



## English



# Our Writing Curriculum – 2024 onwards

At Ibstone CE Primary School we follow the 'Talk 4 Writing' approach and Early Years use this alongside 'Drawing Club'. Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: *imitation* (where pupils learn and internalise texts), *innovation* (where pupils use these ideas and structures to construct new versions) and *invention* (where pupils create original texts independently). This approach can be adapted to suit the needs of all learners, it enables pupils to be able to read and write for a variety of audiences and purposes. A key feature is that pupils internalise the language structures needed to write through 'talking the text'. The approach moves from dependence towards independence with the teacher using shared and guided teaching to develop the ability in pupils to write creatively and powerfully.

Cycle A	Writing Coverage – Autumn			
2023 onwards	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Topic/ Enquiry question and concepts	<b>Marvellous Me Down on the Farm</b>	<b>Discover</b> Enquiry Question: <b>How can small actions eventually change the world?</b> Concepts: <b>compassion, change and class</b>	<b>Discover</b> Enquiry Question: <b>Do setbacks make you more resilient?</b> Concepts: <b>beliefs, belonging, identity and resilience</b>	<b>Discover</b> Enquiry Question: <b>Should we accept our place in society?</b> Concepts: <b>community, strength, duty and spirituality</b>
Toolkit Focus	<ul style="list-style-type: none"> <li>Character</li> </ul>	<ul style="list-style-type: none"> <li>Description</li> <li>Instructions</li> <li>Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>Description</li> <li>Settings</li> <li>Instructions</li> <li>Information</li> </ul>	<ul style="list-style-type: none"> <li>Character</li> <li>Dialogue</li> <li>Poetry</li> <li>Discussion</li> </ul>
Books and authentic texts used to support learning	<b>Text:</b> Perfectly Norman  <b>Text:</b> Little Red Hen (T4W)	<b>Text:</b> Augustus and His Smile - Losing Tale <b>Text:</b> George’s Marvellous Medicine – instructions <b>Text:</b> Rockabilly Island – persuasion	<b>Text:</b> Elf Road – portal story <b>Text:</b> How to trap a grass goblin - instruction <b>Text:</b> Poppy’s diary from Elf Road - recount	<b>Text:</b> Clock Close - Time shift Tale <b>Poetry unit - WW2</b> <b>Text:</b> Should children be able to play where they want - discussion
Writing opportunities	Name writing Drawing and labelling my family Labelling parts of a house Labelling the body Instruction writing – how to make bread Character description – LRH Writing own journey tale	<b>SBW:</b> Description Writing own losing tale Instructions to make a new medicine for George Persuasive leaflet for own island	<b>SBW:</b> Description and Settings Writing own portal story Instructions Diary entry	<b>SBW:</b> Character and Dialogue Writing own time shift tale Poems Balanced Argument

Cycle A	Writing Coverage – Spring			
2023 onwards	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Topic/ Enquiry question and concepts	<p align="center"><b>Over the Rainbow Dinosaurs</b></p>	<p align="center"><b>Explore</b></p> <p>Enquiry Question: <b>What does it mean to belong?</b></p> <p>Concepts: <b>community, love, belonging</b></p>	<p align="center"><b>Explore</b></p> <p>Enquiry Question: <b>Does adversity make you stronger?</b></p> <p>Concepts: <b>adversity, community, equality, change</b></p>	<p align="center"><b>Explore</b></p> <p>Enquiry Question: <b>What is it that makes up our identity?</b></p> <p>Concepts: <b>freedom, sacrifice, identity and fairness</b></p>
Toolkit Focus	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Openings and endings</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Character</li> <li>• Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Description</li> <li>• Settings</li> <li>• Suspense</li> <li>• Action</li> </ul>
Books and authentic texts used to support learning	<p><b>Text:</b> How to catch a rainbow</p> <p><b>Text:</b> How to catch a rainbow instructions (T4W)</p> <p><b>Text:</b> Colour Monster</p> <p><b>Text:</b> Mixed (DC)</p> <p><b>Text:</b> Little Green Dinosaur (T4W)</p>	<p><b>Text:</b> The Magic Porridge Pot - Traditional Tale</p> <p><b>Poetry unit</b></p> <p>As I blew the magic dust</p> <p><b>Text:</b> Woodcutter wins a medal - Recount (Jack &amp; the Baked Beanstalk)</p>	<p><b>Text:</b> I'll take you to Mrs Cole - warning tale</p> <p><b>Poetry unit</b></p> <p>'Magic Box' and 'The Door'</p> <p><b>Text:</b> Why Reilley should be punished? - argument</p>	<p><b>Text:</b> Smaug - Defeating the monster story</p> <p><b>Text:</b> Wanted-urgently. A Giant Whisperer - Persuasion</p> <p><b>Text:</b> Brightstorm - Suspense story</p>
Writing opportunities	<p>Colour poetry</p> <p>Lists – what would you need to take on a rainbow hunt</p> <p>Instructions</p> <p>Labelling and captions for dinosaurs</p> <p>Writing a losing tale</p>	<p><b>SBW:</b> Dialogue</p> <p>Writing a traditional tale</p> <p>Poetry</p> <p>Newspaper report about the Giant destroying flyover</p>	<p><b>SBW:</b> Character and Dialogue</p> <p>Writing own warning tales</p> <p>Poetry</p> <p>Persuasive argument</p>	<p><b>SBW:</b> Description and Settings</p> <p>Writing a defeating story</p> <p>Job Advert</p> <p>Suspense and Action story</p>

Cycle A	Writing Coverage – Summer			
2023 onwards	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Topic/ Enquiry question and concepts	<b>Magical Kingdom Minibeasts</b>	<b>Create</b> Enquiry Question: <b>What is special to me?</b> Concepts: <b>happiness, creativity and change</b>	<b>Create</b> Enquiry Question: <b>How can I express myself?</b> Concepts: <b>individuality, identity and choice</b>	<b>Create</b> Enquiry Question: <b>What do we treasure the most?</b> Concepts: <b>change, individuality, sustainability and creativity</b>
Toolkit Focus	<ul style="list-style-type: none"> <li>• Character</li> <li>• Settings</li> <li>• Action</li> </ul>	<ul style="list-style-type: none"> <li>• Action</li> <li>• Information</li> </ul>	<ul style="list-style-type: none"> <li>• Suspense</li> <li>• Action</li> <li>• Information</li> </ul>	<ul style="list-style-type: none"> <li>• Suspense</li> <li>• Action</li> <li>• Information</li> <li>• Instruction</li> <li>• Explanation</li> </ul>
Books and authentic texts used to support learning	<b>Text:</b> The Very Sleepy Bumblebee (T4W) <b>Text:</b> Gingerbread Man (T4W) <b>Text:</b> Jack & the Beanstalk (DC)	<b>Text:</b> Traction Man - Defeat the Monster <b>Text:</b> Fact File about Victorian Toys	<b>Text:</b> Adventure at Sandy Cove – adventure tale <b>Text:</b> Big Bad Wolf - information	<b>Text:</b> Dragon Spotted <b>Text:</b> The Teacher Pleaser Machine
Writing opportunities	Spine poem for Bumblebee Writing instructions for honey sandwiches Thank you letters to bee keeper Writing own version of The Gingerbread Man Instructions Jack and the Beanstalk – character and setting	<b>SBW:</b> Action Writing a defeating the monster story Non-chronological report Fact files about a toy	<b>SBW:</b> Suspense and Action Writing adventure tales Biographies	<b>SBW:</b> Suspense and Action Recounts Newspaper reports Explanation texts

Cycle B	Writing Coverage - Autumn				
2024 onwards	EYFS	Years 1 & 2	Barn Owls	Years 3 & 4	Years 5 & 6
Topic/ Enquiry question and concepts	<b>Nursery Rhymes Autumn and Animals</b>	<b>Explore</b> Enquiry Question: <b>Do we always appreciate what we've got?</b> Concepts: <b>community, tradition and diversity</b>	<b>Explore</b> (as per KS2 topics)	<b>Explore</b> Enquiry Question: <b>How can we make a difference?</b> Concepts: <b>sustainability, consequences and stewardship</b>	<b>Explore</b> Enquiry Question: <b>How might we live in the future?</b> Concepts: <b>dreams, change and failure</b>
Toolkit Focus	<ul style="list-style-type: none"> <li>• Character</li> <li>• Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Description</li> <li>• Instructions</li> <li>• Information</li> </ul>	<ul style="list-style-type: none"> <li>• Description</li> <li>• Characterisation</li> </ul>	<ul style="list-style-type: none"> <li>• Description</li> <li>• Settings</li> <li>• Information</li> <li>• Recount</li> </ul>	<ul style="list-style-type: none"> <li>• Cohesion</li> <li>• Description</li> <li>• Settings</li> <li>• Persuasion</li> </ul>
Books and authentic texts used to support learning	Nursery Rhymes <b>Text:</b> Leaf Man (DC) <b>Text:</b> We are Going on a Bear Hunt	<b>Text:</b> Handa's Surprise - Journey Tale <b>Text:</b> How to Wash a Woolly Mammoth - Instructions <b>Text:</b> Rainbow Dragon/ The Abominable Snowman - Information	<b>Text:</b> George and the Dragon <b>Text:</b> Dragon Description <b>Text:</b> Nail Soup <b>Text:</b> Christmas activity-instructions	<b>Text:</b> The Impossible Possible Bookshop - Portal story <b>Text:</b> The River Unicorn information <b>Text:</b> Jungle Log: 18 <sup>th</sup> February 2020 - Recount	<b>Text:</b> Chris Hadfield - Biography <b>Text:</b> Space description - Setting <b>Text:</b> Forest Lake brochure - Persuasion
Writing opportunities	Name writing Fine motor activities Rhyming pairs Drawing Club – Character, setting, three adventures with codes S frame – 5 sentence stories Writing list for things you would need to go on a Bear Hunt Spine Poem for Bear Labelling and captions for bears	<b>SBW:</b> Description Writing own journey tale How to wash a... - instructions Non-chronological report about an Arctic/ African animal	Innovating George and the dragon creating a new character Descriptive writing Story Instructions	<b>SBW:</b> Description & Settings Writing own portal story Non-chronological report Personal recount	<b>SBW:</b> Description & Settings Biography Persuasive leaflet Descriptions and settings

Cycle B	Writing Coverage – Spring				
2024 onwards	EYFS	Years 1 & 2	Barn Owls	Years 3 & 4	Years 5 & 6
Topic/ Enquiry question and concepts	<b>People Who Help us Space</b>	<b>Discover</b> Enquiry Question: <b>Can disasters have a positive impact?</b> Concepts: <b>consequences, resilience and fear</b>	<b>Discover</b> (as per KS2 topics)	<b>Discover</b> Enquiry Question: <b>Does migration always lead to conflict?</b> Concepts: <b>peace, prejudice and strength</b>	<b>Discover</b> Enquiry Question: <b>Are things always what they seem?</b> Concepts: <b>power, democracy and conflict</b>
Toolkit Focus	<ul style="list-style-type: none"> <li>Information</li> </ul>	<ul style="list-style-type: none"> <li>Action</li> </ul>	<ul style="list-style-type: none"> <li>Character</li> <li>Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Character</li> <li>Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Character</li> <li>Dialogue</li> </ul>
Books and authentic texts used to support learning	Non fiction texts about People Who Help Us & Space <b>Text:</b> Whatever Next <b>Text:</b> Information text on the Solar System (T4W)	<b>Text:</b> Monstersaurus - Portal Story <b>Poetry unit</b> Quangle Wangle <b>Text:</b> Diary Entry - Vlad and the GFOL	<b>Text:</b> The Tale of Curious Cara Warning Tale <b>Poetry unit</b>	<b>Text:</b> The Canal - Warning Tale Poetry unit <b>Text:</b> Should Mrs Mac let the boys out again - Discussion	<b>Text:</b> Perseus and Medusa - Quest Story <b>Text :</b> Ancient Greece - Non-Chronological report <b>Text:</b> Coral's Diary - Recount
Writing opportunities	Fact files Labelling and captions Instructions Recount Writing an adventure story	<b>SBW:</b> Action Writing own portal stories Poetry Diary in the role of Samuel Pepys	<b>SBW:</b> Character and dialogue Writing own warning tale Discussion argument	<b>SBW:</b> Character and Dialogue Writing own warning tales Discussion argument	<b>SBW:</b> Character and Dialogue Writing own quest stories Non-Chronological report Diary

<b>Cycle B</b>	<b>Writing Coverage – Summer</b>				
2024 onwards	EYFS	Years 1 & 2	Barn Owls	Years 3 & 4	Years 5 & 6
Topic/ Enquiry question and concepts	<b>Under the Sea Growing</b>	<b>Create</b>	<b>Create</b>	<b>Create</b>	<b>Create</b>
Toolkit Focus	<ul style="list-style-type: none"> <li>• Openings and endings</li> <li>• Recount</li> </ul>	<ul style="list-style-type: none"> <li>• Character</li> <li>• Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Suspense</li> <li>• Action</li> <li>• Explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Suspense</li> <li>• Action</li> <li>• Discussion</li> </ul>
Books and authentic texts used to support learning	Poetry – Commotion in the Ocean <b>Text:</b> The Enormous Turnip (T4W) <b>Text:</b> Our trip to Valley Wildlife Park	<b>Text:</b> Beegu - Character Description <b>Text:</b> The Red Crayon’s complaint - Persuasion		<b>Text:</b> The Night Adventure- Suspense Tale <b>Text:</b> How to Train your Naughty Jack Russell - Explanation	<b>Text:</b> <b>Cogheart</b> - Rescue Story <b>Text:</b> Should Homework be banned - Discussion
Writing opportunities	Writing own traditional tale Poetry Spine Poems Recount S frame – 5 sentence recap	<b>SBW:</b> Character Description Persuasive letter asking crayons to come back to work (The Day the Crayons Quit)		<b>SBW:</b> Suspense and Action Writing own suspense tale Explanation text	<b>SBW:</b> Suspense and Action Writing own rescue story Balanced Argument