

## **Curzon English Curriculum September 2019 (reviewed Sept 2021)**

### **Curzon specific aims of English-our intent**

Children foster a love for reading.

Reading opens doors to the world.

Children become confident and effective communicators.

Children use talk to plan their writing.

Writing is meaningful, purposeful and cross curricular, sometimes addressing big issues in society today.

Creativity is promoted.

Children understand the benefit of editing their writing.

Children develop vocabulary.

### **How the curriculum is tailored to our pupils-our implementation**

Reading is taught through whole class shared reading where texts are often linked to writing units or other subject areas in the curriculum. We use whole class readers so all children have access to the text during reading sessions. In KS1, key focuses of reading are decoding and retrieval skills. In KS2 inference skills and vocabulary are deemed important as our children do not have extensive vocabularies. We want our children to experience a wide range of quality texts and so have designed our curriculum to cover different text types and authors, including some classical texts. As some of our lower key stage 2 children have gaps in phonics due to Covid, we have a short term phonics catch up programme in place. Key whole class texts that are used for writing units are in blue on the overview below.

Pupils have spelling and grammar lessons within each writing unit of work. Close links are made between these sessions and the rest of the English curriculum. Children in all classes read, write and perform poems.

Curzon believes that children should apply their learning and creates many opportunities to consolidate and build on literacy skills across the curriculum. Since September 2018, we have placed an emphasis on creating cross curricular links with humanities which has resulted in improved writing standards and better historical and geographical knowledge. The curriculum for each year group includes writing based on cross-curricular subjects, as mapped out below. We have also chosen topics that give rise to opportunities for courageous advocacy.

We have also mapped out the key types of writing taught to ensure progress throughout the school. Each year group has units on story writing, character and setting descriptions.

KS1 Barn Owls mostly story writing, instructions, introduction to information writing. Snowy Owls builds on this with basic non chronological reports and writing longer sequences of instructions.

KS2 Y3 builds on instructions with focus on extending vocab for imperatives (wash becomes lather etc). We have made the choice not to teach units on instructions after Year 3 as the outcomes tend to be quite basic in terms of language and sentence structure. Instead from Year 4 onwards, we focus on explanatory texts. We have made the decision to teach more tricky texts such as formal register and discussions in Y6. We also allow Y6 children to choose some of the genre of writing and become more aware of audience (.e.g. Christmas Carol) which is good for developing greater depth skills. Different text types are revisited over the key stage curriculum with links being made to previous terms/year groups.

We follow September 2014 National Curriculum. Phonics is taught in small ability groups in Reception and KS1 using the Letters and Sounds programme. Intervention phonics, reading and spelling groups are in place in KS2 for those children who need extra support.

There is progression of writing skills within each unit of work as reading, speaking and listening and grammar activities build up towards a complete piece of writing. Children are given more than one opportunity at the complete piece of writing so that they can act on the advice given and improve their writing. Within each unit, there will be opportunities for planning, editing and redrafting writing with clear modelling from teachers. As part of the school's growth mind set approach, pupils will be taught the value of following and responding to teachers' comments. Time will be allocated for children to reread their writing and make improvements.

## Curzon Long Term Curriculum Planning for Writing units

### EYFS

**EYFS writing is taught through discrete lessons, phonics and continuous provision covering the following key skills and following the same broad units as Y1 Barn Owls.**

#### Writing

Write recognisable letters, most of which are correctly formed;

Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Write simple phrases and sentences that can be read by others.

Our EYFS writing curriculum also provides rich opportunities for children to develop skills in other areas e.g. listening and attention; speaking; fine motors skills (letter formation)

This overview should be read in conjunction with the reading and writing overviews that set out skills progression across the school.

Key texts and authors are in blue.

Ks1 is on a 2 year rolling programme

Yellow highlights denote links to courageous advocacy opportunities.

KS1 Year A

| Year group:<br>LA Y1<br>Barn Owls | Unit of work   | Types of writing   | Cross Curricular links  | Key Knowledge/skills  | Progression from EYFS  |
|-----------------------------------|--|--|---|---|--|
| AUTUMN                            | <p><b>Traditional stories</b></p> <p><b>Great Fire of London</b><br/> <a href="#">Toby and The Great Fire of London</a><br/> <a href="#">Charlie and the Great Fire of London</a><br/> <a href="#">A day at the Fire Station</a></p> <p><b>Julia Donaldson books</b></p> | <p>Simple sentences based on a story.</p> <p>Diary</p> <p>Non fiction</p> <p>Comprehension, description, rhyme</p> | <p>History-Fire of London</p> <p>Art, science, healthy eating</p> | <p>Beginning to write in full sentences<br/>                     Finger spaces<br/>                     Story language<br/>                     Role play-key events</p> <p>Full stops and capital letters</p> <p>Correct letter formation<br/>                     Spelling linked to phonics programme.<br/>                     Adjectives<br/>                     Retelling in own words</p> | <p><b>Writing a string of sentences, letter formation and leaving spaces between words</b></p> <p><b>(more details on progression doc)</b></p> |
| SPRING                            | <p><b>Stories from other cultures</b><br/> <a href="#">Handa's surprise</a></p> <p><b>Stories about helping others</b><br/> <a href="#">Rainbow Fish</a></p> <p><b>Growing</b></p>   | <p>Retelling a story ( create different version)</p> <p>Describing words</p>                                       | <p>Art, healthy eating/growing</p> <p>Science- growing</p>        | <p>Settings<br/>                     Using adjectives for fruit<br/>                     Using capital letters and full stops independently in a sentence.</p> <p>Non fiction type sentences. It is , It has...</p>   |  |

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|--------|--|--|---|--|--|
|        | <p>Non fiction books – growing<br/>Sam’s Seed<br/>Tiny Seed</p> <p><b>Instructions</b><br/>Oliver’s fruit and vegetable books</p> <p>Tiger who came to tea<br/>Spider Sandwiches</p> | <p>Labels<br/>Fact file</p> <p>Instructions for making a fruit salad</p>   | DT  | <p>Full stops and capital letters</p> <p>Identifying fiction/non fiction</p> <p>Singular/plural spellings</p> <p>Use of imperatives</p>  |  |
| SUMMER | <p><b>Poetry</b><br/>Rumble in the Jungle</p> <p><b>Animals</b><br/>Non – fiction weather</p> <p><b>Space stories</b><br/>Back to Earth with a Bump</p>                              | <p>Poetry</p> <p>Non fiction writing-animals<br/>Labels and captions</p> <p>Story settings.<br/>Describing words</p> | <p>Science-animals<br/>Geog-weather</p> <p>History-Space</p> <p>Science-growing</p> | <p>Identify rhyming words,<br/>Adjectives to describe nouns</p> <p>Writing a string of 3 sentences</p> <p>Story sequencing<br/>Conjunctions<br/>Writing a string of 3 sentences<br/>Spelling common exception words</p> <p>Make up narrative based on a familiar story</p> |  |

| Year group:<br>LA Y1<br>Barn Owls | Unit of work   | Types of writing   | Cross Curricular links              | Key Knowledge/skills  | Progression from EYFS  |
|-----------------------------------|--|--|-------------------------------------|---|--|
| AUTUMN                            | <p><b>Traditional stories</b></p> <p><b>Vehicles</b><br/>Runaway Train</p> <p>Rhyming stories<br/>Giraffe Can't Dance</p>  | <p>Simple sentences based on a story.</p> <p>Diary</p> <p>Non fiction</p> <p>Comprehension, description, rhyme</p> | History- Transport                  | <p>Beginning to write in full sentences<br/>Finger spaces<br/>Story language<br/>Role play-key events</p> <p>Full stops and capital letters</p> <p>Correct letter formation<br/>Spelling linked to phonics programme.<br/>Adjectives<br/>Retelling in own words</p> | <p><b>Writing a string of sentences, letter formation and leaving spaces between words</b></p> <p><b>(more details on progression doc)</b></p> |
| SPRING                            | <p><b>Stories from other cultures</b><br/>Handa's Hen<br/><b>We're going on a lion hunt</b></p> <p><b>Stories about helping others</b><br/>The Lion, Rachel Bright</p> | <p><i>Retelling a story ( create different version)</i></p> <p><i>Describing words</i></p>                         | <i>Art, science, healthy eating</i> | <p>Settings<br/>Using adjectives for fruit<br/>Using capital letters and full stops independently in a sentence.</p> <p>Non fiction type sentences. It is , It has...</p>   |  |

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|--------|---|---|--|--|--|
|        | <p>Nelson Mandela</p> <p><b>Instructions</b><br/>Lighthouse Keeper's Lunch</p>  | <p>Labels<br/>Fact file<br/>Instructions for making sandwiches</p>  | <p>History-Nelson Mandela</p> <p>DT</p>                            | <p>Full stops and capital letters</p> <p>Identifying fiction/non fiction</p> <p>Singular/plural spellings</p> <p>Use of imperatives</p>  |  |
| SUMMER | <p><b>Poetry</b><br/>Puffin book of First Poetry</p> <p><b>Home and Houses</b><br/>House that Jack built</p> <p><b>Seaside stories</b><br/>Sharing a Shell<br/>Billy's Bucket</p> | <p>Poetry</p> <p>Non fiction writing- animals<br/>Labels and captions</p> <p>Story settings.<br/>Describing words</p> | <p>Art-natural materials<br/>History-homes</p> <p>Geog-seaside</p> | <p>Identify rhyming words,<br/>Adjectives to describe nouns</p> <p>Writing a string of 3 sentences</p> <p>Story sequencing<br/>Conjunctions<br/>Writing a string of 3 sentences<br/>Spelling common exception words</p> <p>Make up narrative based on a familiar story</p> |  |

| Year group: 2 and MA, HA Y1<br>Snowy Owls | Unit of work  | Types of writing  | Cross Curricular links   | Key Knowledge/skills  | Progression from Y1  |
|---|---|---|--|---|--|
| AUTUMN                                    | <p><b>Great Fire of London</b><br/>You wouldn't want to be in the Great Fire of London</p> <p>Toby and the Great Fire of London</p> <p><b>Weather</b></p> <p><b>Story- Douglas Drip</b></p> | <p>Letter retelling events</p> <p>Non chronological report</p> <p>Adventure story</p> | <p>History-Fire of London</p> <p>History -transport</p> <p>Geography-weather</p> | <p>Adjectives for description</p> <p>Letter conventions</p> <p>Builds on work done on information writing in Year 1/YR</p> <p>Linking ideas with conjunctions</p> | <p><b>Builds on story writing skills from Y1 with focus on adjectives and conjunctions, moving onto subordination. Editing-change 3 things (e.g. spelling, punctuation, adjectives)</b></p> <p><b>(more details on progression doc)</b></p> <p><b>Greater range of types of writing which are revisited each term.</b></p> |
| SPRING                                    | <p><b>Weather</b><br/>Cloudy with a chance of meatballs</p> <p><b>Florence Nightingale</b></p> <p><b>Kirongo</b></p>  | <p>Diary</p> <p>Non chronological report</p> <p>Letter writing</p>                    | <p>Geography</p> <p>History</p> <p>Geography</p>                                 | <p>Starting subordination</p>   |  |

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|--------|---|---|---|--|--|
| SUMMER | <p><b>Space</b>-Neil Armstrong</p> <p>Building own rocket</p> <p><b>Meerkat Mail</b></p> <p><b>Shape poems- weather</b></p> | <p>Non chronological report</p> <p>Instructions</p> <p>Story<br/>Writing sequel</p> <p>Poetry</p> | <p>History-Neil Armstrong</p> <p>DT</p> <p>Geography-continents</p> <p>Geography- weather</p> | <p>Builds on non fiction writing from autumn term.</p> <p>Builds on instructions from class 1. Wider range of imperatives. Longer sequence of instructions</p> <p>Story writing progresses from retelling to innovating to writing a sequel.</p> |  |
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KS1 Year B

| Year group: 2 and MA, HA Y1<br>Snowy Owls | Unit of work   | Types of writing  | Cross Curricular links                           | Key Knowledge/skills  | Progression from Y1  |
|---|--|---|--|---|--|
| AUTUMN                                    | <p><a href="#">Runaway Train</a></p> <p>Trains and Stevenson</p> <p>Animals<br/><a href="#">It was a Cold, Dark, Night</a></p> | <p>Letter retelling events</p> <p>Non chronological report about transport</p> <p>Adventure story</p> | <p>History-Stevenson</p> <p>Science</p>          | <p>Adjectives for description</p> <p>Letter conventions</p> <p><b>Builds on work done on information writing in Year 1/YR</b></p> <p>Linking ideas with conjunctions</p>  | <p>Builds on story writing skills from Y1 with focus on adjectives and conjunctions.</p> <p>Editing-change 3 things (e.g. spelling, punctuation, adjectives)</p> <p>Greater range of types of writing which are revisited each term.</p> |
| SPRING                                    | <p>Handa's Hen</p> <p>Nelson Mandela</p> <p>Kirongo</p>  | <p>Diary</p> <p>Non chronological report</p> <p>Letter writing</p>                                    | <p>Geography</p> <p>History</p> <p>Geography</p> | <p><b>Use of language to persuade</b></p> <p><b>News report conventions</b></p> <p><b>Builds on instructions from class 1. Wider range of imperatives. Longer sequence of instructions.</b></p> <p>Starting subordination</p> |  |

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|--------|---|---|--|---|--|
| SUMMER | <p>Homes from the past<br/>lggyeack architect</p> <p>Instructions for finding treasure</p> <p>The Prates next Door</p> <p><b>Shape poems- seaside</b></p> | <p>Non chronological report</p> <p>Instructions</p> <p>Story<br/>Writing sequel</p> <p>Poetry</p> | <p>History</p> <p>Geography –seaside</p> <p>Geography –seaside</p> <p>Geography –seaside</p> | <p>Builds on non fiction writing from autumn term.</p> <p>Builds on instructions from class 1. Wider range of imperatives. Longer sequence of instructions.</p> <p>Story writing progresses from retelling to innovating to writing a sequel.</p> |  |
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| Year group: 3 | Unit of work  | Types of writing   | Cross Curricular links  | Key Knowledge/skills  | Progression from Y2  |
|---------------|---|--|---|---|--|
| AUTUMN        | <p><a href="#">The Day the Crayons Quit</a></p> <p><b>Stone Age</b><br/><a href="#">Stone Age Boy,</a><br/><a href="#">Little Nose</a></p> <p><a href="#">How to wash a woolly mammoth,</a><br/><a href="#">Michelle Paver Wolf Brother chapter 3</a></p> <p><b>Rocks and Soils</b><br/><a href="#">The Street Beneath my Feet</a><br/><a href="#">Pebble in my Pocket</a><br/><a href="#">Marry Anning biog</a></p> <p><b>Autumn themed poetry</b></p> | <p>Persuasive letter</p> <p>Story<br/>Description of settings<br/>Diary-day in life of stone age child.</p> <p>Instructions</p> <p><i>Explanation writing</i></p> <p>Story planning</p> <p>List Poetry</p> | <p>PSHE</p> <p>History- Changes in Britain Stone Age to Iron Age</p> <p>Cookery</p> <p><i>Science-Rocks &amp; Soils</i></p> | <p>Different sentence types, different point of view</p> <p>Story writing<br/>Use of imperatives- extending vocab<br/>Paragraphs<br/>Describing characters</p> <p>Imagery-similes, alliteration</p> | <p>Builds on skills from end KS1 with a greater emphasis on setting, characters, adverbials and paragraphs. Children start to plan own stories</p> <p>Editing: mostly punctuation and spellings. Once every 2-3 weeks.</p> <p><b>(more details on progression doc)</b></p> |
| SPRING        | <p><b>Rainforest</b><br/><a href="#">Where the Forest meets the Sea</a> (picture book- good for visual inference)<br/><a href="#">The Great Kapok Tree</a><br/><a href="#">The Shaman's Apprentice</a></p>  | <p>Description of settings<br/>Free verse poetry/<br/>patterned poetry</p> <p>Non chronological reports<br/>Persuasive letter (less scaffolds)</p>   | <p>Geography-rainforests and woodlands</p>  | <p>Describing settings<br/>Subject specific vocab</p> <p>Information/explanation writing-build on from autumn term</p> <p>Persuasive writing conventions-builds from autumn term</p>                |  |

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|--------|---|---|--|---|--|
|        | Enormous Crocodile  | Story telling<br>Speech   |  |   |  |
| SUMMER | Ancient Egypt story from another culture : Egyptian Cinderella – The Time Travelling Cat & the Egyptian Goddess<br>A harder text so left until summer term<br><br>The Dot<br><br>Hedgehog | Story telling, retelling stories<br>Instructions- mummification<br><br>Comparing versions of Cinderella<br><br>Adventure story<br><br>Story settings, diary entry | History-Ancient Egypt<br><br><br><br><br>Science-animals | Instructions-builds on autumn term.<br><br>Language of comparison.<br><br>Builds on Ks1 traditional tales |  |

| Year group: 4 | Unit of work   | Types of writing   | Cross Curricular links              | Key Knowledge/skills   | Progression from Y3   |
|---------------|--|--|-------------------------------------|--|---|
| AUTUMN        | Poetry<br><br>Romans<br>Romans-non fiction V<br>Mail | List poem-gifts for Jesus<br><br>Non-chronological reports | RE<br><br>History-Romans in Britain | Story writing<br>Describing characters<br><br>Myths & Legends<br><br>More complex settings | <b>Builds on skills from end Y3 with a greater emphasis on show not tell, expanded noun phrase, subordinate</b> |

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|--------|---|--|---|---|--|
|        | <p>Romulus &amp; Remus</p> <p>Boudicca<br/>Across the Wall</p>  | <p>Myths and Legends</p> <p>Story writing</p>  |   | <p>Paragraphing in non-chronological writing.</p>   | <p>clauses and fronted adverbials.<br/>Organising non-fiction writing</p> <p>More direct marking indicating exactly what to redraft.<br/>Some chn focusing more on spelling corrections.<br/>Once every 2-3 weeks</p> <p>(more details on progression doc)</p> |
| SPRING | <p><b>Pompeii</b><br/>Escape from Pompeii</p> <p><b>Firework Maker-story from another culture</b><br/>Firework maker's daughter</p> | <p>Non chronological report<br/>Newspaper article</p> <p>Letter-explaining reasons<br/>Fantasy story writing-<br/>write own version of what happens to Lila when she meets the firemaker inc scene description</p> | <p>Geography-Mountains, volcanoes and earthquakes</p> | <p>Paragraphing in non-chronological writing with less scaffolding</p> <p>Explanation texts and letters combined-builds on previous skills taught separately.</p> <p>Newspaper conventions</p> <p>Persuasive writing-builds on Y3</p> | <p>(For/against living near volcanoes, focus on organisation of text)</p>  |

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|--------|---|---|---|---|--|
|        |   |   |   | <i>(For/against living near volcanoes, focus on organisation of text)</i>                                     |  |
| SUMMER | <p>Rivers</p> <p>Non chronological report – pollution</p> <p>Rivers-personification</p> <p>Charlotte's Webb</p> | <p>Poetry-personification</p> <p>Story-extra chapter-extended writing</p> | <p>Geography- Coasts and rivers</p> <p>Science-Living things and Habitats</p> | <p>Non chronological report</p> <p>Writing a more extended story builds on previous story writing skills.</p> |  |

| Year group: 5 | Unit of work                                | Types of writing   | Cross Curricular links | Key Knowledge/skills                              | Progression from previous year group (more details on LL)  |
|---------------|---|--|------------------------|---|--|
| AUTUMN        | <p>Gift from Winklesea</p> <p>Limericks</p> | <p>Writing own version</p> <p>Characterisation, description of setting</p> <p>Poetry</p> | History- Anglo Saxons  | <p>Story writing</p> <p>Describing characters</p> | Builds on skills from end Y4 with a greater emphasis on awareness of reader, commas, varying sentence types, |

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|--------|---|---|---|--|---|
|        | <p>Homelessness, food banks and refugee status to link with <u>The Boy at the Back of the Class</u> book.</p> <p>Anglo Saxon Museum</p> <p>Poetry linked to changing state in science</p> | <p>Persuasive letter re food banks</p> <p>Formal report writing of information- Anglo Saxons</p> <p>Explanation-formal language</p> | <p>RE</p> <p>History, DT</p> <p>Science</p> | <p>Persuasive for advocacy</p> <p>Museum descriptive &amp; explanatory writing conventions (linked with D&amp;T project of creating a class museum of AS replica artefacts).</p>                                 | <p>cohesion between paragraphs.</p> <p>Grouping non-fiction ideas into clear paragraphs.</p> <p>Redrafting: sections at end of extended writing</p> |
| SPRING | <p>Ancient Greek myths</p> <p>Greek holiday brochure Olympics</p> <p>The Lion, Witch and Wardrobe</p>   | <p>Myths and legends</p> <p>Persuasive writing Explanation</p> <p>Story writing-portal stories, scene, PLOT</p>                     | <p>History – Ancient Greece.</p>            | <p>Describing settings in detail including using all senses.</p> <p>Persuasive techniques Language of advertising.</p> <p>Explanations of Olympics /Greek Island holidays.</p> <p>Builds on Y4 explanations.</p> |   |

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|        |  |   |  | Organising story writing to span two settings/times   |  |
| SUMMER | <p><i>The Tabloid Bible (The Scroll)</i><br/><i>David and Goliath</i></p> <p><b>Poetry-</b> pets, TS Elliott</p> <p><b>The Piano</b> film clip</p> | <p>News reporting</p> <p>metaphor and simile poetry</p> <p>story writing based on The Piano</p> | <p>London-Thames and Settlement Rivers</p> | <p><b>Builds on newspaper conventions from Y4</b></p> <p>Story writing focusing on characterisation and emotions.</p> |  |

| Year group: 6 | Unit of work  | Types of writing   | Cross Curricular links   | Key Knowledge/skills  | Progression from Y5  |
|---------------|---|--|--------------------------|---|--|
| AUTUMN        | <p><a href="#">Kensuke's Kingdom</a></p> <p><a href="#">Christmas Carol</a><br/>Victorian day recount<br/>adult audience (GDS<br/>choice of genre), time<br/>travel flashback in<br/>history.</p> | <p>Story –description of<br/>settings</p> <p>Persuasive writing</p> <p>Writing for range of<br/>purposes/audience-<br/>choice of writing types:<br/>e.g. recount, playscript,<br/>stream of consciousness</p> <p>Diary</p> | Victorians-local History | <p>Persuasive techniques-<br/>builds on Y5.</p> <p>Diary conventions-builds<br/>on work in Y5<br/>Choice of writing types<br/>given</p>   | <p>Builds<br/>on skills from end Y5 to<br/>meet end of Ks2<br/>framework at ARE</p> <p>Redrafting: sections at<br/>end of extended writing<br/>Editing for spelling and<br/>punctuation before re-<br/>drafts.</p> |
| SPRING        | <p>Formal non-fiction<br/>Newspaper articles and<br/>police style report –<br/>Flying Frogs</p> <p><a href="#">Fair trade</a></p> <p>Balanced argument</p> <p><a href="#">Skellig</a></p>         | <p>News reports</p> <p>Persuasive letter</p> <p>Discussion</p> <p>Suspense story<br/>Character study</p>   | Geography-fair trade     | <p>Describing settings<br/><a href="#">Builds on newspaper<br/>conventions from Y5</a></p> <p><a href="#">Persuasive writing</a><br/>Constructing clear<br/>paragraphs<br/>Text cohesion<br/>Writing other people's<br/>points of view is<br/>progression form writing<br/>about own point of<br/>view.<br/>Formal language</p> |  |

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|--------|--|--|--|---|--|
| SUMMER | <p><a href="#">Shakespeare</a></p> <p>Letters of complaint</p> <p>Poetry –free verse</p> <p>Short stories- with choice of plot and genre.</p> <p>Biography of person from Ancient Bagdad</p> | <p>Love letter</p> <p>Play scripts</p> <p>Letter</p> <p>Biography-formal writing</p> | <p><i>Science</i></p> <p>History, RE</p> | <p>Builds on cohesive knowledge above Vocabulary, use of metaphor,</p> <p>Formal register</p> |  |
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### English Impact

The organisation of the English curriculum, has developed a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. Children like drawing on their creativity and are confident to take risks in their reading and writing. Outcomes of work in both English and other subject books evidence the high quality of work and the impact of varied and cross curricular writing opportunities.

By the time our children leave Curzon they will:

- recognise the close relationship between reading and writing
- write across a range of forms and adapt their writing successfully, considering the purpose
- read for pleasure a wide range of literature: have instilled in them a love of reading and storytelling, poetry and plays, as well as non-fiction texts
- write for pleasure and have developed their creativity
- write for extended periods of time with sustained concentration
- be able to express themselves correctly, passionately and appropriately, persuading their speaker
- read accurately and with understanding to develop into confident and independent readers;

- have an interest in words, their meaning, and a growing vocabulary. This interest extends to the technical and specialist vocabulary of all subjects
- leave primary school being able to effectively apply spelling and grammar rules and patterns they have been taught
- reflect on their own learning and know how to improve their writing
- experience learning opportunities which integrate speaking and listening, reading and writing activities;