Tyndale Writing Curriculum

Intent

At Tyndale, we strive to help our pupils develop into articulate, effective and imaginative communicators, who are well-equipped with the basic skills they need in life; English learning is key in this. We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning. Our intentions in writing are for children to:
- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their own written work

At Tyndale, we believe the *will* to write and the thrill of writing come from having the *skill* of writing.

There is a focus from the outset to ensure the basics are learnt effectively. We have a relentless focus on accuracy and a mastery approach. This means that children have knowledge and skills of transcription and spelling (how they write) alongside composition (what they write) by the end of Key Stage One. To develop the effectiveness of their writing, these skills are then developed in Key Stage Two, as children are taught to make choices in their writing to match the purposes they write for across an increasing range of genres.

Implementation

At Tyndale, we teach the National Curriculum as a minimum entitlement.

EYFS – Daily phonics build up children's phonetic knowledge through the Little Wandle programme. Literacy sessions grow children's skills from early mark making, through letter formation, CVC word writing and into labelling and sentence writing.

Year 1 – Little Wandle phonics continues. In writing lessons, pupils are taught both narrative and non-fiction in alternating units to ensure the skills of word building and sentence building are secure.

Years 2 – 6 - We teach through a 10-phase teaching cycle from Year 2 up through KS2. The cycle takes a cognitive approach to the writing process where children are taught:

- to recognise key features of particular genres of writing which meet specific purposes, including the structure of a text
- to investigate the language and grammatical choices made by an expert author
- to plan writing using what they have learnt about the writing process so far and to include ideas they want to communicate
- to draft their ideas, using the features learnt, exploring grammatical choices with a reader in mind
- to revise their writing, both as they go and after completing a draft to ensure it achieves the purpose intended
- to edit their work for accuracy

Sometimes work will be published. This will be to showcase a significant achievement, for a particular audience to read it or because the published format differs from the draft format.

Occasionally, a unit will be longer, in upper KS2 for example, where a text or a particular genre warrants a deeper study.

Writing starts from a **quality text** so that our pupils are learning from expert writers, which provide rich examples of vocabulary, cultural capital, language structures and text organisation. Texts are chosen to link the writing curriculum with the overall curriculum theme for the term. This allows children to deepen their subject knowledge whilst also developing their knowledge of written communication and their skill in choosing grammar and vocabulary for a purpose.

We teach four **purposes for writing** and children learn different **genres and text types** within each purpose, experiencing the full range in their time at Tyndale. Genres are revisited across the year with a different grammar choice or sentence structure emphasised in each iteration. The knowledge builds sequentially with frequent and regular opportunities to revisit, recall from memory and extend schema about how to write well. This way, pupils can make links with previous learning and apply their knowledge in light of new experiences and through a range of contexts. **Cognitive load** is managed by ensuring new learning is introduced in small steps, exemplified in worked examples and modelling, practised frequently and recalled over time.

Tyndale Primary Writing Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Tummy Time, Finger Gym, Mark Making, Name Writing Letter Formation	Name Writing, Story Telling, Story Mountains, CVC Words, Cards/ lists Letter Formation	Story Mountain, CVC word Writing, Sentence Writing, Simple recount/ fact file/, Instructions Letter Formation	Story Writing, CVC word writing, Sentence writing Simple recount/ fact file/ instructions, Letter Formation	Sentence Writing, Fact Writing, Simple retelling of trip/ visitor, Simple story Letter Formation	Sentence Writing, Fact Writing Simple retelling of trip/ visitor Simple story, Letter Formation
Year 1	Sentence Writing, Fact Writing Simple retelling of trip/ visitor Simple story, Letter Formation Full stops and capital letters	Retelling of biography Full stops and capital letters	Narrative text	Non-fiction fact file - wolves Three little pigs – narrative retelling	Instructions – fruit kebabs Descriptions of characters from a story	Narrative story set in space
Year 2	Non- fiction - fact file Narrative – sequencing of story plot points Recount - nature walk	Narrative – retelling a picture book Narrative description of different settings Instructions	Invitation Non chronological report – fact file Poetry	Narrative as a diary Letter to a historical character	Biography Report Recount	Instructions Narrative - A forest setting Narrative – a character
Year 3	Short description of character and setting Tourist leaflet Survival guide	Poetry Recount – in historical role Narrative – letter to a character	Legends - plot News report Instructions	Setting description Information text Tourism advert	Myths – character Non-chronological reports Biography	Instructions – recipes Myths - long unit Non-chronological reports
Year 4	Non-chronological report Narrative – legend Persuasive	Instructions Narrative – adding a character Recount – personal	Non-chronological report Fantasy narrative Persuasive letter	News report/script Poetry Scientific explanation	Instruction Short narrative Recount - Letter	Non-chronological report Persuasive poster Narrative Playscript
Year 5	Information text – letter format Instruction Narrative	Persuasion Newspaper report Adventure narrative	Persuasive letter Narrative – extended unit (myth) Non-chronological report	Narrative – warning story/climate Narrative – historical writing in role Information text – climate change	Explanation Persuasion Balanced argument	Fantasy adventure narrative (long unit) Persuasive letter/ 2023 only
Year 6	Biographies (formal/informal) Balanced argument (formal) Poem Narrative	Instructions (formal/informal) Non-chronological report (formal) Narrative	Diary entry (informal) Persuasive letter (formal) Newspaper report (formal) Biography of a settled refugee	Balanced argument (formal) Review Character description Setting Explanation linked to science	Persuasive texts/propaganda Narrative from an alternate point of view Recipes	Recounting events from a different historical context Balanced argument Letter in role Explanation

Tyndale Primary Purposes of Writing and Genre

Non-fiction

To explain		To inform		To argue	
Instruction	**Explanation**	**Reports**	**Recounts**	**Persuasion**	**Discussion**
• Rules • Recipes • Directions • Experiments • Survival guides • Instruction manuals	• Processes or cycles • Explanations linked to work in other subject areas	• Non-chronological reports • Film reviews • Book reviews • Sports reviews • Weather reports • News reports • News broadcasts • Police reports • Information texts	• Postcards • Thank you letters • Recounts based on real experiences e.g. trips, experience days • Diaries in role • Letters in role • Blogs • Emails • Eyewitness reports • Biographies • Autobiographies	• Invitations • Letters in role • Wanted posters • Posters to advertise • Letters for real purposes • Radio, television, magazine or hoarding adverts • Leaflets • Travel brochures • Written arguments	• Debates (oral) • Written balanced arguments

Depending on the context, genres can belong to more than one/different purpose types

Tyndale Primary Purposes of writing and genre

Fiction

To entertain	
Poetry	**Narrative**
Acrostic Shape	Story openers
Free verse	Settings descriptions
Sonnets	Character descriptions
	Adventure stories
	Warning tales
	Science fiction/ fantasy
	Narratives set in the past
	Myths and legends

Tyndale Primary English Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instruction Writing	• follow and give oral instructions • create picture instructions • appropriate title (e.g. How to...) • simple present tense • second person (you) key vocabulary time Adverbials bossy (Imperative) verbs numbered points	Previous features and: • chronological order • equipment or material list (if appropriate) • organisation using bullet points/ numbers • imperative verbs • final evaluative statement	Previous features and: • conjunctions and adverbs for time e.g. firstly, next, then, after • adverbs for manner e.g. carefully, quickly • diagrams or illustrations • subject-specific vocabulary • clear and concise	Previous features and: • direct appeal to the reader for example through warnings, Don't add more glue...; additional advice, If it doesn't stick...; suggestions, You could improve it by...; persuasion, You're bound to love the result...; encouragement, Only one step left... • rhetorical questions	Previous features and: • maintain the chosen level of formality throughout the text • write instructions at different levels of formality, using appropriate language and style	• maintain the chosen level of formality throughout the text • write instructions at different levels of formality, using appropriate language and style • include instructions within other text types
Explanation Writing				title (using why or how) • generic opening statement to introduce the topic • series of logical steps/phases, in chronological order • conclusion • present tense, third person • adverbs and conjunctions for time • causal connectives e.g. consequently, due to this, as a result. therefore • technical language • diagrams/images/flow charts (if appropriate)	Previous related learning from other non-fiction writing and: • title (using why or how) • generic opening statement to introduce the topic • series of logical steps/phases, in chronological order • conclusion • present tense, third person • adverbs and conjunctions for time • causal connectives e.g. consequently, due to this, as a result. therefore • technical language • diagrams/images/flow charts (if appropriate)	Previous features and: • passive voice to create a formal tone e.g. Once the blood has been oxygenated... • glossary for technical vocabulary (if needed) • direct appeal to the reader e.g. through rhetorical questions, interesting detail, relating to their experiences

Reports	• Simple present tense • Third person • Relevant vocabulary	Previous features and: • simple and progressive present/past tense • brief introduction • sub headings • pictures • subject specific vocabulary	Previous features and: • present/past perfect • introduction • summary • chronological order if needed • technical vocabulary • glossary	Previous features and: • adverbs for quantity e.g. many, few, some, every • adverbs for frequency e.g. often, always, rarely • logical structure, moving from the generic to the more specific • rhetorical questions to engage the reader	Previous features and: • logically sequenced paragraphs e.g. opening statement; more detailed classification; description of the subject with examples/elaboration of points; summary • tables, diagrams or images that add or summarise information • appropriate level of formality for the intended audience	Previous features and: • passive voice to avoid personalisation and maintain an appropriate level of formality • nominalisation to maintain formality • language of comparison and contrast e.g. equally, both...and.., similarly, just as...so does, in contrast, alternatively • description used to add precision • integration of other text types if appropriate
Recounts	• simple past tense • chronological order • first person	Previous features and: • opening that sets the scene • adverbs for time • 5Ws: Who? What? Why? When? Where? • expanded noun phrases to add interest • simple closing statement	Previous features and: • first or third person (as required) • adverbs and conjunctions for time • topic sentences and signposts to guide the reader	Previous features and: • inclusion of additional information to amuse, interest or inform the reader • inclusion of quotes	Previous features and: • appropriate style and formality for the genre and intended audience	Previous features and: • use of passive voice and nominalisation to create a formal tone in impersonal recounts • possible adapting of chronology in fictional recounts through using flashbacks
Persuasive	• simple present tense • second person (you) • simple descriptive language • captions or pictures where appropriate	Previous features and: • clear viewpoint • opening that sums up the main point • strong, positive words and phrases	Previous features and: • effective layout e.g. title/heading, captions, illustrations, photos • direct address to the reader • closing statement that reinforces the argument • use of devises such as alliteration, slogans and power of three • adverbs and conjunctions for cause e.g. because, so, which, otherwise, so that	Previous features and: • effective ordering of main points • elaboration/evidence/examples for each key point • repetition for effect • rhetorical questions • emotive or boastful language • logical connectives e.g. therefore, as a result, in conclusion • adverbs for quantity e.g. many, few, some, every and frequency e.g. often, always, rarely	Previous features and: • structure that moves from the generic to the more specific for each point • simple psychology to appeal to the reader • use of statistics and quotes to support points • modal verbs e.g. will, can, may, must, should • adverbs for possibility e.g. certainly, surely, undoubtedly, possibly • adverbs for viewpoint e.g. obviously, clearly, evidently, naturally	Previous features and: • words and phrases to indicate concession e.g. while it is true that, in spite of, despite this, however, still, nevertheless • evidence to discredit possible counter arguments

Argument/ Discussion					Previous related learning from persuasive texts and: • title in the form of a question • present tense, third person • adverbs for quantity e.g. several, few, much and frequency e.g. seldom, frequently, rarely, consistently • causal connectives e.g. consequently, due to this, as a result • modal verbs and adverbs for possibility • formal, impersonal style • appropriate, subject-related vocabulary • reasons with evidence to support each point • generic e.g. politicians, protesters, pollution and abstract nouns e.g. greed • structural signposts e.g. There are several reasons..., turning to... • simple structure e.g. - opening statement of the issues and preview of the main arguments - arguments for with supporting evidence - arguments against or alternative views, with supporting evidence - final summary and recommendation/conclusion	Previous features and: • effective balance of both sides of the argument • appropriate level of formality maintained across the whole text • use of statistics and quotes to support points • passive voice e.g. It can be argued that... it is thought that... • nominalisation e.g. the growth of pollution, the bravery of campaigners • sentences building from the generic e.g. most campaigners believe... to the specific e.g. Greta Thunberg, a 15-year-old climate change activist, argues... • more sophisticated structure e.g. - opening statement of the issues and preview of the main arguments - first point, arguments for and against, both with supporting evidence - second point, arguments for and against, both with supporting evidence - next point etc. - final summary and recommendation/conclusion

Story Writing						
Story Writing	• Beginning • Middle • End • Characters • Setting • Adjectives to describe	• Include an opening paragraph which describe characters and setting • Include a problem or dilemma • Begin to describe the character's feelings and emotions • Include simple adjectives, verbs. • Use noun phrases which add detail to description • Use coordinating conjunctions to link two main ideas • Use exclamation sentences where appropriate (What big eyes you have, Grandma!) • Begin to use inverted commas to mark direct speech where appropriate	• Include an opening paragraph which describe characters and setting • Include a problem or dilemma • Describe the character's feelings and emotions • Use of inverted commas for speech • Include powerful adjectives, verbs and adverbs. • Include a some synonyms, similes, metaphors and alliteration • Write in paragraphs and include multi clause sentences • Use coordinating conjunctions to link two main ideas • Use noun phrases which add detail to description • Use the progressive form for verbs (Goldilocks was walking through the woods) • Use exclamation sentences where appropriate (What big eyes you have, Grandma!) • Use nouns and pronouns for clarity and cohesion • Begin to use inverted commas to mark direct speech where appropriate	• Planning Stage - Story Map / Boxed up • Interesting start which hooks the reader • Include an opening paragraph which describe characters and setting • Include a build up to a problem which increases tension. • Include a problem or dilemma • Describe the character's feelings and emotions • Include speech to move the events of the story forward. • Use of inverted commas for speech • Include powerful adjectives, verbs and adverbs. • Include a range of synonyms, similes, metaphors and alliteration • Write in paragraphs and include multi clause sentences • Use fronted adverbials to show how / when an event occurs • Use subordinate clauses to add detail or context • Use nouns and pronouns for clarity and cohesion	• Include 4 paragraphs • introduces the argument • the argument from one point of view • the argument from the other point of view • the most important argument which gives your opinion. • Balanced conclusion • Persuasive sentence starters • Generalisers • Written in 3rd person • Include conjunctions to link sentences together • Include phrases of debate • Include technical vocabulary including facts. • Use modal verbs to convey degrees of probability • Use of relative clauses to provide supporting detail • Use adverbials to provide cohesion	• Include 4 paragraphs • introduces the argument • the argument from one point of view • the argument from the other point of view • the most important argument which gives your opinion. • Balanced conclusion • Persuasive sentence starters • Generalisers • Written in 3rd person • Include conjunctions to link sentences together • Include phrases of debate • Include technical vocabulary including facts. • Use modal verbs to convey degrees of probability • Use of relative clauses to provide supporting detail • Use adverbials to provide cohesion

Quality Texts for Writing

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	All About Me	Stories and Celebrations	Farmyard Fun	Growing	People Who Help Us	Fun in the Sun!
	Move Mr Mountain! – *Francesca Sanna* Family and Me! – *Michaela Dais-Hayes* Hom – *Jeanne Willis* Sulwe – *Lupita Nyong'o*	Bringing in the New Year – *Grace Lin* I love Chinese New Year – *Eva Wong Nava* Moon's Ramadan – *Natasha Khan Kazi*	A squash and a squeeze – *Julia Donaldson* Farmer Duck – *Martin Waddell*	The girl who noticed everything – *Jane Porter* Big Feelings – *Rebekah Ballagh* The Easter Story – *Brian Wildsmith*	All through the night – *Polly Faber* We're going to find the monster – *Malorie Blackman*	Stella and the Seagull – *Georgina Stevens* The Missing Piece – *Jordan Stephens*
Year 1	Who am I?		Street Detectives		Moving and Growing	
	Traditional tales and rhymes	Mary Anning – *Maria Isabel Sanchez Vegara*	Meerkat Mail – *Emily Gravett*	The Three Little Pigs - traditional	Bob the Man on the Moon – *Simon Bartram*	Look Up! – *Nathan Byron* The Way Back Home & How to catch a star – *Oliver Jeffers*
Year 2	The World around us		Explore	Fire, Fire!	All at Sea	
	Little Red - *David Roberts*	Greatest Gift - *animation*	The Extraordinary Life of Mary Seacole – *Naida Redgrave*	Toby and the Great Fire of London - *Margaret Nash* The Great Fire of London – *Emma Adams*	Under the canopy – *Iris Volant, Cynthia Alonso* Come Away from the Water, Shirley - *John Burningham*	Into the Forest – *Anthony Browne* A Pirate Lives Next Door - *Jonny Duddle*
Year 3	Prehistoric World		Making Waves - coasts	Earth Harmony	Who Let the Gods Out?	Survival of the Fittest!
	Tuesday - *David Weisner* Stone Age Boy – *Satoshi Kitamura*	Secrets of the Stone Age - *Mick Manning and Brita Granstrom*	The Mousehole Cat – *Antonia Barber* The Secret of Black Rock - *Joe Todd-Stanton*	The Way Home – *Libby Hathorn* Heidi - *Johanna Spyri*	Myths, Monsters and Mayhem in Ancient Greece – *James Davies*	Gender-swapped Greek Myths – *Karrie Fransman*
Year 4	Ruthless Romans! Roman Empire Geog – Italy Caerleon/Bath		Marvellous Maya	Our Planet	Me and My World	
	Escape from Pompeii – *Christina Balit*	Roman Invasion – *Jim Eldridge* The Legionary from Londinium – *Caroline Lawrence*	The Witches – *Roald Dahl*	Amazing Rivers – *Julie Vosburgh Agnone* Song of the River – *Joy Crowley*	Happy Here - *Sharma Jackson*	The Firework-Maker's Daughter - *Philip Pullman*
Year 5	Tombs, Temples and Tourists Ancient Egypt		Traders and Raiders – Anglo Saxons, Scots, Viking struggle		Rumble in the Jungle	
	Secrets of Sun King – *Emma Carroll*	Race to the Frozen North – *Catherine Johnson*	Traders, Raiders and adventurers – *Marcia Williams* Beowulf – *Kevin Crossley-Holland*	Thor – a graphic novel Usborne The Watertower -*Gary Crew*	The Vanishing Rainforest – *Richard Platt* The Lost Island of Tamarind – *Nadia Aguiar*	The Lost Island of Tamarind – *Nadia Aguiar*

Year 6	Evolution and Environment		On The Move	Health and Wellbeing	Battles, Bombs and Beyond WWII Battle of Britain, Bristol	
	Great Expectations - *Charles Dickens*	Wonder – *R.J. Palacio*	The Arrival -*Shaun Tan* Boy at the Back of the Class - *Onjali Rauf*	Pig Heart Boy – *Malorie Blackman*	Goodnight Mr Tom – *Michelle Magorian*	Rose Blanche – *Ian McEwan* Resist – *Tom Palmer*

Progression of the Teaching of Spelling

Year	End of Year Expectations	Teaching and learning	Resources	Strategies	Marking and feedback
EYFS	45 High frequency words	LW scheme implemented (Including Keep up Catch up) Modelling spelling - verbally Modelling looking for spelling errors	• Sound mats • High frequency word banks Displays • LW grapheme chart • Children's name cards	Sound buttons Boxes for phonic segments	
Year 1	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf	LW scheme implemented (Including Keep up Catch up) Modelling spelling - verbally Modelling looking for spelling errors	• Sound mats • Topic word mats • Common exception word banks - targeted over time/measured in amount Displays • LW grapheme chart	Spellings to go home common exception words - *look cover write check* Weekly spelling test Mnemonics Chunking Boxes for phonic segments	Teachers to correct spelling in learning Children to practise correct spelling
Year 2	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf Page 10	LW scheme implemented (Including Keep up Catch up) Teach spelling explicitly 3 times week • Review • Teach • Practice • Apply (writing) Modelling spelling - verbally Modelling looking for spelling errors	• Sound mats • Topic word mats • Common exception word banks - targeted over time/measured in amount Displays • LW grapheme chart • Age appropriate Dictionaries • + Thesaurus	Spellings to go home common exception words - *look cover write check* Weekly spelling test Dictation Mnemonics Chunking	Teachers to correct spelling in learning Children to practise correct spelling

Year 3 **Year 4**	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf	Specific teaching of spelling from page - 22 ***The national curriculum in England - English Appendix 1: Spelling*** Teach spelling explicitly 3 times week • Review • Teach • Practice • Apply (writing) Modelling spelling - verbally Modelling looking for spelling errors Proofreading and editing is taught and implemented before publishing writing Guided reading looks for spelling patterns and rules in context	• Any LW resources considered appropriate (grapheme/grapheme working wall to link with Year 3 spelling expectations. • Sound mats available • Wide range of word banks specific to subjects being taught • Year 3 / 4 spelling bank • Dictionaries • Thesaurus	Spellings to go home Word list – years 3 and 4 ***- English Appendix 1: Spelling*** *Look cover write check* Weekly spelling test Dictation Mnemonics Compound words Sound buttons Spelling investigations	Teachers to correct spelling in learning Children to practise correct spelling Teachers to check that errors are not repeated in subsequent pieces of work Peer feedback to support spelling correction

| Year 5 | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf | Specific teaching of spelling from page 11 - 17
The national curriculum in England - English Appendix 1: Spelling

Teach spelling explicitly 3 times week
● Review
● Teach
● Practice
● Apply (writing)

Modelling spelling - verbally

Modelling looking for spelling errors

Proofreading and editing is taught and implemented before publishing writing

Guided reading looks for spelling patterns and rules in context | ● Sound mats available
● Dictionaries
● Thesaurus
● Knowledge organisers for key spelling - topics
● Year 5 / 6 spelling bank available
● Varied word banks for effect
● Laptop to support checking spellings | Spellings to go home Word list – years 3 and 4
- English Appendix 1: Spelling
Some children - Look cover write check
Weekly spelling test

Morphology
Root words used with prefixes and suffixes in order to develop spelling schema

Opportunities to discriminate between correct and incorrect spelling

Dictation

Mnemonics
Compound words

Spelling investigations | Teachers to correct spelling in learning
Children to practise correct spelling

Teachers to check that errors are not repeated in subsequent pieces of work

Peer feedback to support spelling correction |
| Year 6 | | | | | |