

## Writing at Temple Sowerby CE Primary School

### Vision

Our writing vision is to develop our children into enthusiastic, creative writers who have the skills and knowledge to be able to write for a range of purposes and audiences. By the end of KS2, we want children to feel confident in their writing capability and have a strong understanding of different genres. We aim to foster children's enthusiasm for writing at an early age and promote a love of writing by providing opportunities to write about exciting and engaging topics.

### Coverage

Our writing curriculum is in line with the expectations of the National Curriculum and is designed so that children learn to write for four different purposes; writing to entertain, writing to inform, writing to persuade and writing to discuss. Each term, children will focus on one of these writing purposes and they will learn about different genres relating to it and about the related grammar. Opportunities to revisit genres in subsequent terms and year groups allow children to develop their writing, ensuring there is a progression of skills. For each year group there are recommended quality texts which can be used as stimuli for writing; these have been selected for the knowledge and curriculum links they provide, as well as the opportunities they provide for writing outcomes (but teachers may choose to adapt and use alternative texts). Other stimuli, such as images and videos are used to inspire writing and develop children's enthusiasm and creativity.

In Reception, quality texts are chosen to link with the topic for each term and the writing outcomes are based on these books. Many of the texts are repetitive in terms of their language and sentence structures, meaning the pupils can easily engage with them and replicate the language in their own writing. Some of the texts also introduce the children to rhyme.

Below is an overview of our writing coverage for each class/year group.

		<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Class 1</b>	<b>Reception</b>	<b>All About Me!</b>  We're Going on a Bear Hunt. Five Minutes' Peace Owl Babies Once there were Giants Stick Man	<b>Terrific Tales</b>  Harvey Slumfenburger's Christmas Present Not a Stick! The Gingerbread Man Cinderella	<b>Amazing Animals</b>  We're going on a Lion Hunt Handa's Hen Funny Poems: Animal Antics Oi Frog and Friends (Literacy Shed) The Emperors Egg The Very Hungry Caterpillar Tiger who came to tea	<b>Come Outside</b>  The Owl who was afraid of the Dark/ Caterpillar Shoes Here Comes Mr Postmouse The Tiny Seed Oliver's Vegetables Jack and the Beanstalk	<b>Ticket To Ride</b>  The Train Ride (Literacy Shed) The Way back Home The Snail and the Whale The Naughty Bus Mr. Gumpy's Outing the Train Ride	<b>Fun At The Seaside</b>  Lighthouse Keeper's Lunch Under the Sea Tiddler

	Year 1	<p>Entertain</p> <p>Rewriting simple stories.</p> <p>We're Going on a Bear Hunt. Five Minutes' Peace</p>	<p>Inform</p> <p>Non-chronological report Harvey Slumfenburger's Christmas Present</p> <p>Instructions Not a Stick!</p>	<p>Entertain</p> <p>Rewriting familiar stories We're going on a Lion Hunt Handa's Hen</p> <p>Poetry Funny Poems: Animal Antics</p>	<p>Inform</p> <p>Non-chronological report The Owl who was afraid of the Dark/ Caterpillar shoes (Literacy Shed)</p> <p>Letter Here Comes Mr Postmouse by Marianne Dubuc</p>	<p>Entertain</p> <p>Wanted poster The Way Back Home (Literacy shed)</p>	<p>Inform</p> <p>Recount Little Boat (Literacy Shed)</p> <p>Non-chronological report Under the Sea</p>
Class 2 Y2/3	Year A	<p>Entertain</p> <p>Character description</p> <p>Diary entry (LS)</p> 	<p>Inform</p> <p>Non-chronological report (LS)</p> 	<p>Inform</p> <p>Letter (HT)</p>  <p>Instructions (HT)</p> 	<p>Inform</p> <p>Recount (LS)</p> <p>Rewriting stories (LS)</p> 	<p>Entertain</p> <p>Poetry (HT)</p>  <p>Benjamin Zephaniah (HT)</p> 	<p>Entertain</p> <p>Rewriting familiar stories</p> <p>(Myths and Legends – HT)</p>  
	Year B	<p>Inform</p> <p>Biography</p> 	<p>Persuade</p> <p>Advertisement</p> <p>Persuasive letter</p> 	<p>Inform</p> <p>Non-chronological report</p> <p>Instructions (HT)</p> 	<p>Entertain</p> <p>Rewriting simple stories (LS)</p> 	<p>Entertain</p> <p>Poetry (LS)</p> 	<p>Entertain</p> <p>Playscript (LS)</p> 
Class 3 Y4/5/6	Year A	<p>Entertain</p> <p>Describe a setting</p> 	<p>Inform</p> <p>Non-chronological reports</p> 	<p>Persuade</p> <p>Persuasive letter/leaflet</p> 	<p>Inform</p> <p>Biography</p> 	<p>Entertain</p> <p>Poetry</p> 	<p>Entertain</p> <p>Narrative</p> 

	Year B	<b>Entertain</b>  Fantasy story  Describe a setting/ character  	<b>Inform</b>  Newspaper article  	<b>Persuade</b>  Letter / advertisement  	<b>Discuss</b>  Review of a film/ book  	<b>Entertain</b>  Poetry  	<b>Inform</b>  Biography  
	Year C	<b>Entertain</b>  Narrative - historical setting  	<b>Inform</b>  Autobiography  	<b>Persuade</b>  Speech/ campaign  	<b>Discuss</b>  Debate  Discussion /argument  	<b>Entertain</b>  Poetry  	<b>Inform</b>  Newspaper article  

From Year 2 upwards, spelling is taught as a discrete lesson three times per week, focusing on spelling rules, patterns and strategies. Handwriting is regularly taught in Early Years and KS1 and continues as required throughout KS2. We provide intervention group support for both spelling and handwriting where needed to enable all children to make progress.

### Evidence

The impact of our writing curriculum is evidenced largely through teacher assessment. Children's writing is assessed at the end of each term; teachers assess this writing using a year group assessment framework to make a judgement and to identify targets for improvement. We moderate writing, both internally and with other local schools, to ensure that our assessments are accurate. Termly assessments are also completed for grammar and spelling.

At the end of each term, teachers (including the headteacher, subject leaders and SENCO) meet to discuss progress and to consider the needs of each child in school, including whether any additional support is required.

The teaching of writing is also monitored through lesson observations and book scrutinies. This ensures that our curriculum is being delivered correctly; meaning children are being taught a range of genres and will leave our school being able to write for a range of purposes and audiences, thus fulfilling our writing vision.



Here are some samples of work from recent years, based on quality texts used in class.

### The Huntress

Her eyes glinted maliciously as the shadows slipped over her like an obsidian jacket, hiding her from sight. The shamrock-coloured grass basked momentarily in sandy light, before the moon disappeared behind the pearly clouds once again. Wisps of night-time mist slithered through the darkness from where it had insinuated itself through the trees. Hungrily, the killer's eyes roved the horizon in search of its prey. The huntress's silky black coat hid her, camouflaging her profile against the inky shadows.

She lay low, watching and waiting in an oily silence. A shadow slipped behind the grove of trees and she whipped around, her emerald eyes searching frantically for the victim - then out scurried... a field mouse. The Huntress turned away with a sniff of disgust.

"I have bigger, better prey to catch tonight," she declared. She steadied herself, preparing to strike. **POUNCE! RIP!**

There, lying in the grass, scarlet blood gradually oozing over its tight, dry skin lay... a dead rabbit. The midnight fox yapped excitedly, and scampered happily to its den to begin the feast.

### A Winter's Day

Intricately patterned snowflakes fell gracefully around me, as I trudged laboriously through the snow. An anxiously watchful robin eyed me suspiciously. I saw merrily playing children having a snowball fight outside a small cottage. The fire in the cottage was on, and slowly rising smoke furled out of the chimney. I looked around; it was utterly mesmerising. All of the cheerful children and proud parents. All of the silken snow and silly snowmen. I love winter.



As I walked, the snow crunched underfoot, like sheets, fresh from the laundry. I felt the gently falling snow brush my cheeks, on its way to the ground. Suddenly, I shivered. While I was looking around, (I hadn't noticed, as I had been too busy marvelling) I had gradually begun to get cold. I decided to go sledging to warm up. As I whizzed down the hill a few minutes later, I whooped in pure joy at the brilliant sunset. As the sun came up, the light danced through the trees. It was beautiful. Really beautiful.

When I got to the bottom, I jumped off my sledge and made a snow angel, giggling with delight as the cool snow brushed against my skin. A couple of children were snowboarding, but they lost control of the snowboard and crashed into a massive snowdrift.

That afternoon, we all went ice skating! It was so much fun, just skating around without a care in the world. Later, we watched a Christmas movie: The Grinch! Christmas is so full of joy, wonder and excitement.

### Farhad's Story

Hi my name is Farhad. I used to live with my mum, dad and my two brothers in Afghanistan. Now, I live with my parents and my brothers in a Serbian refugee camp. When I lived in Afghanistan, I loved to draw and play football; one day I wish to be an artist and a footballer. When I draw it helps take things off my mind. This is a story about my life so far...

The journey to the refugee camp was a gruelling experience. It took a year and just getting from Iran to Turkey took 3 attempts. When we managed to do it, it was a 10 hour journey through snowy mountains with about 200 people. It was freezing cold. When we finally reached Turkey, the smugglers found our family some space on a boat that was heading to Greece. There were so many people, the boat was too heavy and was starting to sink, so everybody had to throw their belongings overboard. I had to throw my pens, paper and pencils over the side, possessions that were very precious to me. After nine months in Greece, we reached the Serbian refugee camp. We had dreamed of reaching Germany or Switzerland, but we told the smugglers that we just couldn't go any further, so this is where we stayed.

*Should Children Be Home-schooled?* <sup>given for both points of view</sup>  
Recent evidence suggests that, over the past few years, the numbers of home-schooled children has doubled to over 80,000. Anne Longfield, the Children's Commissioner for England, expressed her concern about the number of children who have 'dropped off the grid'. The numbers have also risen by 20% in each of the last five years - and doubled since 2013-14.

spare room. Everyone  
st of it. There is not  
I suppose that I  
inds of others that died.  
enjoy playing football  
world famous artist. I

There is no question that there are many advantages to home schooling. Children can learn at their natural pace and would get plenty of 1 to 1 support. They would 'so be able to work on subjects that go a tring proving that the government has any on it, making has all of the teaching abilities required.

The Garage 24/9  
Michael took a deep breath, switched on the torch and squeezed the garage door. The temperature immediately dropped and a disastrous scene met his eyes. There was rubbish everywhere. Chests of drawers, bags of cement, cracked bins and broken wash basins were littered haphazardly on the broken floor. Ancient doors and rolled up carpets leaned against the rotting walls. Everything was covered with dust and cobwebs, we lice and bluebottle like an untouched layer of snow. A small window high up in the wall, but apart from that and the snaking finger of Michael's torch, nothing pushed back the darkness, making it shadow and treacherous. Picking his way through the piles of rubbish, Michael moved into the enveloping darkness. Cobwebs broke on his forehead and he could hear the wind whistling through the gaps in the splintered and sagging roof. Dust filled his nose and mouth as air fought to get in his lungs. He heard a scuffling sound and something crawled over his foot.  
"Is this where I'm going to die? Will the roof fall in?" Michael wondered, petrified by the thought. He wanted to run, but his feet seemed stuck to the floor and as he wobbled, Michael was...  
"He was about to get out when he saw it. A man. A long, thin stick with his way out in front of him and his head back against the wall. His face was thin, his... sallow and weary. His hair was full of bluebottles and he was thin and gaunt. Michael thought the man was dead. He was wrong...  
Suddenly, with a hoarse and squeaky whisper, the man growled, 'What do you want?' A few dust-filled seconds later he asked 'Got an aspirin?' Moving ever closer towards the man, Michael whispered, 'Who are you?' The man rasped, 'Noone. Go away.' After a few heartbeats of deadly silence, a raven's feather fluttered down between them like an ominous omen.  
"Is dad calling me?" Michael asked himself. "Will they ever find me?" Spooked like a bird and a gunshot, Michael crawled out the garage as quickly and as silently as he could. The door sat behind him and he was ripped from the second world.

### Amazing Yellow Spotted Lizards

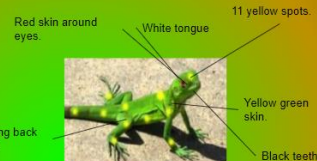
Yellow spotted lizards (known scientifically as *lepidophyma flavimaculatum*) are part of the reptile family and are closely related to Komodo dragons. They are 1 of 3 species of lizard which populate the dry parts of North America. However, because of humans shooting them and eating them, these creatures are endangered. Did you know there are only around 300 left in the wild? This report will make your knowledge of yellow spotted lizards grow ever larger.

#### Habitat

These amazing creatures live in the southern states of North America such as California and Texas. They normally inhabit the dry desert dunes, typically they live in small burrows and holes in the ground. The holes provide protection from predators (like vultures, hawks or Coyotes) and gives them shade from the harsh sun.

#### Diet

These rare reptiles are omnivores that survive on animals and occasionally plants. They also have a peculiar liking for sunflower seeds. They hunt at dusk, when their shining scales provide camouflage against the sandy desert floor. To catch their prey, they use their strong back legs to pounce, before biting and stunning it with their powerful venom.



Picture of a yellow spotted lizard.

#### Appearance

They are a highly venomous and endangered species. However, they are actually very small at only 6-10 inches long. They have 11 yellow spots, yellow eyes (with red skin around the outside), black teeth, a milk-white tongue and strong legs to jump out of holes. Their skin is a yellowish green and they have webbed feet to crawl across the uneven ground.

To summarise, yellow spotted lizards are interesting creatures which is well adapted to suit their harsh desert environment. However, despite this, their numbers are disappearing. There are now only 300 in the wild - all of this has happened because of human activity. Hopefully in the future these amazing reptiles numbers will rise again.

**Fun fact:** This lizard's toxic venom can easily take down much larger animals.