



Overview	<p>At William Hulme's Grammar School, the curriculum is designed to develop independent, self-motivated pupils who are given the opportunity to thrive and are encouraged to contribute positively to our multi-cultural society. This curriculum equips pupils with self-awareness and tolerance as our learning is underpinned by our school values- respect, ambition and compassion. Pupils will master skills and obtain a deep knowledge in a breadth of subject areas. The subject specific rationales within our curriculum are built on our six key principles listed below.</p> <p>Through our Writing Curriculum, we aim to give children the confidence and skills they need to be effective communicators who can successfully engage with their next steps in life. We use the National Curriculum as a starting point, ensuring we are promoting a high standard of language and literacy by equipping pupils with a strong command of the spoken and written word and developing a love of literature through widespread reading for enjoyment. This is then exceeded through our 6 core principles: entitlement, coherence, mastery, adaptability, representation and education with character. When we teach grammar, we must talk about how writing is about choices. Choices at every level: word, sentence and text level. This enables us to create pieces of writing which communicates the message that we want to give, as authors, most effectively.</p>
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Half Term 1 and 2 (Autumn)		Assessment
Autumn Term	<p>Poetry Unit for Autumn Term Performance Poetry Song of the Train by David McCord <u>Reason:</u> To entertain <u>Audience:</u> Peers in the other class <u>Features:</u> Repetition, onomatopoeia, rhythm, speed/ pace, verses, rhyme <u>Tone:</u> Light-hearted</p>	<p>Assessments are carried out daily through formative assessment.</p> <p>Cold and hot writes (Have a go Hamed and Show me how you have grown) learning tasks take place at the start and the end of every unit to assess children's progress within an individual unit. Specific targets are set based on the outcomes of the 'cold writes' and these are assessed throughout.</p>
	<p>Half term 1 Fiction Unit Beat the monster- Narrative Hansel and Gretel (Classic fairytale) <u>Reason:</u> To entertain <u>Audience:</u> Young children <u>Features:</u> A name for the setting, senses to describe, power of three, adjectives chosen with care, time of day and weather, similes (like and as) <u>Tone:</u> Surprised, then worried</p>	<p>Half term 1 Non-Fiction Unit- Instructions- How to defeat a witch Hansel and Gretel (Classic fairytale) <u>Reason:</u> To inform <u>Audience:</u> Young children <u>Features:</u> Title, subheadings, imperative verbs, chronological order, time connectives. <u>Tone:</u> Humorous</p>
	<p>Half term 2 Fiction Unit Rags to riches- Narrative. The Elves and the Shoemaker by Brothers Grimm. <u>Reason:</u> To entertain <u>Audience:</u> Young children <u>Features:</u> Time starters, eg. Long ago, place starters e.g. in a distant land, in a far off place, a main character Explain what they want, Start action with a time starter 'one' e.g. one day, Add 'early' or 'late', End by stating what has changed or what the character has learned <u>Tone:</u> Sad, at the beginning, happy at the end</p>	<p>Half term 2 Non-Fiction Unit Non-Chronological report- Magic Elves The Elves and the Shoemaker by Brothers Grimm. <u>Reason:</u> To inform <u>Audience:</u> Peers <u>Features:</u> Title, introduction, pictures/ diagrams, subheadings/ paragraphs, facts, present tense <u>Tone:</u> Informative</p> <p>Objectives (targets) taught and achieved become non-negotiables and are displayed on working walls and referred to regularly.</p> <p>Children's writing is moderated every term based on the Year group objectives taught. Teachers receive regular CPD on moderation to ensure consistency.</p>

Half Term 3 and 4 (Spring)		Assessment	
Spring Term	Poetry Unit for Spring Term Imagery Poetry If I had wings by Pie Corbett <u>Reason:</u> To entertain <u>Audience:</u> Visitors to school <u>Features:</u> Use precise nouns, use of senses, powerful verbs, repetition, like and as similes. <u>Tone:</u> Excited	Assessments are carried out daily through formative assessment. Cold and hot writes (Have a go Hamed and Show me how you have grown) learning tasks take place at the start and the end of every unit to assess children's progress within an individual unit. Specific targets are set based on the outcomes of the 'cold writes' and these are assessed throughout.	
	Half term 3 Fiction Unit Descriptive Narrative The Magic Paintbrush by Julia Donaldson. <u>Reason:</u> To entertain <u>Audience:</u> Peers <u>Features:</u> Use precise nouns, adjectives chosen with care, power of three, powerful verbs, adverbs, use of senses, similes. <u>Tone:</u> Hopeful	Half term 3 Non-Fiction Unit Complaint Letter The Day the Crayons Quit by Drew Daywalt. <u>Reason:</u> To inform <u>Audience:</u> Members of the class <u>Features:</u> Greeting, introduction, reasons, adverbs to introduce reasons, conclusion and sign-off. <u>Tone:</u> Annoyed	Objectives (targets) taught and achieved become non-negotiables and are displayed on working walls and referred to regularly.
	Half term 4 Fiction Unit Story from another culture- Narrative Cendrillon by Robert D. San Souci <u>Reason:</u> To entertain <u>Audience:</u> Younger children <u>Features:</u> A good character, a bad character, a problem, power of three to describe, adverbs to describe how characters do things. <u>Tone:</u> Sad	Half term 4 Non-Fiction Unit Recount Model text based on a fire engine visit / trip <u>Reason:</u> To inform <u>Audience:</u> School newsletter <u>Features:</u> First person, past tense, title, introduction, time connectives, chronological order, events and opinions <u>Tone:</u> Informative	Children's writing is moderated every term based on the Year group objectives taught. Teachers receive regular CPD on moderation to ensure consistency.

Half Term 5 and 6 (Summer)		Assessment
Summer Term	Poetry Unit for Summer Term Rhyme and repetition Poetry Don't by Michael Rosen Reason: To entertain Audience: Younger children Features: Rhythm, repetition, rhyme, humour, rhetorical questions Tone: Silly	Assessments are carried out daily through formative assessment. Cold and hot writes (Have a go Hamed and Show me how you have grown) learning tasks take place at the start and the end of every unit to assess children's progress within an individual unit. Specific targets are set based on the outcomes of the 'cold writes' and these are assessed throughout.
	Half term 5 Fiction Unit Warning tale- Narrative How the Tortoise Got His Shell (Pie Corbett) <u>Reason:</u> To entertain <u>Audience:</u> Reception children <u>Features:</u> Emotions shown through choice of characters words, adverbs. <u>Tone:</u> Wise	Half term 5 Non-Fiction Unit Non-chronological report Somebody Swallowed Stanley by Sarah Roberts and Hannah Peck Reason: To inform Audience: School newsletter/ Eco-warriors display Features: Title, introduction, pictures/ diagrams, subheadings/ paragraphs, facts, present tense. Tone: Informative

	<p>Half term 6 Fiction Unit Comic Strip- Narrative Traction Man by Mini Grey Reason: To entertain Audience: Year One Features: Illustrations of characters and scenes, different sentence types, speech bubbles, present tense, powerful verbs Tone: Fun</p>	<p>Half term 6 Non-Fiction Unit Persuasive letter Me and My Fear by Francesca Sanna Reason: To persuade Audience: A new child joining the class Features: Greeting and sign off, chatty language, reasons, examples or comments, first person, positive adjectives. Tone: Encouraging</p>	<p>Objectives (targets) taught and achieved become non-negotiables and are displayed on working walls and referred to regularly.</p> <p>Children’s writing is moderated every term based on the Year group objectives taught. Teachers receive regular CPD on moderation to ensure consistency.</p>
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Useful Resources for Supporting Your Child at Home:	Homework:
<ol style="list-style-type: none"> 1. Read Together: Reading and writing go hand in hand. Read books, stories, and poems with your child. Discuss characters, plots, and ideas. Encourage them to write their own versions or sequels. 2. Fine Motor Skills: Young children need to be able to hold and use scissors and pencils appropriately before using them in a classroom context. We cannot expect them to be able to write if they haven’t yet developed the strength needed in their hands and fingers. Playing with playdough, threading beads/pasta, using clothes pegs and activities like sewing all help support this. 3. Take Advantage of Authentic Writing Opportunities: -If you are going shopping- encourage your child to write a shopping list, -If you go on a day out- purchase a postcard, -Having a party? Can your child write an invitation or a thank you card. <u>Writing needs to have a purpose.</u> 	<p>Phonics SWAY Please access the phonics SWAY on a regular basis. The read, write, inc (RWI) spelling videos will further support your child with writing at home.</p> <p>Reading books Please ensure you are reading with or to your child on a daily basis. All books (Bug club, phonics or a book from home) should be celebrated in your child’s reading record.</p>