



Rationale for writing:

At Springhill, our aim is that all children leave us as confident, coherent and competent authors who can write for a range of audiences, purposes and forms. Across the school, we work together to ensure our children have a sound grasp of the transferable writing skills and a solid understanding of the spelling, punctuation and grammar rules outlined in The National Curriculum. As English acts a medium for all other subjects, we expect our children to apply these skills across the curriculum and our writing lessons are closely intertwined with our reading lessons: we teach our children to read as writers and write as readers, critically analysing texts and studying authorial intent.

We teach it this way because:

Our writing curriculum matches The National Curriculum by developing pupils' spoken language, reading, writing and vocabulary. We know that a proficiency in these skills is essential as it supports the acquisition of knowledge in all curriculum areas. In order to build writing stamina, we ensure our children do an extended piece of writing each day (either in the writing lesson or in one of the foundation subjects). Because we recognise that children need overlearning opportunities to commit knowledge to memory, our whole-school long term plans clearly map out the writing skills and purposes and forms each year group must cover and these are repeated multiple times throughout the child's primary school journey. Each year group plays an integral part in developing the child as an author and the building blocks of knowledge collected along the way ensure that our year 6 children are able to write independently, imaginatively and that they can evaluate the success of their own writing and edit and improve accordingly.

We go beyond the curriculum here:

We aim to ignite a child's passion for writing and enrich the English curriculum by using a broad range of stimuli such as video clips, links to our class novels, high-quality scaffolds and models, real-life experiences, drama, active learning opportunities and by allowing students to publish and perform their work.

LTP	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Write Dance	Repetitive sentences Letters <i>Based on Smartest Giant in Town and Dear Zoo</i>	Retell and setting and character description <i>Based on The Boy who Unplugged the Sea and Patels Pumpkin</i> Eyewitness accounts <i>Based on the Great Fire of London</i>	Adventure/ quest stories <i>Based on The Star In the Forest</i> Non-chronological reports <i>Based on pre-historic Stone Age animals</i>	Adventure/ quest stories focussing on setting and character description <i>Based on The Lost Happy Endings</i> Persuasive adverts <i>a toy/ newly invented chocolate bar</i>	Fiction focussing on setting/ character description <i>Based on the picture book FArTHER</i> Non-chronological report <i>Based on the science topic from autumn 1 (Earth and Space)</i> Persuasion <i>Based on The Boy at the Back of the Class</i>	Thriller stories focusing on setting/ character description and atmosphere <i>Based on the picture book 'The Viewer'</i> Historical fiction- focus on setting/ character description and atmosphere <i>Based on Street Child and extracts from Charles Dickens</i>
Autumn 2	Letter Formation Drawing Club (discussion based)	Retells and character description <i>Based on The Three little Pigs</i> Innovation <i>Based on The Enormous Turnip</i> Diary entries <i>Based on a visit to a Victorian seaside</i>	Setting/character description and retell <i>Based on The Dragon Machine</i> Non-chronological reports <i>Based on habitats</i>	Setting and character <i>Based on the book The Owl who was Afraid of the Dark</i> Instructions <i>How to build a bonfire.</i> <i>Based on the book The Owl who was Afraid of the Dark</i> Persuasive letters <i>Based on the book The Owl who was Afraid of the Dark</i>	Setting and character description (including a descriptive diary entry) <i>Based on the book 'The Firework-maker's Daughter'</i> Non-chronological report <i>Based on Guy Fawkes and the history of November 5th</i> Instructions <i>Based on the book 'The Firework-maker's Daughter'</i>	Historical Fiction <i>Based on the book Goodnight Mr Tom</i> Newspaper reports <i>Based on the book When the Sky Falls</i>	Non-chronological reports/ explanation texts <i>Based on crime and punishment in the Victorian era</i> Non-chronological reports <i>Based on Christmas elves + Victorian Christmas traditions</i>



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<p>Spring 1</p>	<p>Drawing Club (labels)</p>	<p>Innovate <i>Based on Little Red Riding Hood</i></p> <p>Character description <i>Based on the wolf/ Gruffalo</i></p> <p>Diary entry <i>Based on The Good Samaritan</i></p> <p>Non-chronological report <i>Based on Wolves</i></p> <p>Poetry <i>Based on Winter</i></p>	<p>Character description <i>Based on Snow White in New York</i></p> <p>Letter <i>Based on The Day the Crayons Quit</i></p> <p>Poetry <i>Based on Winter</i></p>	<p>Mystery stories <i>Based on a Mystery at the Palace</i></p> <p>Diaries <i>Based on scripture for current RE topic</i></p>	<p>Cliff-hanger stories <i>Based on footage of Bear Grylls climbing a glacier as a stimulus</i></p> <p>Persuasion Based on a persuasive TV advert for a toy and their own chocolate bar -Sentences of three (description)</p> <p>Poetry <i>Based on Winter</i></p>	<p>Fantasy/ location-slip stories <i>Based on the book The Lion the Witch and the Wardrobe</i></p> <p>Diaries <i>Based on A Midsummer Night's Dream inspired by Young Shakespeare visit</i></p> <p>RE newspaper writing/ eye witness account <i>Based on RE Christmas unit</i></p> <p>Poetry <i>Based on Winter</i></p>	<p>Historical fiction / play scripts <i>Based on Macbeth</i></p> <p>Persuasive speeches with varying tones/ formality <i>Based on climate change and the book 'No One is too Small to Make a Difference' by Greta Thunberg.</i></p> <p>Poetry <i>Based on Winter</i></p>
<p>Spring 2</p>	<p>Drawing Club (phrases and finger spaces)</p>	<p>Retell <i>Based on Farmer Duck</i></p> <p>Innovate <i>Based on The Tiger Who Came to Tea</i></p> <p>Recount: diaries <i>Based on Farmer Duck (GDS)</i></p> <p>Non-Chronological report: <i>Based on how to look after a pet dog</i></p>	<p>Setting description <i>Based on Journey and The Tunnel</i></p> <p>Recount: diaries <i>Based on Florence Nightingale</i></p> <p>Explanation text <i>Based on keeping healthy</i></p>	<p>Atmosphere <i>Based on a Literacy Shed animation</i></p> <p>Persuasion <i>Based on a holiday advert</i></p>	<p>Sci-fi stories <i>Based on a letter from an author requesting the children's help to finish her story</i></p> <p>Recount- Eye-witness account for a TV interview <i>Based on the loch-ness monster</i></p>	<p>Suspense focussing on atmosphere</p> <p>Explanation <i>Based on 'The Majestic Plastic Bag' and environmental issues</i></p>	<p>Historical fiction/ suspense <i>Based on a Viking battle scene</i></p> <p>Journalistic recounts <i>Based on RE newspapers based on the Easter story (crucifixion, resurrection, empty tomb etc)</i></p>
<p>Summer 1</p>	<p>Drawing club (CL/ FS AND FINGER SPACES)</p>	<p>Setting description <i>Based on Hansel and Grete!</i></p> <p>Innovate <i>The Magic _____ Pot</i></p> <p>Instructions: <i>Based on making a sandwich</i></p>	<p>Parts of a story (opening, build up, problem, solution, ending) <i>Based on the Magic object</i></p> <p>Persuasion <i>Linked to the school ducks</i></p>	<p>Fables <i>Based on Rudyard Kipling's 'Just So' stories</i></p> <p>Recount: Letters</p>	<p>Timeslip stories <i>Based on their work on the Roman army and Boudicca</i></p> <p>Explanation leaflet <i>Based on science topic- teeth/ digestive system</i></p>	<p>Greek Myths <i>Based on Pegasus, Persephone, Orpheus, Minotaur, Midas, Medusa, Cyclops etc</i></p> <p>Discussion <i>Should children wear school uniform?</i></p>	<p>Mayan myths/ quest stories <i>Based on a selection of Mayan myths including 'The Hero Twins' and 'Rain Player'</i></p> <p>Diaries/ letters <i>Based on the book Holes by Louis Sachar</i></p>
<p>Summer 2</p>	<p>TBC</p>	<p>Innovation <i>Based on Lost and Found</i></p> <p>Innovation <i>Based on After the Storm</i></p> <p>Non-chronological report <i>Based on the seasons</i></p>	<p>Free-choice fiction writing <i>Based on gap analysis of the skills needed- cohort dependant</i></p> <p>Explanation text <i>Based on life cycle of seed</i></p> <p>Letter <i>Based on an account from a Titanic survivor</i></p> <p>Poetry <i>Based on The Sound collector</i></p>	<p>Traditional Tales <i>Based on the book The Egyptian Cinderella</i></p> <p>Non-chronological report <i>Based on the Egyptians</i></p> <p>Poetry <i>Haiku poems</i></p>	<p>Atmosphere</p> <p>Non-chronological report <i>A project about the children's nationality based on the book 'I'm Australian Too' by Mem Fox</i></p>	<p>Setting and character description <i>Based on class novel</i></p> <p>Discussion text <i>Based on Athenians vs Spartans</i></p>	<p>Free choice fantasy fiction project <i>Based on a selection of fantasy images</i></p> <p>Discussion texts <i>Topic to be decided based on children's interests</i></p> <p>Poetry <i>Nostalgia project- focussing on emotions and memories and used as part of their secondary school transition work</i></p>



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