



| | |
|-----------------|--|
| 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> |
|-----------------|--|

| Half Term 1 and 2 (Autumn) | | Assessment |
|--|--|---|
| Autumn Term | <p>Poetry Unit for Autumn Term Rhyming couplet poetry Oi Frog by Kes Gray <u>Reason:</u> To entertain. <u>Audience:</u> Young children who enjoy silly poems. <u>Features:</u> Rhyming couplets, Questions, Animals and items (different types of nouns) <u>Tone:</u> Light-hearted and fun.</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> |
| | <table border="1"> <tr> <td> <p>Half term 1 Fiction Unit Traditional tale-Narrative The Gingerbread Man (Classic fairytale) <u>Reason:</u> To entertain <u>Audience:</u> Young children who enjoy a story <u>Features:</u> Opening and ending, setting, characters, sequencing, adjectives to describe and capital letters, finger spaces and full stops. <u>Tone:</u> Light-hearted</p> </td> <td> <p>Half term 1 Non-Fiction Unit Description Wanted poster Gingerbread Man (Classic fairytale) <u>Reason:</u> To describe a character <u>Audience:</u> Young children who enjoy fairytales <u>Features:</u> Adjectives, conjunction 'and', Layout- Who is missing? Where were they last seen? <u>Tone:</u> Serious</p> </td> </tr> </table> | |
| <p>Half term 1 Fiction Unit Traditional tale-Narrative The Gingerbread Man (Classic fairytale) <u>Reason:</u> To entertain <u>Audience:</u> Young children who enjoy a story <u>Features:</u> Opening and ending, setting, characters, sequencing, adjectives to describe and capital letters, finger spaces and full stops. <u>Tone:</u> Light-hearted</p> | <p>Half term 1 Non-Fiction Unit Description Wanted poster Gingerbread Man (Classic fairytale) <u>Reason:</u> To describe a character <u>Audience:</u> Young children who enjoy fairytales <u>Features:</u> Adjectives, conjunction 'and', Layout- Who is missing? Where were they last seen? <u>Tone:</u> Serious</p> | |

| | | |
|---|---|---|
| <p>Half term 2 Fiction Unit Story from another culture-Narrative Handa's Surprise by Eileen Browne <u>Reason:</u> To entertain. <u>Audience:</u> Young children who enjoy learning about other cultures. <u>Features:</u> Sequencing- retelling the tale in order, animals from Kenya (another country), exotic fruits from Kenya (another country), adjectives to describe, main characters so we know who is in the story, settings so we know where the story takes place. <u>Tone:</u> Light-hearted/comical</p> | <p>Half term 2 Non-Fiction Unit Postcard-Recount Handa's surprise by Eileen Browne <u>Reason:</u> To share a trip out/special day. <u>Audience:</u> Peers who may enjoy reading about a special day. <u>Features:</u> Lay out features-address where the postcard is being sent, signed by who wrote it, conjunction 'and' to extend sentences and add detail, questions to include the reader, verbs to share activities done and adjectives to describe. <u>Tone:</u> Exciting and fun</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> |
|---|---|---|

| | Assessment | |
|--|--|--|
| <p>Half Term 3 and 4 (Spring)</p> <p>Poetry Unit for Spring Term Rhyming couplet poetry The Day the zoo escaped by Michaela Morgan and Se Palmer <u>Reason:</u> To tell a silly short story in an entertaining way. <u>Audience:</u> Young children who poems and animals. Features: Verbs, adverbs, rhyme, alliteration <u>Tone:</u> Humorous</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 3 Fiction Unit Tale of Magic and Disaster-Narrative Magic Porridge Pot (Year 1 Pie Corbett Bumper book). <u>Reason:</u> To entertain using magic and imagination. <u>Audience:</u> Peers who enjoy using their imagination and silly light-hearted stories. <u>Features:</u> Using the conjunction 'and', using adjectives to describe, a magical item, a disaster, opening, ending, capital letters, finger spaces and full stops. <u>Tone:</u> Magical and funny</p> | <p>Half term 3 Non-Fiction Unit Explanation text The Magic Porridge Pot (Year 1 Pie Corbett Bumper book). <u>Reason:</u> To explain how something is done or made. <u>Audience:</u> Pupils who want learn how things are done or made. <u>Features:</u> Pictures and diagrams, arrows, verbs, time connectives, conjunctions, adjectives. <u>Tone:</u> Serious, matter of fact.</p> | <p>Objectives (targets) taught and achieved become non-negotiables and are displayed on working walls and referred to regularly.</p> |
| <p>Half term 4 Fiction Unit Traditional tale-Narrative Goldilocks and the three bears (Classic fairytale). <u>Reason:</u> To entertain/teach a lesson (respecting property) <u>Audience:</u> Young children who enjoy a fairytale <u>Features:</u> Opening and ending, setting, characters, sequencing, adjectives to describe, full sentences that also include 'and' for more detail. <u>Tone:</u> Light-hearted</p> | <p>Half term 4 Non-Fiction Unit Apology Letter-Letter Writing Goldilocks and the three bears (Classic fairytale). <u>Reason:</u> To apologies in a formal way (through a letter). <u>Audience:</u> The person the letter is addressed to <u>Features:</u> Explanations using because, questions to ask for forgiveness, who the letter is to, who the letter is from, sequence of apology (explaining the events). <u>Tone:</u> Formal tone</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> |

Spring Term

| Half Term 5 and 6 (Summer) | | Assessment |
|----------------------------|--|---|
| Summer Term | <p>Poetry Unit for Summer Term Performance poetry On the Ning Nang Nong by Spike Milligan <u>Reason:</u> To entertain. <u>Audience:</u> Young children who enjoy nonsense poems. <u>Features:</u> Rhythm, rhyme, alliteration. <u>Tone:</u> Light-hearted and fun.</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>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> |
| | <p>Half term 5 Fiction Unit Beat the monster- Narrative Jack and the beanstalk (Classic fairytale) <u>Reason:</u> To entertain/teach a lesson (respecting property) <u>Audience:</u> Young children who enjoy a fairytale <u>Features:</u> Opening and ending, setting, characters, defeating a 'monster', magical items, sequencing, adjectives to describe <u>Tone:</u> Light-hearted</p> | <p>Half term 5 Non-Fiction Unit Instructions How to grow magic beans (Based on Jack and the beanstalk) <u>Reason:</u> To inform <u>Audience:</u> Peers who want to grow <u>Features:</u> Question to hook the reader, numbers (sequencing), time words (sequencing), imperative verbs (bossy verbs), adverbs (explaining how the verb is done), precise nouns so reader knows exactly what is needed, diagrams. <u>Tone:</u> Informative</p> |
| | <p>Half term 6 Fiction Unit Journey narrative- Narrative My name is not refugee by Kate Milner <u>Reason:</u> Retell a narrative based on real events that are occurring. <u>Audience:</u> Children who want to learn through stories. <u>Features:</u> Emotions, adjectives, verbs main characters, settings, beginning and ending (contrasted). <u>Tone:</u> Serious</p> | <p>Half term 6 Non-Fiction Unit Recount Model text based on Forest School <u>Reason:</u> Recount a trip <u>Audience:</u> Other children interested in finding out about the trip. <u>Features:</u> First person (I), sequenced (telling of the events in the order that they happened), who, what, where, when, powerful verbs, exciting adjectives. <u>Tone:</u> Entertaining/Exciting</p> |

| Useful Resources for Supporting Your Child at Home: | Homework: |
|---|---|
| <ol style="list-style-type: none"> 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. 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. 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> |