

Writing Curriculum Bournes Green Infant School

Bournes Green Infants Overview: Grammar, Punctuation, Spelling and Composition

At Bournes Green Infant School, we follow the Write Stuff approach to the teaching of writing by Jane Considine. We want children to learn about the components of great writing. Lessons have a sharp focus on the craft and construction of sentences and objectives are embedded through non-fiction, poetry or narrative units of work and spelling and phonics lessons.

Through a strong, explicit modelling procedure, we teach writing through the following genres:

Narrative (story) and poetry

Non-fiction – throughout KS1 they will have opportunities to write for different purposes. Genres include: information texts, reports, recount, instructions and biography.

Developing effective proficient writers by/through/using...

Year Group	Word Structure	Sentence Structure	Text Structure and Shape	Writerly Techniques & Vocabulary	Purpose and Impact	Punctuation	Terminology
Year 1	Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives (e.g. unkind, or undoing, e.g. untie to boat)	How words can combine to make sentences Joining words and joining sentences using <i>and</i>	Sequencing sentences to form short narratives using ideas and vocabulary from their reading in their writing Organise and present whole texts effectively that sequence and structure information Include familiar story telling language e.g. Once upon a time... Order some events using number/time sequence indicators Construct a cohesive piece with logical links/breaks	Deploy poetic style to engage the reader Onomatopoeic to grab the readers' attention e.g. Splash! Use alliteration to make the reading interesting e.g. The dark, deep cave Select appropriate and effective vocabulary Use some simple descriptive words (shape, colour, size, emotions) Use some ambitious vocabulary Poetry: alliterative list poems, repetitive phrases and riddles.	Write whole texts that are interesting, engaging and thoughtful Form short narratives/retell short recounts Relevant words that refer to topics/story Produce texts which are appropriate to reader and purpose	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun 'I'	Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark

Year 2	Word Structure Formation of nouns using suffixes such as –ness, -er Formation of adjectives using suffixes such as –ful, -less (see appendix for full list) Use of the suffixes –er and –est to form comparisons of adjectives and adverbs	Sentence Structure Subordination (using <i>when, if that, or because</i>) and co-ordination (using <i>or, and, or but</i>) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) Correct choice and consistent use of present tense and past tense throughout writing Use of the continuous form of verbs in the present and past tense to make action in progress (e.g. she is drumming, he was shouting)	Text Structure and Shape Organise and present whole texts effectively that sequence and structure information Information and description to interest the reader Order writing using line breaks to show new ideas in narrative or use numbers in non-fiction Group main ideas together	Writerly Techniques & Vocabulary Deploy poetic style to engage the reader Use rhyme for effect e.g. He was snoring and roaring Use repetition in a basic way that follows story models Select appropriate and effective vocabulary Choose words appropriate to the writing Use ambitious vocabulary choose words that will have an effect on the reader Poetry: acrostic, quatrain, nonsense	Purpose and Impact Write whole texts that are interesting, engaging and thoughtful Ideas are mostly suitable for a narrative Ideas are relevant for non-fiction e.g. informative points in a report, memories in a recount Produce texts which are appropriate to reader and purpose	Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark contracted forms in spelling	Terminology Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma

Writing Units of Work Overview KS1

Year 1	Narrative story The Train Ride Knowledge based writing	Non-Fiction Information Text Seasons Poetry Alliterative List Poem	Narrative adventure The Queen's Hat Knowledge based writing	Non-Fiction Report – Toys from the Past Poetry	Narrative story The Storm Whale Knowledge based writing	Non-Fiction Recount Our Trip to the Woods Poetry
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		Alphabet poem – Michael Rosen Pineapple – Vyanne Samuel		Repetitive Phrases Poem – Spring - seasonal		
Year 2	Narrative adventure Grandad's Island Knowledge based writing	Non-Fiction Instructions How to Build a Bird Feeder Poetry Acrostic Poems Fireworks/Christmas – Gervais Phinn	Narrative story Stardust Knowledge based writing	Non-Fiction Biography- Captain Cook Poetry Quatrains AABB or ABAB Food stop – Benjamin Zephiah Excuses – Alan Ahlburg Peter Pan – Andrea Shavik Comotion in the ocean – Giles Andreae	Narrative legend George and the Dragon Knowledge based writing	Non-Fiction Information Text - Plants Poetry Nonsense Poem – Desk Diddler TWS