



And whatever you do, in word or deed, do everything in the name of Lord Jesus, giving thanks to God the Father through Him.

Colossians 3:17



Writing

Intent

English is essential for the educational and social progress of our children, allowing them to make sense of our rapid and ever-changing world and understand their place in it. It is through language, story, and text that children learn to form concepts, connect ideas, and express themselves.

At Medlar with Wesham we understand that the development of vocabulary is fundamental to learning and so we place heavy emphasis on developing children's vocabulary across the whole curriculum.

English is taught using a text-based approach, thus ensuring that children are encouraged to be curious by immersing in high quality literature. Texts have been carefully selected to act as mirrors, windows and sliding doors. Books are mirrors when readers see their own lives reflected in the pages. Books are also windows when they allow readers a view of lives and stories that are different from their own to develop their confidence in the world. Books become sliding glass doors when readers feel transported into the world of the story and when they feel empathy for the characters.

It is through this approach that we intend to make our children proficient in oral language, reading and writing and equip them to be resilient citizens of the future.

Curriculum Coverage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<ul style="list-style-type: none">What makes me a me?Who am I?My family and other familiesThe same but different tooI'm almost always kindPumpkin SoupSquirrels who squabbled	<ul style="list-style-type: none">Celebrations around the worldAll through the nightIn every house in every streetIt's a no money dayBear ShapedStanding up to racismCelebrations around the world	<ul style="list-style-type: none">Lost and foundMartha Map's it OutThe Gingerbread ManCelebrations around the worldWilliam Bee's Things that GoAnanai and the Golden PotCelebrations around the world	<ul style="list-style-type: none">The Three Little PigsMr Wolff's PancakesMrs Noah's GardenErrol's GardenTadCelebrations around the world	<ul style="list-style-type: none">The DotNursery RhymesShui Lin's GrandpaLuna Loves ArtThe story Orchestra	<ul style="list-style-type: none">Clean Up!Winnie The Pooh Helps the BeesBody BookI am NefertitiChicken ClickingThe InvisibleThe Wonder
Y1/2 Cycle A	<ul style="list-style-type: none">SPAG focusSetting descriptionCharacter descriptionSimple retelling of a narrative	<ul style="list-style-type: none">Traditional TalesPoetry - rhythm and rhyme	<ul style="list-style-type: none">Informal lettersStories with a familiar setting	<ul style="list-style-type: none">Stories set in imaginary worldsFables	<ul style="list-style-type: none">Non-Chronological reportShape poems and Calligrams	<ul style="list-style-type: none">Instructional writingStories with familiar settings
Y1/2 Cycle B	<ul style="list-style-type: none">SPAG focusSetting descriptionCharacter descriptionFables	<ul style="list-style-type: none">Simple retelling of a narrativeInformal letters	<ul style="list-style-type: none">Stories from other culturesClassic poems	<ul style="list-style-type: none">Non-Chronological ReportStories with a familiar setting	<ul style="list-style-type: none">BiographyStories based on models from reading	<ul style="list-style-type: none">Stories with familiar settingsInstructional writing
Y3	<ul style="list-style-type: none">First person narrative descriptionsNon-chronological reports	<ul style="list-style-type: none">Performance poetry from other culturesDialogue through narrative - Historical stories	<ul style="list-style-type: none">Third person narrative - animal storiesNon-chronological reports	<ul style="list-style-type: none">First person narrative descriptionsAdvanced instructional writing	<ul style="list-style-type: none">Third person narrative descriptionsNon-chronological reports	<ul style="list-style-type: none">Formal letters to complainDialogue through narrative
Y4	<ul style="list-style-type: none">Strong start (SPAG)Poems which explore formFirst person diary entries - imaginative	<ul style="list-style-type: none">Third Person adventure storiesPersuasive writing - Adverts	<ul style="list-style-type: none">Stories from other culturesExplanatory text - Digestive system	<ul style="list-style-type: none">Third Person Adventure storiesPoems which explore form	<ul style="list-style-type: none">News reports - The SaxonsDiary Entry - imaginative	<ul style="list-style-type: none">Stories from other culturesCritical analysis of poetry
Y5	<ul style="list-style-type: none">Third Person Stories Set In Another CultureFormal Letters of Application	<ul style="list-style-type: none">Poems That Use Word PlayDialogue in NarrativePoems Which Explore Form	<ul style="list-style-type: none">Balanced ArgumentThird Person Stories Set in Another Culture	<ul style="list-style-type: none">Formal Letters of ApplicationBiographyPoems That Use Word Play	<ul style="list-style-type: none">Dialogue in Narrative: First Person Myths and LegendsBalanced Argument	<ul style="list-style-type: none">BiographyPoems Which Explore Form
Y6	<ul style="list-style-type: none">AutobiographyDiscursive writing and speeches	<ul style="list-style-type: none">Explanatory TextsFirst Person stories with a moral	<ul style="list-style-type: none">Poems that create images and explore vocabularyExtended third person narrative	<ul style="list-style-type: none">News reportsShakespeare	<ul style="list-style-type: none">Discursive Writing and speechesPoems that create images and explore vocabulary	<ul style="list-style-type: none">News reportsShakespeare's Sonnets



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Expectations

Learning Model

Connected



Our work is built around
cognitive load theory
principles of instruction
evidence informed practice

Cumulative



We believe learning isn't an
event. It must be knowledge-
rich, vocabulary-rich
and skilful

Coherent



Sequence matters
systematically planned
explicit instruction
supports acquisition of
curriculum content

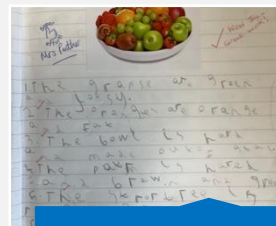
Books

- Knowledge organiser at the beginning of each new topic
- Knowledge note for each lesson
- Key vocabulary identified and highlighted in each lesson.

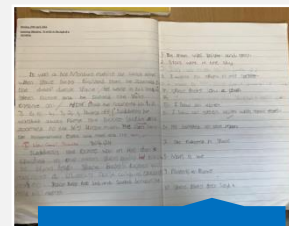
Assessment

- Retrieval practice activities
- Assessment for learning during lessons
- Half-termly summative teacher assessments

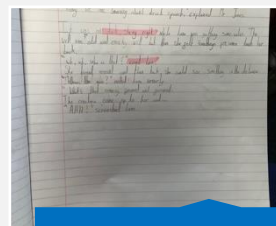
Examples of Work



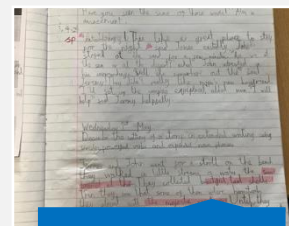
Year 1



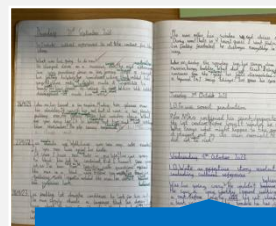
Year 2



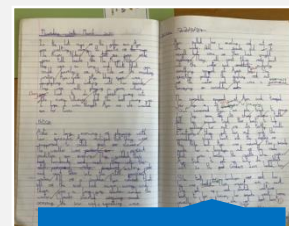
Year 3



Year 4



Year 5



Year 6