English Curriculum Plan – Writing (Primary)

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| This curriculum overview is based on the National Curriculum programme of Study for primary English Writing (2014) however this has been adapted to suit the needs of Deaf learners. In particular, adaptations have been made for children who use British Sign Language (BSL) as their preferred mode of communication, and these are coloured in blue font. This is because BSL has no written form, therefore learning to transcribe this requires these children to translate their sentences into English before they can write them down. Pure BSL is voiceless, therefore these children often do not know the spoken word to go with their signs which makes transcribing it onto the page much more challenging. Many Deaf learners, both those using BSL and those who communicate using speech, have vocabulary deficits and language delays/difficulties which can make expressing their ideas in detail and with clarity can be difficult. As well as this, BSL has a different grammatical structure to spoken English therefore children cannot simple write down a sentence as they would sign it. Therefore, there is a heavy emphasis on vocabulary and sentence composition throughout this curriculum, to ensure that children have as many opportunities as possible to embed these basic skills from which the rest of writing can springboard. Where elements of the curriculum are extended or areas of study given greater emphasis, the font is coloured red. Opportunities for cross curricular reading are marked with an asterisk \*  Although this curriculum overview is broken down into year groups, many of our children will not be working at the level aligned with their chronological age. This is often again due to gaps in early language development as a result of their hearing loss. Additionally, many of our children do not join our school in year 1 – it is common for children to join at later points in their school career and at any time throughout the academic year. This is often after they have fallen behind in a mainstream setting or a setting with enhanced provision for Deaf students. Therefore, the objectives each child will be working on will be based on their current level of ability regardless of their year group and this will be determined by a range of teacher assessment methods. The content of the study (for example the texts used), will change dependent on the age and interest level of the child. This overview provides a skills progression to ensure that children gain the ‘building blocks’ they need to develop from a beginner writer to a confident reader. |

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| **Year**  **6** | The year 6 curriculum is largely the same as the year 5 curriculum, however it is important that there are sufficient opportunities to produce writing at the expected standard for SATS (where appropriate).  A writing portfolio for teacher assessment should be produced demonstrating that that student can:   * Write for a range of purposes for example narrative, recount, procedural/instructions, report, explanation, discussion/balanced argument, poetry (these do not all have to be included in the portfolio but there needs to be a sufficient range to demonstrate all of the year 6 writing skills across a range of fiction and non-fiction) * Describe settings, characters and atmosphere * Use dialogue to convey character and advance the action * Use a range of cohesive devices both within and across sentences * Adapt vocabulary, language and grammatical structures to reflect the style of writing (e.g. the passive voice in newspaper articles) * Use different verb forms accurately including accurate subject verb agreement, accurate verb tense, modal verbs * Use speech marks accurately * Use commas for clarity * Use punctuation for parenthesis * Use dashes, semi-colons, colons and hyphens   Spell year 5/6 words accurately and use a dictionary for more ambitious vocabulary |

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|  | **Transcription** | **Composition** | **Punctuation and Grammar** | **Breadth of Study** |
| **Year 5**  **\*Cross curricular opportunities** | Continue to learn to spell and write form memory words which they are learning to sight read and also new and rich vocabulary that they are learning.  Learn to spell year 5 and 6 common exception words. NB A heavier weighting may be placed on spelling descriptive words or topic specific words, especially where children have not been able to access phonics.  Use a dictionary with increased independence to check the spelling of words and find out the meaning of new words.  Use further prefixes and suffixes and understand the guidance for adding them  Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]NB for many deaf children this is no different to learning to spell any other words!  Continue to distinguish between homophones and other words which are often confused  Become more sophisticated in their use of the thesaurus to improve their accuracy. E.g. knowing the word class of the word they are looking for (verb/noun/adjective), using additional information provided in the thesaurus to ensure that the word fits their context.  Write legibly, fluently and with increasing speed by:   * choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task | Continue to work on sentence level composition, ‘polishing’ and correcting mistakes as they arise.  Planning:   * Plan with increasing independence, identifying the purpose and audience themselves and using this to select the form, language and style of their writing. * Teach note taking skills * Teach children to draw on reading and research to plan their writing   Drafting and writing:   * Consciously select vocabulary for effect and be able to explain and discuss these effects * Describe settings, characters, events and atmosphere in detail * Integrate dialogue into narrative writing * Consider how dialogue can be used to both create character and advance the action. * When writing up research, summarise longer passages into condensed versions * Use a range of devices and discourse markers to ensure cohesion between paragraphs and across texts appropriate to the genre, E.g. conjunctions, adverbials, examples, punctuation, presentation features * Using further presentational devices to structure texts and guide the reader (headings, captions, bullet points, underlining)   Proof reading and editing:   * Self and peer assess theirs and others work, focusing on the effectiveness of the writing. How well is it matched to the purpose and audience? * Suggest changes to vocabulary or grammar to improve clarity and increase effectiveness. * Proof read and identify grammatical mistakes with reduced support. * Correct errors in tense with prompting from the teacher. * Ensure subject-verb agreement by applying the grammar rules they have been taught through The Shapecoding system TM further down the school (e.g. correcting mistakes such as They is, He were).   Say/Sign their work using appropriate intonation, volume, facial expression and non-manual features to ensure that their meaning is clear. | Teach the perfect tense in past/present and future by using the auxiliary verb ‘to have’ (E.g. I had spent, I have spent, I will have spent)  Teach passive sentences.  Teach modal verbs and adverbs to indicate degrees of possibility (e.g. must, could, should, will, would, possibly, probably). For BSL users, facial expression and lip pattern is used to differentiate between these words.  Expanded noun phrases to ensure writing is concise.  Punctuation:   * commas * hyphens * using brackets, dashes or commas to indicate parenthesis * using semicolons, colons or dashes to mark boundaries between independent clauses * using a colon to introduce a list * bullet points * using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun * learning the grammar for years 5 and 6 in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) | Pupils will be given opportunities to:   * write in varying degrees of formality. * Write for a range of purposes and audiences and in a range of genres and styles * Link what they read to what they write and model their own writing on high quality examples which are of a similar form * Analyse the writing choices of a range of authors so that they can then apply this in their own work. |

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| **Year 4**  **\*Cross curricular opportunities** | Some of our pupils will continue to follow and extended phonics programme into KS2.  Continue to practise writing and spelling from memory the words which they are learning to sight read, maintaining a strong focus on vocabulary.  Begin to use the thesaurus to find synonyms for words which only have one sign (e.g. raining, pouring, drizzling)  Begin to develop strategies for when they don’t know how to spell something (especially for students using BSL who may not know the spoken word for the sign they want). For example, thinking of similar alternative words which could be used.  Learn to spell year 3 and 4 common exception words. NB A heavier weighting may be placed on spelling functional words or topic specific words, especially where children have not been able to access phonics.  Learn to use root words as a basis for spelling longer words.  Handwriting:   * Continue to practise handwriting (particularly cursive) to ensure that it is legible, consistent and of high quality, | Continue to increase the range and complexity of sentences taught. For students using BSL as their first language, focus on sentence structures which follow a clear set of rules/pattern or can be taught using The Shapecoding System TM, e.g. sentences with Fronted adverbials….  Continue to use an increasingly rich and varied vocabulary in sentences. For students using BSL, encourage them to be expressive in their use of BSL, particularly when describing a character, setting or event and then explicitly model how these vivid ideas can be translated into written English.  Planning:   * Consider in more detail the purpose and audience of a piece of writing and use this to generate a checklist of features/success criteria for their writing * Continue with the planning skills learnt in year 3, with increased independence   Drafting and writing   * Continue with the oral/signed composition skills learnt in year 3 * Organise writing into paragraphs. * Teach children to describe characters, setting and plot in detail and aim to increase the length of the narratives children produce. * Use an increased variety of presentational features in non-narrative writing e.g. bullet points, fact boxes.   Proof reading and editing   * Continue with the skills learnt in year 3, working towards ever increasing independence * Begin to self and peer assess theirs and others work. | Continue to practise past, present and future tense in both simple and continuous/progressive forms.  Use nouns and pronouns effectively to avoid repetition and improve clarity  Increase the complexity of conjunctions, adverbials and propositions to express time, manor and cause e.g.  When, if, because, although   * Meanwhile, Just at that moment, A few minutes later, Whilst this was happening, * Without warning, As quick as a flash,   Punctuation:   * Punctuate direct speech * Commas after fronted adverbials * Possessive apostrophe with plural nouns   use and understand the grammatical terminology in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) of the national curriculum accurately and appropriately when discussing their writing and reading. | Pupils will:   * \*Write for a range of real purposes and audiences * \*Write in a range of forms and genres * Have opportunities to write in all areas of the curriculum, not just English lessons * Have opportunities to write on topics that capture their interest, to develop pleasure in and stamina for writing. |

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| **Year**  **3**  **\*Cross curricular opportunities** | Some of our pupils will continue to follow and extended phonics programme into KS2.  Continue to practise writing and spelling from memory the words which they are learning to sight read. It is likely that for children using BSL, the bank of words they can write will be smaller than that of their hearing peers, so heavy emphasis must always be placed on over-learning vocabulary, including how to spell these words.  Begin to use a range of tools for independently checking spellings, e.g. using the first 2 or 3 letters to check it in the dictionary, phonics clues where possible, the internet, other resources in the classroom.  Use scaffolds such as word mats to increase the range of vocabulary they use.  Learn to spell year 3 and 4 common exception words NB A heavier weighting may be placed on spelling functional words or words which the children want to sue regularly in their writing, especially where children have not been able to access phonics.  Learn to use root words as a basis for spelling longer words.  Spell further homophones (for oral deaf children)  Handwriting:   * use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * increase the legibility, consistency and quality of their handwriting, | \*Continue to practise sentence level compositionto cover all types of sentence (statement, question, exclamation, command) increasing the complexity of the sentences to link in with the conjunctions taught in SPaG – many of our children will need extended support at sentence level using the Shapecoding TM system.  Develop planning skills by:   * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * Begin to consider the different purposes and audiences of writing and how this might affect the language/structure/presentation. * discussing and recording ideas * explicit modelling of different types of planning techniques, e.g. story mountains, mind maps for non fiction   Develop drafting and writing skills by:   * Composing sentences orally where appropriate. Encourage children using spoken English to use varied and ambitious language and vocabulary. Where errors are made, recast what is said back to the child using emphasis on the correct English. (E.g. Child: “The rain is was poured with lightning.” Teacher “Oh yes, the **rain poured** and the **lightning flashed** – that’s a great sentence!”) * For children using BSL, model expressive storytelling and then model how this can be translated into written English (e.g. The rain lashed down) * Practise including speech when orally composing sentences. * In non-narrative writing, begin to use simple presentational devices, e.g. headings and sub headings.   Develop editing and proof reading skills by:   * Increasing their independence in self editing, using shapecoding prompts. E.g. shapecoding their own sentences to check if the grammar is accurate and using this to correct mistakes. * Beginning to self-edit elements of writing which cannot be supported by shapecoding, using other scaffolds, for example check lists or comparing their writing to modelled work. | | Continue to practise the punctuation taught in KS1 – many of our children will need to continue having targeted teaching and input on this to embed these skills.  Continue to practise past and present tense in both simple and continuous/progressive forms.  Teach the future tense using the auxiliary verb ‘will’.  Teach the verb ‘to be’ in all its forms as this does not exist in BSL but is a big part of ensuring accuracy in English.  Explicitly teach pronouns, including the difference between personal and possessive (personal e.g. I you, she, he use the index finger handshape, possessive e.g. my, your, his, her, uses a clenched fist hand shape).  Use simple conjunctions, adverbials and propositions to express time, manor and cause e.g.   * because, so, therefore * Quickly, suddenly, quietly * first, next, then, after that, later   Learn to place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]  use further prefixes and suffixes and understand how to add them - see [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) of the national curriculum. | Pupils will:   * \*Write for a range of real purposes and audiences * \*Write in a range of forms and genres * Have opportunities to write in all areas of the curriculum, not just English lessons * Have opportunities to write on topics that capture their interest, to develop pleasure in and stamina for writing. |

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| **Year 2**  **\*Cross curricular opportunities** | **Either:** Use a phonics approach to teach pupils to spell words using segmenting, including learning new ways of spelling the same phoneme (e.g. ay, ai, a-e)  **Or:** Teach children to write and spell from memory the words which they are learning to sight read.  Learn to spell common exception wordsNB A heavier weighting may be placed on spelling functional words such as common nouns and verbs, especially where children cannot access phonics.  Learn to spell more words with contracted forms and learn how these can be represented in BSL (e.g. using lip pattern, negation)  For oral deaf children – draw their attention to homophones (how words may sound the same but have different spellings, meanings and signs e.g. poor and paw)  Handwriting:   * form lower-case letters of the correct size relative to one another * start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters * use spacing between words that reflects the size of the letters | \*Continue to practise sentence level composition – many of our children will need extended support at sentence level using the Shapecoding TM system.  Explicitly teach how to write questions and the patterns of language questions follow e.g. ‘Where is the…?” “What is …. doing?”  Consider what they are going to write before beginning by:   * Planning/rehearsing (this could be through pictures, storymaps, role play/narrating their own puppet show * writing down ideas and/or key words, especially new vocabulary * Encapsulating what they want to say, sentence by sentence with support from the teacher. This may still need to be explicitly modelled to demonstrate the relationship between speech and writing.   Make simple additions, revisions and corrections to their own writing by:   * evaluating their writing with the teacher and other pupils * Using Shapecoding prompts (e.g. from teacher marking) to help them edit and revise their writing. Many of our children will not know if a sentence ‘sounds right’ so should be taught to use these scaffolds to help them correct mistakes.   Read/sign aloud what they have written with appropriate intonation/facial expression/non-manual features to make the meaning clear. | Learn past continuous (progressive) form of –ing (e.g. He was walking) – The Shapecoding TM system will be used where appropriate to support this.  Learn the simple present tense, including adding ‘s’ for the third person (e.g. I walk, you walk, he walks)  Learn the grammar rules for the suffixes–ment, –ness, –ful, –less, –ly  Apply spelling rules and guidance, as listed in [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) of the National Curriculum  Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. NB For children using BSL as their preferred mode of communication, explicit consideration will need to be given to how these sentences are delivered. Children will need to be taught the difference between BSL and SSE (BSL is for communicating, SSE is for writing) and also to use lip reading to support their accuracy (i.e. lip read the missing ‘little’ words).  Use a range of punctuation including:   * full stops, * capital letters, * exclamation marks, * question marks, * commas for lists * apostrophes for contracted forms and the possessive (singular)   learn how to use:   * sentences with different forms: statement, question, exclamation, commandNB children using BSL will need to be taught the differences between English and BSL, e.g. in BSL the question word comes at the end of the sentence * expanded noun phrases to describe and specify [for example, the blue butterfly]NB again children using BSL will need to be taught that this is different – in BSL the subject always comes before the descriptor * subordination (using when, if, that, or because) and co-ordination (using or, and, or but) | | Pupils will   * \*write narratives about personal experiences and those of others (real and fictional) * \*write about real events * write poetry * \*write for different purposes   A heavier emphasis will be placed on writing fictional and real narratives, as many of our children will still be developing skills at sentence level. |

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| **Year 1**  **\*cross curricular opportunities** | Many of our children will have had either a delayed start to phonics instruction or difficulties accessing phonics and will therefore still need to learn the phoneme-grapheme correspondence for the 40+ phonemes already taught.  **Either:** Use a phonics approach (where appropriate) to teach children to spell words containing all 40+ phonemes already taught.  **Or:** Teach children to write and spell from memory the words which they are learning to sight read.  Teach children to spell common exception words and days of the week. NB A heavier weighting may be placed on spelling functional words such as common nouns and verbs, especially where children cannot access phonics.  Name the letters of the alphabet in order (where appropriate use these letter names to distinguish between alternative spellings of the same sound).  Handwriting:   * sit correctly at a table, holding a pencil comfortably and correctly * begin to form lower-case letters in the correct direction, starting and finishing in the right place * form capital letters * form digits 0-9 * understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these | Where possible, pupils will be taught to compose a sentence orally before writing it (i.e. say out loud what they want to write before they write it). This will be done with a high level of support from the teacher.  Children who do not use speech to communicate may need to be explicitly taught that written English links directly to speech. The process of composing a sentence before writing it should be explicitly modelled.  The difference between Sign Supported English (SSE) and British Sign Language (BSL) may be introduced for children for whom BSL is their first language. Children will be taught that English and BSL have different word orders and that SSE is much closer to written English than BSL, although in SSE many of the ‘little words’ are still missed out.  In many cases, The Shapecoding system TM will be used to teach simple sentence structures in English. In year 1, these will particularly be continuous present tense subject-verb-object sentences (E.g. The boy is kicking the ball) and simple past tense sentences (E.g. The boy kicked the ball).  NB particular attention may need to be given for students using BSL as their first language to occasions where verbs and nouns have the same sign (e.g. ‘riding’ and ‘bike’).  \*Sequence sentences to form short narratives. A multi-sensory approach to this should be taken, including roleplaying, using visual story maps, retelling stories using picture prompts to ensure that students have lots of opportunities to compose their sentences before writing them. (Pie Corbett’s ‘Talk For Writing’ is a useful tool for this)  \*Read aloud/sign what they have written and discuss it with the teacher and/or rest of the class. | Learn the spelling rule –s or –es for denoting plurals. NB many of our children will not be able to hear these plural endings and will therefore need to learn this as a rule. The rule for when to use –es is if the word ends in ch, sh, s, x, or z.  Learn the grammar rules for using –ing, –ed. NB again many of our children will not be able to hear these endings and will therefore rely on grammar rules for adding these suffixes. For this reason, ‘ed’ and ‘ing’ will be taught using the simple past tense (Yesterday I walked) and the present continuous (He is walking) at year 1 level.  Learn the grammar rules for using –er and –est. These will be taught as meaning a person word (e.g. helper, painter) or as meaning ‘more’ and ‘most’. Where appropriate, children will be taught how these would be demonstrated in BSL (e.g. with an additional sign such as ‘person’ or using facial expression and body language to indicate the degree)  Learn the grammar rule for the prefix –un. Children will be taught how this can be demonstrated in BSL using negation.  Apply simple spelling rules and guidance, as listed in [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) of the National Curriculum  Leave spaces between words.  Demarcate sentences with capital letters and full stops.  Use capital letters for the personal pronoun I, days of the week and names or people and places.  Join clauses with ‘and’.  Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | There is likely to be a greater emphasis on narrative fiction in year 1, due to gaps in early language development.  Books with repetitive phrases will be used to embed language and ensure children have lots of opportunity for rehearsal.  Children will practise composing sentences individually, about just one picture or idea and also to retell an entire narrative.  \*There will be lots of opportunities to write about real events. |