

# United Curriculum

## Primary English (writing)



# United Curriculum Principles

---

Building on the Framework for Excellence, The United Learning Primary Curriculum has six core principles:





- **Entitlement**  
*All pupils have the right to learn what is in the United Learning curriculum, and schools have a duty to ensure that all pupils are taught the whole of it*
- **Coherence**  
*Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects*
- **Mastery**  
*We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts*
- **Adaptability**  
*The core content – the ‘what’ – of the curriculum is stable, but schools will bring it to life in their own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes*
- **Representation**  
*All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience*
- **Education with character**  
*Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart*

Subject-specific rationales are built on these six principles.



# United Curriculum Principles: English writing

The United Writing Curriculum is built on four key principles:

 <b>Developing pupils' metacognitive and critical thinking skills</b> <ul style="list-style-type: none"><li>• Teachers authentically model the writing process and thinking aloud</li><li>• Critical literacy skills are incorporated into the curriculum</li><li>• Pupils become life-long readers and writers</li><li>• Links to other curriculum areas – where appropriate - reflect important real-world knowledge</li></ul>	 <b>Ensuring the highest expectations for the attainment and progress of all pupils</b> <ul style="list-style-type: none"><li>• Progression in learning is mapped across units, year groups and key stages</li><li>• A diverse representation of high-quality texts are used as models and examples</li><li>• Teachers have conviction that every child has something worthwhile to write about</li></ul>
 <b>Supporting all pupils in developing pleasure for writing and discovering their own unique writing voice</b> <ul style="list-style-type: none"><li>• Pupils have independence and autonomy</li><li>• Pupils have choice to write about what interests and excites them, and reflects their own lives</li><li>• A wide range of opportunities are provided for pupils to write for authentic purposes and audiences</li><li>• Planning acknowledges and values pupils' own diverse funds of knowledge</li></ul>	 <b>Developing a secure understanding of the writing process</b> <ul style="list-style-type: none"><li>• The writing process is recursive and not linear</li><li>• Functional grammar is taught within context</li><li>• New objectives are introduced in small, manageable steps</li><li>• Pupils have frequent opportunities to write at length</li><li>• Planned conferencing and workshopping allows teachers to meet individual pupil needs</li></ul>

# Nursery Writing Overview

Autumn	<p><b>Marvelous Me</b></p> <p><b>Communication and Language:</b> Be able to talk about familiar books: -Sit and listen to a story -Answer simple question about what they have heard Develop their communication: -Speak in simple sentences</p> <p><b>Literacy:</b> Use some of their print and letter knowledge in their early writing. -tell an adult about the marks they make Develop their phonological awareness: -Join in with nursery rhymes -Sing some nursery rhymes independently Discriminate between environmental sounds</p>	<p><b>Bears</b></p> <p><b>Communication and Language:</b> Enjoy listening to longer stories and can remember much of what happens. Develop their communication but may continue to have problems with irregular tenses and plurals. Use a wider range of vocabulary.</p> <p><b>Literacy:</b> Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness by joining in with nursery rhymes, tuning into voice sounds, talking about sounds and spotting and suggesting rhymes</p>	<p><b>Special Days</b></p> <p><b>Communication and Language:</b> •Enjoy listening to longer stories and can remember much of what happens. •Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. •Use a wider range of vocabulary.</p> <p><b>Literacy:</b> •Use some of their print and letter knowledge in their early writing. •Write some or all of their name. •Develop their phonological awareness. •count or clap syllables in a word •recognize words with the same initial sound, such as money and mother</p>
Spring	<p><b>On the Move</b></p> <p><b>Communication and Language:</b> Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use talk to organise themselves and their play. Use longer sentences of four to six words.</p> <p><b>Literacy:</b> Develop their phonological awareness, so that they can spot and suggest rhymes and experience and appreciate rhythm. Understand the five key concepts about print: print has meaning the names of the different parts of a book print can have different purposes Use some of their print and letter knowledge in their early writing.</p>		<p><b>On the Farm</b></p> <p><b>Communication and Language:</b> Develop their communication, to talk about a past event but may continue to have problems with irregular tenses Use a wider range of vocabulary. Be able to talk about familiar books, and be able to tell a long story. Use vocabulary in their play, that reflects their experiences of books. Sing a large repertoire of songs.</p> <p><b>Literacy:</b> Use some of their print and letter knowledge in their early writing. Develop their phonological awareness, so that they can: -Distinguish between environmental sounds., exploring speech sounds, spot and suggest rhymes, recognise words with the same initial sound.</p>
Summer	<p><b>One Upon a Time</b></p> <p><b>Communication and Language:</b> Understand ‘why’ questions. Be able to tell a long story. Use longer sentences of four to six words.</p> <p><b>Literacy:</b> Understand the five key concepts about print. Engage in extended conversations about stories, learning new vocabulary: Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.</p>		<p><b>All Creatures Great and Small</b></p> <p><b>Communication and Language:</b> Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns.</p> <p><b>Literacy:</b> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Write some or all of their name. Write some letters accurately. Understand the five key concepts about print: Develop their phonological awareness</p>



# Reception Writing Overview

Autumn	<p><b>Me and My World</b></p> <p><b>Communication and Language:</b> Engage in story times. Learn new vocabulary. Understand how to listen carefully and why listening is important. Articulate their ideas and thoughts in well-formed sentences. Engage in non-fiction books. Use new vocabulary through the day.</p> <p><b>Literacy:</b> Write their first name without a reference. Answer 'what' questions related to a story Spell words by identifying the sounds and then writing the sound with letter/s.- write the correct initial sounds of words Read individual letters by saying the sounds for them.</p>	<p><b>My Heroes</b></p> <p><b>Communication and Language:</b> Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen to and talk about stories to build familiarity and understanding.</p> <p><b>Literacy:</b> Orally plan a sentence for an adult to describe Spell words by identifying the sounds and then writing the sound with letter/s.- write the correct initial sounds of words write CVC words using the sounds they have been taught</p>
Spring	<p><b>Castles, Knights and Dragons</b></p> <p><b>Communication and Language:</b> Connect one idea or action to another using a range of connectives. Make simple predictions about what will happen next. Retell the story, once they have developed a deep familiarity with the text. Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs.</p> <p><b>Literacy:</b> Create a simple narrative using vocabulary introduced through a text. Spell words by identifying the sounds and writing the sound with letters. Read and write simple phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p><b>Spring in our Step</b></p> <p><b>Communication and Language:</b> •Understand and use new vocabulary introduced through non-fiction texts and stories •Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. •Ask questions to find out more and to check they understand what has been said to them.</p> <p><b>Literacy:</b> •Form lower-case and capital letters correctly. •Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. •Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words</p>
Summer	<p><b>Where we Live</b></p> <p><b>Communication and Language</b> Listen to and talk about stories to build familiarity and understanding. Link events in a story to their own experiences. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p> <p><b>Literacy</b> Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p><b>Science Detectives</b></p> <p><b>Communication and Language</b> Articulate their ideas and thoughts in well-formed sentences. Learn and use new vocabulary Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p><b>Literacy:</b> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Form lower-case and capital letters correctly. Re-read what they have written to check that it makes sense. Spell words by identifying the sounds and then writing the sound with letter/s.</p>



# Year 1 Writing Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Autumn</b>	<b>Vocabulary &amp; Sentences:</b> Beegu (2 weeks)		<b>Short Narratives:</b> The Lonely Beast (2 weeks)		<b>Narratives:</b> Ralph Tells A Story (1 week)	<b>Description:</b> Lost in the Toy Museum (2 weeks)		<b>Narrative Structure:</b> Stanley's Stick (2 weeks)		<b>Writing About Real Life:</b> The Big Book of the UK (2 weeks)	
<b>Spring</b>	<b>Scenes &amp; Poetry:</b> Little Red / Rapunzel (Bethan Woollvin) (2 weeks)		<b>Narratives:</b> Mixed Up Fairy Tales Billy and the Beast (3 weeks)			<b>Developing Punctuation:</b> Traction Man is Here (2 weeks)		<b>Developing Punctuation &amp; Vocabulary:</b> Look Up! (2 weeks)		<b>Writing a Report:</b> Here We Are (2 weeks)	
<b>Summer</b>	<b>Description:</b> Journey (2 weeks)		<b>Recounts:</b> On the Way Home (2 weeks)		<b>Instructions:</b> Nimesh the Adventurer (1 week)	<b>Letters:</b> Where the Wild Things Are (2 weeks)		<b>Interview &amp; Fact Files:</b> Ada Twist, Scientist Iggy Peck, Architect Rosie Revere, Engineer (2 weeks)		<b>Writing About Real Events:</b> All About Year 1! (2 weeks)	



# Year 2 Writing Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>Autumn</b>	<b>Poetry</b> Thinker My Puppy Poet and Me (3 weeks)			<b>Sentence Structure</b> Detail Detective (1 week)	<b>Instructions</b> The Disgusting Sandwich (3 weeks)			<b>Informal Letter</b> Pattan's Pumpkin (3 weeks)			<b>Non-Chronological Report</b> Elephants (3 weeks)		
<b>Spring</b>	<b>Sentence Structure</b> Robot and the Bluebird (1 week)	<b>Narrative</b> Robot and the Bluebird (2 weeks)		<b>Informal Letter</b> Robot and the Bluebird (2 weeks)		<b>Character Description</b> Lonely Beast (2 weeks)		<b>Narrative</b> Lonely Beast (2 weeks)		<b>Narrative</b> Zeraffa (1 week)	<b>Non-Chronological Report</b> Zeraffa (2 weeks)		
<b>Summer</b>	<b>Recount</b> Highway Rat (1 week)	<b>Sentence Structure</b> Detail Detective (2 weeks)		<b>Narrative</b> Highway Rat (2 weeks)		<b>Non-Chronological Report</b> Rats (2 weeks)		<b>Poetry</b> Rat Shape poetry (2 weeks)		<b>Persuasion</b> The Promise & Wangari's Trees of Peace (2 weeks)		<b>Descriptive &amp; Informative Language</b> Africa, Amazing Africa (2 weeks)	



# Year 3 Writing Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn	Developing Dialogue: Stone Age Boy - Satoshi Kitamura (3 weeks)			Developing Description: Once Upon an Ordinary School Day - Colin McNaughton (3 weeks)			Poetry: The Ning, Nang, Nong- by Spike Milligan (1 week)	Instructions: Instructions Where the Poppies Grow Now- by Hilary Robinson (3 weeks)			Writing to Inform: The Big Picture- Living Habitats- by Josy Bloggs (3 weeks)		
Spring	Investigating Viewpoint: Twisted Fairy Tales The True Story of the Three Little Pigs - Jon Scieszka (2 weeks)		Reporting: Fairy Tale Crimes Who Pushed Humpty Dumpty & Other Notorious Nursery Tale Mysteries -David Levinthal (2 weeks)		Discussion: Fairy Tale Crimes Who Pushed Humpty Dumpty & Other Notorious Nursery Tale Mysteries - David Levinthal (2 weeks)		Class Fact File: This is How We do It – Matt Lamothe (2 weeks)		Traditional Fables: Poetry Link (3 weeks)				
Summer	Creating Atmosphere: Escape From Pompeii –Cristina Balit Poetry Link (3 weeks)			Writing to Inform: Earth Shattering Events – Robin Jacobs (3 weeks)			Writing to Persuade: Adverts & Reviews Izzy Gizmo –Pip Jones (2 weeks)		Letter Writing for Different Purposes & Audiences: The Day The Crayons Quit –Drew Daywalt (3 weeks)				





# Year 4 Writing Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	<b>Poetry:</b> <i>Poems Aloud - Joseph Coelho</i> (1 week)	<b>Instructional Writing:</b> <i>Building With Lego Chop, Sizzle Wow – The Silver Spoon</i> (2 weeks)		<b>Developing Description:</b> <i>The Building Boy – Ross Montgomery</i> (3 weeks)			<b>Writing To Inform:</b> <i>Dragonology: The Complete Book of Dragons – Dugald Steer</i> (3 weeks)			<b>Writing Short Stories:</b> Characters & Settings <i>The Story Shop: Stories for Literacy – Nikki Gamble</i> (2 weeks)	
Spring	<b>Creating Narrative:</b> Traditional Tales <i>Usborne’s 1001 Arabian Nights</i> (3 weeks)			<b>Dual Purpose Writing:</b> David Attenborough Wildlife Voiceovers <i>Atlas of Animal Adventures – Rachel Williams/Emily Hawkins</i> (3 weeks)			<b>Creating Narrative:</b> <i>The Great Kapok Tree</i> (2 weeks)		<b>Persuasion:</b> Save the Rainforest <i>Poetry Link: There’s a ‘Rangtan in my Bedroom - James Sellick and Frann Preston-Gannon</i>  ( 3 weeks)		
Summer	<b>Writing to Entertain:</b> Recounts <i>Quick! Let’s Get Out of Here - Michael Rosen</i> <i>Poetry Link</i> (3 weeks)			<b>Discussion:</b> <i>This or That? Pippa Goodheart</i> (3 weeks)			<b>Author Study:</b> <i>Nicola Davies</i> (3 weeks)			<b>Biography:</b> <i>Inventors: Incredible stories of the world’s most ingenious inventions –Robert Winston</i> (2 weeks)	



# Year 5 Writing Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: <i>Rhythm and Poetry - Karl Nova</i> (2 weeks)		Character & Setting: Painting A Picture with Words (2 weeks)		Writing To Inform & Discuss: Comparative writing <i>What's The Difference – Emma Strack</i> (2 weeks)		Creating a New Chapter: <i>The Invention of Hugo Cabret – Brian Selznick</i> (3 weeks)			Explanations: <i>The Way Things Work – David Macaulay</i> (2 weeks)	
Spring	Creating Recounts: <i>Shackleton's Journey – William Grill</i> (3 weeks)			Creating Pace and Tension in Narrative: <i>Varjak Paw – S F Said</i> (3 weeks)			Writing to Entertain: <i>Cloud Busting – Malorie Blackman</i> <b>Poetry Link</b> (3 weeks)			Writing Biographies: <i>Survivors – David Long</i> (2 weeks)	
Summer	Writing Narrative: <i>The Haunting Of Adeline Jones</i> (2 weeks)		Discussion: <i>Real Life Mysteries – Susan Martineau</i> ( 2 weeks)		Writing To Inform: <i>Real Life Mysteries – Susan Martineau</i> (2 weeks)		Narrative & Poetry: Playing With Words <i>Varmints – Helen Ward; The Rabbits – John Marsden</i> <b>Poetry Link</b> - <i>The Lost Words - Robert Macfarlane</i> (3 weeks)			Persuasion: Global Warming (2 weeks)	



# Year 6 Writing Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn	Setting Description Detail Detective (2 weeks)		Narrative Jekyll & Hyde (2 weeks)		Informal Letter Jekyll & Hyde (2 weeks)		Instructions Potion Recipe (1 week)	Non-Chronological Report WW1 – Life in Trenches (2 weeks)		Narrative Christmas Truce (2 weeks)		Biography Celebrity of your Choice (2 weeks)	
Spring	Narrative Battle of the Somme (3 weeks)			Informal Letter The Journey (3 weeks)			Narrative Frankenstein (3 weeks)			Non- Chronological Report Vikings (3 weeks)			
Summer	Biography Nelson Mandela (2 weeks)				Formal Letter Winnie Mandela (2 weeks)		Book Study Kid From Space (7 weeks)						

