



DODFORD FIRST SCHOOL

Achieve, Believe, Create and Fly High

Intent

Our Vision

At Dodford First School, we want our children to develop a love for the written word. We believe that every child should have the opportunity to develop the skills, understanding and resilience needed to be independent writers. Through cross curricular writing, the children will write fluently with interesting details, varied sentence structures and sophisticated vocabulary. They will value the importance of handwriting, accurate spelling and correct punctuation. They will be able to articulate the key characteristics of a writer and champion these throughout all subjects. By doing this, they will unlock the world around them, enabling pupils not only to maximise their potential as individuals but to also cultivate a genuine love of language that can be used to express their individual creativity.

Curriculum Drivers

Achieve - *Have high aspirations, striving for success and never giving up. You can learn anything you want to!*

Believe - *Believe in yourself and value your own self-worth. To keep trying even when it is hard; learn from others and your mistakes.*

Create - *Action your thoughts and bring something into existence. Allow your creativity to flow; investigate, experiment, and invent.*

Fly High - *Have the courage to embrace new experiences and take risks. Share your knowledge with others. Enable yourself to flourish.*

Characteristics of a Writer

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment value.

Implementation

Our pupils should be able to organise their knowledge, skills and understanding around the following learning hooks:

- To present neatly
- To spell correctly
- To punctuate accurately
- To use sentences appropriately
- To write with purpose
- To use imaginative description
- To organise writing appropriately
- To use paragraphs
- To analyse writing
- To present writing

These key concepts or as we like to explain them to children – learning hooks, underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.

Early Years

In the Early Years Foundation Stage, the teaching of writing is based on the area of Literacy from Statutory Framework for the Early Years Foundation Stage 2021.

In particular:

ELG Writing:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Key Stage One and Two

In Key Stage 1 and 2 the teaching of writing is based on the National Curriculum for English 2014,

In line with guidance from the framework for English our teaching objectives cover these key strands:

- Writing - Transcription (Handwriting and Spelling)
- Writing - Composition (Structure writing both orally and written)
- Writing - Skills (Vocabulary, Grammar and Punctuation)

Much of the programme of study for writing is taught through the daily English session, particularly during shared and guided writing sessions. However there are many opportunities for pupils to practise and develop their writing skills within the context of learning in other subjects.

The vertical accumulation of knowledge and skills from Years 1 to 4 is mapped as follows:

	Threshold Concept Key Skills	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4
COMPOSITION	To write with purpose	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve. 	<ul style="list-style-type: none"> • Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve.
	To use imaginative description	<ul style="list-style-type: none"> • Use well-chosen adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail. 	<ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns.
	To organise writing appropriately	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose. 	<ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause.

			<ul style="list-style-type: none"> • Use connectives that signal time, shift attention, inject suspense and shift the setting.
	To use paragraphs	<ul style="list-style-type: none"> • Write about more than one idea. • Group related information. 	<ul style="list-style-type: none"> • Organise paragraphs around a theme. • Sequence paragraphs.
	To use sentences appropriately	<ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form clear narratives. • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin. 	<ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases.
	To present neatly	<ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.

<p style="text-align: center;">TRANSCRIPTION</p>	<p style="text-align: center;">To spell correctly</p>	<ul style="list-style-type: none"> ○ Spell words containing 40+ learned phonemes. ○ Spell common exception words (the, said, one, two and the days of the week). ○ Name letters of the alphabet in order. ○ Use letter names to describe spellings of words. ● Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). <ul style="list-style-type: none"> ○ Use the prefix un. ○ Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. ○ Use spelling rules. ○ Write simple sentences dictated by the teacher. ○ Spell by segmenting words into phonemes and represent them with the correct graphemes. ○ Learn some new ways to represent phonemes. ○ Spell common exception words correctly. ○ Spell contraction words correctly (can't, don't). ○ Add suffixes to spell longer words (-ment, -ness, -ful and -less). 	<ul style="list-style-type: none"> ● Use prefixes and suffixes and understand how to add them. ● Spell homophones correctly. ● Spell correctly often misspelt words. ● Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). ● Use the first two or three letters of a word to check its spelling in a dictionary. ● Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
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		<ul style="list-style-type: none"> ○ Use the possessive apostrophe. (singular) (for example, the girl's book) ● Distinguish between homophones and near-homophones. 	
	<p>To punctuate accurately</p>	<ul style="list-style-type: none"> ● Leave spaces between words. ● Use the word 'and' to join words and sentences. ● Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. ● Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. ● Use sentences with different forms: statement, question, exclamation and command. ● Use extended noun phrases to describe and specify (e.g. the blue butterfly). ● Use subordination (when, if, that or because). ● Use coordination (or, and, but). ● Use some features of standard written English. ● Use the present and past tenses correctly, including the progressive form. 	<ul style="list-style-type: none"> ● Develop understanding of writing concepts by: ● Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. ● Using the present perfect form of verbs in contrast to the past tense. ● Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. ● Using conjunctions, adverbs and prepositions to express time and cause. ● Using fronted adverbials. ● Indicate grammatical and other features by: ● Using commas after fronted adverbials. ● Indicating possession by using the possessive apostrophe with plural nouns. ● Using and punctuating direct speech.

ANALYSIS AND PRESENTATION	To analyse writing	<ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing: • Year 1 <ul style="list-style-type: none"> ○ word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. • Year 2 <ul style="list-style-type: none"> ○ Use and understand grammatical terminology in discussing writing: ○ verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. 	<ul style="list-style-type: none"> ○ Use and understand grammatical terminology when discussing writing and reading: • Year 3 <ul style="list-style-type: none"> ○ word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. • Year 4 <ul style="list-style-type: none"> ○ pronoun, possessive pronoun, adverbial.
	To present writing	<ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher. • Read aloud writing with some intonation. 	<ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation.

(Our quality texts are currently under review as we develop our new curriculum. This document will be updated periodically.)

High quality key texts drive each learning sequence. Pupils write for a purpose. We begin and end each unit of work with an independent cold and hot writing task, which enables teachers to track progress of individual pupils.

WRENS: RECEPTION						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Marvellous Me	Helping Hands	Material World	Toy Town	Once Upon a Time	We Are Going on a Bear Hunt
Writing Opportunities	Talk for Writing Pie Corbett (Peepo!)	Talk for Writing Pie Corbett (The Jolly Postman)	Talk for Writing Pie Corbett (Three Little Pigs)	Talk for Writing Pie Corbett (Toy Story A New Adventure A class creation)	Talk for Writing Pie Corbett (The Princess and the Frog)	Talk for Writing Pie Corbett (A class creation)
Literacy / Physical Development	Oral sequencing of story	Letter writing	Oral sequencing of story	Oral sequencing of stories	Oral sequencing of story	Oral recounts
	Rhymes and poems	Mark making	Labelling	Story writing	Fairy tales	Labelling
	Mark making	Labelling	Captions	Mark making	Story Writing	Captions
	Role play	Role play	Simple facts	Role play	Mark making	Simple facts
	Outdoor writing	Outdoor writing	Mark making	Outdoor writing	Role play	Mark making
			Role play		Outdoor writing	Role play
			Outdoor writing			Outdoor writing

English - texts Literacy / Commu nication and Languag e	Peepo! by Janet and Allan Ahlberg	The Jolly Postman by Janet and Allan Ahlberg	Three Little Pigs by Aneurin Rhys and Ronne Randall	Toy Story	The Princess and the Frog	Bug Hunt – Lift the Flap by Neecy Twinhem
	Funny Bones by Janet and Allan Ahlberg	The Jolly Christmas Postman by Janet and Allan Ahlberg	No-Bot the Robot with No Bottom by Sue Hendra and Paul Linnet			

ROBINS A

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Hooks/Inquiry Question	CONNECTIONS Why do we use maps?	LEGACY True or false? Do monarchs influence change in society?	CHANGE Why did the industrial revolution begin in England?	DIFFERENCE Would you rather live in a hot place or a cold place?	IMPACT How do humans impact the environment?	INFLUENCE How have significant women in the past influenced peoples' opinions?
	ENGLISH Purpose	To Describe To Entertain To Explain To Inform	To Describe To Explain To Inform	To Entertain To Explain To Persuade	To Describe To Explain To Inform To Persuade	To Explain To Inform To Persuade
ENGLISH	Story with familiar settings	Character and setting description	Stories set in imaginary worlds	Adventure Stories	Stories with fantasy settings	Stories with historical settings

Genres	Personal Recounts Poetry	Traditional Tales	Explanation	Non Chronological Reports Letters Instructions – Fictional	Diary Instructions	Traditional Tales Poetry
ENGLISH Key Texts	Where’s My teddy by Jez Alborough Rose and Mr Wintergarten by Bob Graham The Big Book of the UK	The Queen’s Handbag – Steve Antony Traditional Tales – The Snow Queen by Hans Christian Andersen	The Monster Machine by Nicola L Robinson Wallace and Gromit – Cracking Contraptions Dotty Inventions – Roger McGough Maps Izzy Gizmo by Pip Jones	Meerkat Mail by Emily Gravett The Dragon Machine - Helen Ward	Dougal the Deep Sea Diver – Simon Bartram The Shark Lady – Dear Greenpeace – How to Help a Hedgehog and Protect a Bear -	VLAD and the Florence Nightingale Adventure –Kate Cunningham Little Leaders - Great Woman Who Changed the World The Last Wolf – Mini Grey Alternative LRRH tales
ROBINS B (CYCLE B TBC)						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Hooks/Inquiry Question	PLACES Why is London our capital city?	ACTIONS AND CONSEQUENCES	HUMAN IMPACT What is the difference between a continent	EXPLORATION	LOCATION	SETTLEMENT

		<p>Can humans learn from their mistakes?</p> <p>Do you agree? At some point a huge fire was going to happen. It was only a matter of time?</p>	<p>and a country or an ocean and a sea?</p>	<p>Should humans explore other planets?</p>	<p>Where is Bromsgrove and its location within the UK?</p>	<p>How is a school the heart of a local community?</p>
<p>ENGLISH Purpose</p>	<p>To Describe</p> <p>To Entertain</p> <p>To Explain</p> <p>To Inform</p> <p>To Persuade</p>	<p>To Describe</p> <p>To Entertain</p> <p>To Explain</p> <p>To Inform</p> <p>To Persuade</p>	<p>To Describe</p> <p>To Entertain</p> <p>To Explain</p> <p>To Inform</p> <p>To Persuade</p>	<p>To Describe</p> <p>To Entertain</p> <p>To Explain</p> <p>To Inform</p> <p>To Persuade</p>	<p>To Describe</p> <p>To Entertain</p> <p>To Explain</p> <p>To Inform</p> <p>To Persuade</p>	<p>To Describe</p> <p>To Entertain</p> <p>To Explain</p> <p>To Inform</p> <p>To Persuade</p>
<p>ENGLISH Genres</p>	<p>Stories with familiar settings</p>	<p>Recounts – historical viewpoint</p> <p>Diaries</p> <p>Information Texts</p> <p>Letter Writing</p>	<p>Adventure Stories</p> <p>Poetry</p>	<p>Stories with fantasy settings</p> <p>Diaries</p> <p>Recounts</p>	<p>Traditional Tales</p> <p>Diary</p> <p>Description</p> <p>Instructions - recipes</p> <p>Explanations</p>	<p>Stories with familiar settings</p> <p>Recounts – personal experience</p>
<p>ENGLISH Key Texts</p>	<p>The Queen’s Hat – Steve Antony</p> <p>The Secret Sky Garden by Linda Sarah</p>	<p>The Great Fire of London by Emma Adams</p>	<p>Blown Away by Rob Biddulph</p> <p>Seaside poems</p> <p>Ocean Meets Sky by Eric Fan</p>	<p>Bob the Man on the Moon – Simon Bartram</p> <p>The First Man on the Moon – Video Clip</p>	<p>Traditional Tales – The Pea and the Princess by Mini Grey</p>	<p>Major Glad and Major Dizzy by Jan Oke and Ian Nolan</p>

	To Inform To Persuade	To Inform To Persuade	To Inform To Persuade	To Inform To Persuade	To Inform To Persuade	To Inform To Persuade
ENGLISH Genres	Adventure Stories Newspapers	Information texts and reports	Stories with issues and dilemmas Poetry	Stories with familiar settings Explanation	Stories with issues and dilemmas	Stories with historical settings
ENGLISH Key Texts	James and the Giant Peach – Roald Dahl Quest, Journey, Return Trilogy by Aaron Becker (Picturebook)	Stig of the Dump by Clive King UG by Raymond Briggs How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley The Ice Monster by David Walliams	The Iron Man by Dick King Smith The Robot and the Bluebird (Picturebook) The Wild Robot by Peter Brown	The Pebble in my Pocket by Meredith Hooper	The Sheep Pig by Dick King Smith The Everyday Journeys of Ordinary Things by Libby Deutsch Grendel A Cautionary Tale About Chocolate by David Lucas Walker	Roman Myths Escape from Pompeii by Christina Balit Boudicca
OWLS B (CYCLE B TBC)						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Hooks/Inquiry Question	CYCLES AND PROCESS	ACTIONS AND CONSEQUENCES	HUMAN IMPACT What is the impact of human processes on our planet?	EXPLORATION Were the Vikings just fierce warriors?	LOCATION Where is Worcester and its location within the UK?	SETTLEMENT What was the significance of

	(Water cycle)	What is the connection between conflict and belief?				Worcester city in the civil war?
ENGLISH Purpose	To Describe To Entertain To Explain To Inform To Persuade	To Describe To Entertain To Explain To Inform To Persuade	To Describe To Entertain To Explain To Inform To Persuade	To Describe To Entertain To Explain To Inform To Persuade	To Describe To Entertain To Explain To Inform To Persuade	To Describe To Entertain To Explain To Inform To Persuade
ENGLISH Genres	Stories with issues and dilemmas	Stories with historical settings	Adventure Stories		Stories set in imaginary worlds	Stories with historical settings
ENGLISH Key Texts	Charlotte's Web by E.B. White Rhythm of the Rain by Grahame Baker-Smith	Monster Slayer by Brain Patten Beowolf by Michael Morporgo King Arthur and the Knight of the Knights the Round Table by Monster Williams Sir Gawain an the Green Knight by Michael Foreman	The Great Kapok Tree by Lynne Cherry (A Tale of the Amazon Rainforest) Varmints Helen Ward Lord of the Forest by Caroline Pitcher	Myth Atlas by Thrigo de Moraes	The Lion, the Witch and the Wardrobe by CS Lewis	Fables and Legends

How we teach writing at Dodford

Each learning sequence is structured in the following way:

Teaching Sequence Guidance	
Creating Interest Elicitation Task: Outcomes of this will be used to set pupil targets.	COLD TASK Independent writing
Phase 1: Book Talk - Reading as a reader/Reading as a writer IMITATE	Familiarisation/Immersion in text/Analysis Learning about the text and grammar (Create writerly knowledge chart, add to learning sequence display)
Phase 2: Practising Writing/ Shared Writing INNOVATE	Capturing Ideas, modelling, boxing up, short burst writing activities, learning the skills
Phase 3: Independent Writing INVENT	HOT TASK Plan, Draft, Edit Teacher demonstration Independent writing
ROBIN CLASS	
YEAR ONE	YEAR TWO
<u>Pupils will be taught to write sentences by:</u> <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense 	<u>Pupils will be taught to write by:</u> <ul style="list-style-type: none"> - consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence - Read aloud what they have written with appropriate intonation to make the meaning clear.
OWL CLASS	
YEAR THREE	YEAR FOUR
Pupils will be taught to:	Pupils will be taught to:

- **plan their writing by:**
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- **draft and write by:**
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme in narratives, creating settings, characters and plot
 - In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- **evaluate and edit by:**
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- **proof-read for spelling and punctuation errors**
- **Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.**

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Impact

Assessment

Through the explicit teaching of the Writing skills, both the teachers and the pupils assess their learning continuously throughout the lesson. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time. Please refer to our assessment policy for further details.

Each pupil at Dodford has their own writing progress journal. Key pieces of writing are added to this book throughout their time at Dodford this enables both teachers and pupils to reflect on and celebrate progress.

Pupil Voice

"I like writing adventures. It's fun." Robins Year 1

"I like recounting trips. It helps me remember things I've done." Robins Year 2

"Teachers help us by doing green for growth. It helps us correct things in our work." Year 2 Robins

"We've been learning about effective language. We looked in the Iron Man story and found interesting words used by the author." Year 3 Owls

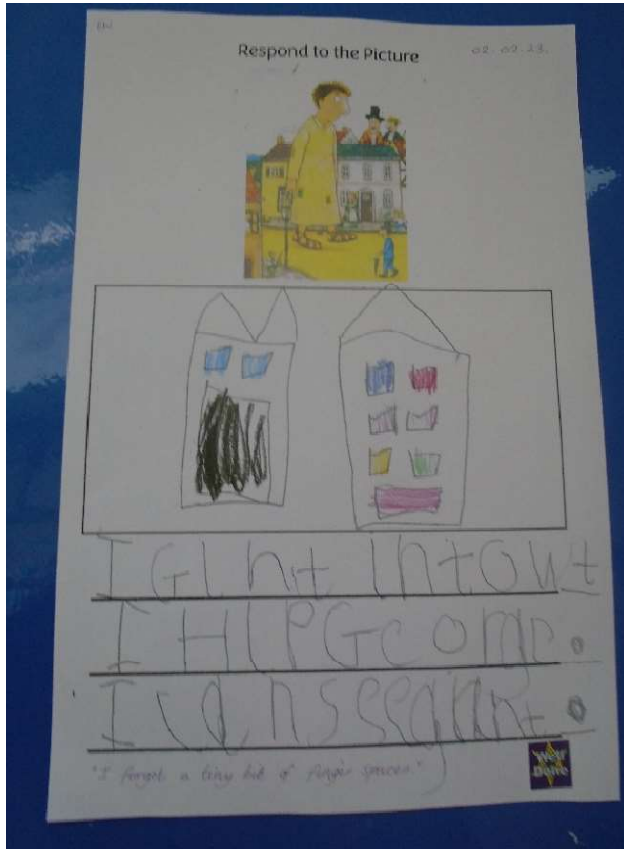

"I liked writing a poem about the Iron Man." Year 3 Owls

"You get to experiment with language." Owls

"I like writing stories because you start with a few ideas and then it grows." Year 4 Owls

"Reading helps you write because it helps you learn new words. It puts them in your mind. A good reader is a good writer". Year 4 Owls

What writing looks like at Dodford First School.

 <p>Respond to the Picture</p> <p>I GLHT INTOU I HLP GOMP I CAN SPEAK</p> <p>"I forgot a tiny bit of 'Piggy' spaces"</p>	<p>THURSDAY</p>  <p>I can see branches. I can hear low footsteps I can smell a flower. I can see a pair I feel sad I can hear I can see a rock</p> <p>Eddie</p>	<p>Meadow</p> <p>On Tuesday Robin was with us at a school to the art gallery in Wokingham. We went there to take part in a portrait workshop and learn how to draw and paint a picture.</p> <p>First we had an activity on the road in the school hall. Then we went to the art gallery. We had a lot of fun.</p> <p>After that we had a drawing and painting workshop. Then we had lunch and I had a chance to draw a picture. Later we went to the gallery to see the other children's pictures. We went back to school.</p> <p>What an fun day! I had a great time at the portrait workshop and saw our work at the gallery. My favourite part was drawing a portrait because it was lots of fun.</p>
<p>Reception</p>	<p>Year One</p>	<p>Year Two</p>

