



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 Poems Aloud by Joseph Coelho <u>Reason:</u> To perform <u>Audience:</u> Peers <u>Features:</u> Alliteration, adverbs, adjectives, tongue twisters, rhyme <u>Tone:</u> funny</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 1 Fiction Unit Five-part story- Narrative. Along the Tapajos by Fernando Vilela <u>Reason:</u> To entertain the reader <u>Audience:</u> People who enjoy adventure stories. <u>Features:</u> Adverbs, adjectives to develop description, paragraphs to structure, show not tell, empty words <u>Tone:</u> Adventurous and suspenseful</p>	<p>Half term 1 Non-Fiction Unit- Instructions. George's Marvelous Medicine by Roald Dahl <u>Reason:</u> Entertain and instruct <u>Audience:</u> Peers <u>Features:</u> Structural features, imperative verbs, time fronted adverbials, conjunctions (once, as, when), precise preposition phrases, rhetorical questions <u>Tone:</u> Instructional</p>
	<p>Half term 2 Fiction Unit Setting description- Narrative Amelia Fang by Laura Ellen Anderson <u>Reason:</u> To paint a picture in the reader's mind <u>Audience:</u> children who like adventure stories <u>Features:</u> How/where fronted adverbials, power of 3, show not tell, adjectives and adverbs to add detail, preposition phrases to add detail. <u>Tone:</u> Spooky and tense</p>	<p>Half term 2 Non-Fiction Unit Biography Women in Art by Rachel Iqnotofsky <u>Reason:</u> Inform <u>Audience:</u> People who are interested in art and influential women <u>Features:</u> Layout, fronted adverbials of time, subordinate clauses, past tense verbs, factual information, quotes <u>Tone:</u> Formal</p>

Half Term 3 and 4 (Spring)		Assessment	
Spring Term	Poetry Unit for Spring Term Riddles The Works KS2 <u>Reason:</u> To entertain <u>Audience:</u> Peers <u>Features:</u> 5/6 lines, vivid, precise adjectives, statements, questions, use of senses, written in first person <u>Tone:</u> Funny	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 Dilemma- Narrative The Great Kapok Tree by Lynne Cherry <u>Reason:</u> To encourage the reader to consider an issue <u>Audience:</u> People who care about the environment <u>Features:</u> Dialogue, Paragraphs, adjectives and adverbs to add detail, fronted adverbials, a moral <u>Tone:</u> Serious	Half term 3 Non-Fiction Unit Persuasive letter Borneo Rainforest by Simon Chapman <u>Reason:</u> To inform and persuade <u>Audience:</u> MP <u>Features:</u> Layout: senders address, recipients address, date, greeting, introduction, conclusion, sign off. language: facts and opinions emotive language, rhetorical questions, exaggeration, flattery <u>Tone:</u> Formal	Objectives (targets) taught and achieved become non-negotiables and are displayed on working walls and referred to regularly.
	Half term 4 Fiction Unit Speech to move a story forward- Narrative. The King Who Banned the Dark by Emily Haworth-Booth <u>Reason:</u> To entertain <u>Audience:</u> People who enjoy modern fables <u>Features:</u> Adjectives and adverbs to add detail, speech to move the story along, paragraphs to structure, a message of empowerment. <u>Tone:</u> Informal and thought-provoking	Half term 4 Non-Fiction Unit Non-chronological report. Early Islamic Civilization by Izzi Howell <u>Reason:</u> to inform <u>Audience:</u> People interested in history <u>Features:</u> Layout features, factual information, fronted adverbials of time and preposition, subordinate clauses. <u>Tone:</u> Formal	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 Kennings Poem What to call a Jackdaw By Phillip Gross (The works by Pie Corbett) <u>Reason:</u> Engage and inform <u>Audience:</u> Y4 class <u>Features:</u> Two-word phrases (called kennings), metaphors, alliteration, onomatopoeia <u>Tone:</u> informal	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

<p>Half term 5 Fiction Unit Twisted version of a traditional tale- Narrative. Zombierella by Joseph Coelho <u>Reason:</u> Entertain and shock <u>Audience:</u> Peers <u>Features:</u> Persuasive techniques, speech, conjunctions, fronted adverbials, first person <u>Tone:</u> Informal/humorous</p>	<p>Half term 5 Non-Fiction Unit Newspaper report. The True Story of the Three Little Pigs by Jon Scieszka <u>Reason:</u> to inform <u>Audience:</u> people interested in the news <u>Features:</u> Layout, information in chronological order, pictures, 3rd person, past tense, formal language, direct/reported speech <u>Tone:</u> formal</p>	<p>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 6 Fiction Unit Journal entry. The Boy at the Back of the Class by Onjali Rauf <u>Reason:</u> Express thoughts and feelings <u>Audience:</u> Yourself <u>Features:</u> past tense, first person, point of view, chronological events, chatty language <u>Tone:</u> informal</p>	<p>Half term 6 Non-Fiction Unit Persuasive speech The Boy at the Back of the Class – Onjali Rauf <u>Reason:</u> Inform and persuade <u>Audience:</u> Government <u>Features:</u> Rhetorical question, flattery, emotive language, facts and evidence, structural features <u>Tone:</u> formal</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>

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: 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. Activities such as sewing, typing on keyboards, threading beads, loom bands and playing with lego. 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>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>