communicate their ideas and emotions while also listening and responding to others.

We recognise that reading plays a crucial role in the holistic development of pupils—culturally, emotionally, intellectually, socially and spiritually. Through reading, pupils not only acquire knowledge but also build upon their existing understanding, fostering a deeper connection to the world around them.

Our aim is to equip every pupil with a strong command of the spoken and written word. We strive to cultivate a love of literature by promoting widespread reading for enjoyment. By prioritising these elements, we ensure that our pupils are prepared to participate fully as engaged members of society, capable of expressing themselves and appreciating the richness of language.

Implementation

Spelling, punctuation, grammar and handwriting:

At Downsview Primary and Nursery School, we promote a consistently high standard of joined-up handwriting and neat presentation across the entire school. This standard is recognised, understood, and followed by all pupils and staff.

In Reception, letter formations are taught alongside phonics. Once pupils have mastered their letter formations and sounds, they are encouraged to adopt cursive handwriting. From Year 1 onwards, all classes receive dedicated handwriting instruction and are provided with ample opportunities to practice their skills.

We follow a structured phonics scheme- Little Wandle, which has been adapted to meet the needs of our children. In Early Years and Year 1, new phonemes are introduced for the first time, teachers will teach the letter name (s), the sound it usually makes, and the action. As children progress in their phonics learning each week will include specific teaching and modelling of the skill of blending and segmenting.

Grammar and punctuation learning opportunities are weaved into the literacy lessons, but also taught discreetly at times.

Years 2 to 6 In school spelling:

We follow a consistent and robust 36 week Spelling scheme which teaches the rules and challenges that the English language gives us. Each week we focus on a new spelling rule and teach lessons daily which include; games, looking for patterns and practising the rule.

Years 1 to 6 Home learning:

In year 1, the children are given one sound a week to practise in their CGP Phonics booklets. Years 2 to 6 send home 10 spellings each week, for children to practise. These spellings are sent home on a Monday and are tested the next Monday. The weekly spellings are linked to a spelling rule, which will be taught at school that week.

Writing

Writing is taught through the 'Talk for Writing' (T4W) approach, which provides pupils with the opportunity to learn quality texts by heart. This method allows them to internalise and embed rich language, diverse sentence structures, and a broad range of vocabulary, building upon these skills each year. Additionally, this approach helps pupils understand key story plot patterns, making it easier for them to generate their own narratives as they become familiar with the direction of a story. Consequently, pupils can focus on their vocabulary choices, sentence structure, punctuation, and essential grammar elements, ensuring their writing is coherent and meaningful.

A variety of fiction and non-fiction genres, as well as poetry, are taught to ensure pupils are aware of the distinct features of different text types. Once pupils have imitated and innovated a quality text, they progress to the independent application phase, where they plan and produce their own writing.

Alan Peat's 'exciting sentences' strategy is employed to meet the expectations set out in the National Curriculum. This approach equips pupils with a repertoire of varied sentences and contextualised punctuation.

To develop reading skills in the Early Years, a structured phonics approach is embedded, and every pupil receives 1:1 reading opportunities. In Year 1, daily reading sessions focus on word reading and comprehension. During the Autumn term of Year 2, reading continues to be taught through daily sessions to ensure every pupil can decode and read fluently. From Spring onwards, reading is taught using a whole-class teaching approach. In dedicated reading slots, teachers employ a range of strategies and sentence stems to aid comprehension and encourage reading with meaning. These sessions incorporate whole-class modelling prior to pupils applying these skills through partner and independent work.

Pupils are frequently reminded that to become proficient readers, they should read each day. Therefore, in addition to dedicated reading instruction, opportunities for 'reading for pleasure' are integrated into the timetable, and pupils are consistently encouraged to read at home.

	GPS focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Mark making**	Controlled mark making that has repetitive elements Controlled strokes and straight lines Select mark making tools independently		Begin to use anti clockwise movements with discernible features Can capture space Sometimes gives meaning to the pictures they draw or paint Draws geometric like shapes Ascribes meaning to marks that they see in different places		Draws figures of objects or people with discernible features Beginning to use discernible symbols and or letters Will make marks in one continuous motion Invented drawing Conventional drawing Copy some letters from their name	
Reception	**Finger spaces** **Full stops** **Capital letters**	Clean up! Journey Tale Focus: **Description**	Owl Babies Focus: **Description** Stickman Journey Tale Focus: **Description**	T4W: Goldilocks Focus: **Description** T4W: Gingerbread main Focus: **Description**	Supertato Focus: **Description of a character**	Recipe (making a fruit salad). The very Hungry Caterpillar Life Cycles-Butterfly Focus: **Information Instructions**	Reception trip Focus: **Recount**
Year 1	**capital letters, full stops, question marks, exclamation marks, plural, singular**	Three Little Pigs Focus: **Conquering the Monster** The Princess and the Pea Focus: **Meeting Tale** *Links to Black History Month*	Paddington Bear Focus: **Journey Tale** How to Catch an Elf Focus: **Instructions**	Where the wild things are Focus: **Description** **Real life writing-** write an invite to the rumpus	Hedgephant Non-Fiction - **Information text** Zig the Alien's Diary Focus: **Non Fiction - Diary**	The King Who Banned the Dark Focus: **Wishing Tale** Tree Giants- **non fiction**	The Papaya that spoke Focus: **Journey Tale** **Character - *Transition unit*** Non-Fiction Topic unit

				Non-Fiction Topic unit **Animal Fact file**			**Persuasive writing - Lost animal**
Poetry		**Acrostic**		**Riddles**		**Shape poems**	
Year 2	**noun, noun phrase, adjective, adverb, verb commas, apostrophes , suffix, compound.** **exclamation , command, statement, question**	The Snail and the Whale Meeting Tale Focus: **Setting**	The Dragon Machine Rags to Riches Tale Focus: **Description** The Dragon Machine Focus: **Instructions** - how to catch a dragon	Missing Non-Fiction: **Persuasion**	Once upon a wildwood Journey tale Focus: **Dialogue**	Jim and the Beanstalk Focus: **Rags to riches Description** **Real life writing-** recount of trip through the eyes of an object	The Day the Crayons Quit Focus: **Dialogue**
Poetry		**Diamante**		**Haiku**		**Free verse**	
Year 3	**preposition, conjunction, prefix, clause, subordinate clause, consonant, vowel, speech marks, paragraph**	Stone Age Boy Portal Tale Focus: **dialogue** Magic Box Focus: **Poetry**	Between tick and tock Portal Tale Focus: **Setting description** Escape from Pompeii Tale of fear	Troll Trapper Advert Focus: **Persuasion** Playscripts	The Abandoned Cave Story Focus: **Suspense** **Real life writing-** A day in the life of a Year 3 pencil	The Tin Forest Wishing Tale Focus: **setting description** T4W- The Spy Car Information Prince to Frog Focus: **Explanation**	

			Focus: **Action/ dialogue**				
Poetry		**Free verse**		**Free verse**		**Limericks**	
Downsview reading Journey text and focus		**Wild Way Home**		**Boy in the Back of the Class**		**The Wild Robot Kensuke's Kingdom**	
Year 4	**pronoun, possessive pronoun, adverbial, fronted adverbial, determiner**	The Canal **Warning tale** Focus: Setting The Canal **Recount- diary entry**	The King of Fishes **Wishing Tale** Focus: dialogue The King of Fishes **Information text Hybrid Animals**	Smaug **Quest tale** Focus: action	Leon and the Place between- Portal story **Real life writing-** Circus skills	Coral Ocean **Meeting tale** Focus: Character Poetry about the ocean	William's lucky escape **Losing Tale** Focus: openings/ endings Dialogue revision ready for Year 5 Focus: **Newspaper report**
Poetry		**Kennings**		**Free verse**		**Senryus**	
Downsview Reading Journey - text and focus		**Girl of the Ink and Stars- Vocabulary rich**		**Faraway Truth- equality and addressing modern issues**		**Asha and the Spirit bird- Diversity**	

Year 5	**modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity**	Ilya and the Wolf Tale of fear Focus: **Characterisation** Animal **non- chronological reports**	The Manor House Tale of fear Focus: **Suspense** How to escape a haunted house **Instructions**	London Eye Mystery Journey Tale Focus: **Characterisation/ description** **Real life writing-** Trip to the London Eye as a go pro camera	Elf Road Portal Tale Focus: **action**	Should Jack be convicted of his crimes? Focus: **Discussion**	Sandy Cove Focus: **Persuasion** Theseus and the Minotaur **Monster Tale**
Poetry		**Free verse**		**Renga**		**Senryu**	
Downsview Reading Journey - text and focus		**The house with Chicken legs- Vocabulary rich**		**The girl who stole the Elephant – diversity**		**Wonder**	
Year 6	**active voice, passive voice, subject, object, ellipsis, semi-colon, colon, hyphen, synonym, antonym**	Gas Mask Losing Tale Focus: **Setting** Gas Mask Focus: **Newspaper report**	WW2 Non Fiction: **Newspaper report** The temple of Gold Journey Tale Focus: **Characterisation**	The Invasion Character threat Focus: **Suspense (Hot write x 2)** Romeo and Juliet Shakespeare unit Week 1	Romeo and Juliet Shakespeare unit week 2 **Non Fiction** Focus: **Explanation**	**Real life writing-** recount of the theatre trip as the curtains Hunger Games- revisit all objectives	The Last Bear Focus: **Newspaper Article**
Poetry		**Free verse based on Gas mask**		**Free verse based on the hunger games**		**Free verse**	
Downsview Reading							

Journey - text and focus	Fireweed Once	Me my Dad and the End of the Rainbow- diversity and inclusion	The Hunger Games- Action and suspense Holes- Choices, fate and destiny
Non- fiction **Persuasion** - writing to convince your reader that what you're saying is true. **Discussion** - writing different points of view on an issue, providing arguments for and against. It presents a balanced set of arguments without leaning one way or the other. **Recount** - writing in chronological order about an event which has happened. **Information** - writing information about a particular topic. **Instruction** - writing a set of instructions explaining how something should be carried out or completed. **Explanation** - writing an explanation so that the reader can understand how or why something is done.		**Fiction** **Rags to Riches tale-** A rags to riches narrative is often used to describe people who begin their lives in extreme poverty and end up comfortable and wealthy, often through hard work or exceptional talent. **Fear Tale-** A fear narrative tells the story of a character who finds something unusual, which causes a problem. The main character has to return the object to put things right. In putting everything right, the main character also learns a lesson. **Journey tale-** A journey story tells the tale of a main character who goes on a journey and has to overcome a number of problems before the journey ends. **Conquering the monster tale-** a conquering the monster tale tells the story of the main character who is confronted by a monster who causes problems and who is hard to defeat. Eventually, the main character is able to defeat the monster and all is well. **Portal tale-** this story is about the main character going on an adventure and travelling through a portal to another place. The main character has to figure out how to get back and finally does after lots of problem solving. **Wishing Tale-** a wishing tale tells the story of the main character wanting something very badly and finding a way to wish for it. After wishing, they go on an adventure and finally end up with their wish.	

Impact

At Downsview Primary and Nursery School, our writing curriculum is thoughtfully designed and regularly updated to foster engagement and motivation among pupils, allowing them to express their creativity across various formats.

As pupils progress through the year groups, they develop both knowledge and confidence in applying spelling, punctuation, and grammar rules. Our teachers utilise marking and continuous assessment to identify and address any misconceptions, ensuring that each pupil receives targeted support tailored to their needs.

The overarching goal of our writing curriculum is to equip every child with the skills to leave Downsview as a confident writer who can communicate effectively. Additionally, we aim to instil a love of writing as a vital outlet for imagination, creativity and self-expression. By prioritising these elements, we strive to create a positive and enriching writing experience for all pupils.