



Liden Academy
English Composition Progression

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Liden Academy and Nursery

English Curriculum Composition

Intent

We will teach pupils to speak and write fluently so that they can efficiently and effectively communicate their ideas and emotions to others. Our children will master a range of genres / types of writing that can be used in other areas of the curriculum. Through the development of skills and understanding in all areas of English, as well as the nurturing of imagination and creativity, our children will become competent writers, able to appreciate, and enjoy, writing.

Implementation

Our curriculum is based on the National Curriculum and the Statutory Framework for the Early Years Foundation Stage, 2021.

EYFS

Through exploration, play and teacher led activities, our pupils engage in role play and explore their environment. Curriculum planning is based on child-initiated learning, rather than subject specific areas; learning is experiential and holistic. Our curriculum is based on the Statutory Framework for the Early Years Foundation Stage document, Department for Education, 2021, and the supporting guidance: Birth to 5 Matters. Children learn to make sense of the world in their own way through play and first-hand experiences. Some aspects of the Key Stage One and Key Stage Two (Y1-Y6) curriculum have their roots in the EYFS learning experiences and are reflected in a range of goals across this interrelated curriculum, but most notably in 'Writing'.

Curriculum planning is largely based on child-initiated learning. In F1 and F2, children have daily writing opportunities as part of their continuous provision. As part of this they are encouraged to mark make, representing their own ideas, thoughts and feelings.

Writing also forms a part of the Read, Write Inc phonics programme. In addition, during F2, our children are supported by increased, teacher led focused writing activities. Our pupils write, in teacher led groups, as part of their daily routine.

Y1-Y6

Key skills and knowledge are revisited and embedded in order to secure a mastery of skills, concepts and understanding. There are also opportunities for pupils to apply these skills to other subject areas in order to embed and master their learning. For 'Let your light shine' example the study of volcanoes in a geography enquiry, might then result in the composition of an explanation text, in which previously learnt English skills and understanding are applied and embedded.

Writing is taught daily throughout the year in Y1 – Y6. Punctuation and grammar is taught through a writing unit. Writing (including composition and the use of language) is then taught over the course of a unit so that the transcription learning can be applied to the writing.

In Y1 to Y6, the children learn and write a story using the Write Stuff approach. This enables children to imitate the language and structures they need, before writing their own version.

Our children are taught a range of genres. However, genres underlined in the curriculum (see below) are given greater focus, so that writing in these genres is mastered and pupils are confidently able to use these genres in other areas of the curriculum.

Each classroom has a working wall for English that displays models of writing, learning points, vocabulary and language stems – support for the children to use when working.

In composition work, our vulnerable learners, including SEND, are supported through additional resources such as word mats, pictorial resources, the use of scribes, shared writing and alternative ways of recording their thoughts. Teachers and teaching assistants provide additional support, as needed, in order to help them learn to become independent writers. This includes pre-teach work, as needed. Extension work is provided as part of the teaching activities; however, compositional writing, by its open-ended nature, also provides natural opportunities for children to extend themselves.

Impact

The impact and measure of our curriculum is the extent our children acquire the skills, knowledge, vocabulary and enthusiasm for writing. We aim for our pupils to show high aspirations and a lifelong engagement with literature and writing.

Each unit of compositional writing will result in a final outcome. This can be a supported piece of work, if the learner is still at the emerging start of writing, or it can be an independent task, if this learning is at the point of being mastered.

Through our progressive curriculum the pupils will master specific genres of writing and apply these to their work in other aspects of the curriculum. They will also master a range of language techniques that they will be able to use in both their reading and writing work.

Teachers record evidence of mastered learning on formative tracking sheets. This is then used to inform the teacher assessments which take place three times a year.

The English Subject Leader reviews the impact of the English curriculum, reporting findings and any recommendations to SLT.

EYFS

Role play and continuous provision activities are used to stimulate the children's interest in mark making, drawing and the early forms of writing. We teach children to link sounds and letters in order to begin to read and write. Children are given access to a wide range of stimuli and activities to ignite their interest and engage them in writing.

The following are some of the stages of development that form the roots for the development of the composition curriculum in Key Stage One and Key Stage Two.

Teachers consider each child's stage of development, observing what he / she can do and then consider ways to support the child to strengthen and deepen their current learning and development. In general terms, this can be seen to be the basis of the curriculum in Nursery (2 to 3 years), F1 (3 and 4 year olds) and F2 (Reception) – but as children develop at different rates and times, in practice, the curriculum and teaching is adapted to suit individuals.

Two to three - Toddlers and young children will be learning to:

Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

Make marks on their picture to stand for their name.

Write some letters accurately.

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; writing 'm' for mummy.

Write some, or all of their name.

Children in reception will be learning to:

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds.

They also write some irregular common words.

They write simple sentences which can be read by themselves and others.

Some words are spelt correctly, and others are phonetically plausible.

Year One

COMPOSITION	Use of Language
<p>Write sentences by saying out loud what they are going to write about and compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives.</p> <p>Re-read what you have written to check that it makes sense.</p> <p>Discuss what you have written with the teacher or other pupils.</p> <p>Read aloud your writing clearly enough to be heard by your peers and the teacher.</p> <p>Know the features of the following texts and begin to be able to apply their structures and language features to your own writing:</p> <ul style="list-style-type: none"> • Simple stories with familiar settings • Stories with predictable and patterned language • Traditional tales • Instructions • Labels, lists, and captions • Information texts • Poetry • Simple biography <p>Be able to write a retelling and own adaptation of a story using Talk4Writing (three times per year).</p>	<p>Use an adjective to describe a noun.</p> <p>Use alliteration.</p> <p>Write similes following the as...as... pattern.</p> <p>Use precise, clear language to give information (e.g. first, next).</p> <p>Use repetition for rhythm (<i>he walked, and he walked, and he walked</i>) and description (<i>a lean cat, a mean cat</i>).</p>
<p>Vocabulary: <i>traditional tales, poem, rhyme, labels, lists, captions, instructions</i></p>	<p>Vocabulary: <i>adjective, alliteration, similes, repetition</i></p>
<p><u>Outcome</u> See text types</p>	<p><u>Outcome</u> The above elements are used in independent writing</p>

Year Two

COMPOSITION	Use of Language
<p>Develop positive attitudes towards and stamina for writing.</p> <p>Know the features of the following texts able to apply their structures and language features to your own writing:</p> <ul style="list-style-type: none">• <u>Narratives about personal experiences and those of others (real and fictional)</u>• About real events and legends• Poetry• Instructions• Labels, lists, and extended captions• <u>Information text</u>• <u>Explanations</u> <p>Consider what you are going to write before beginning by:</p> <ul style="list-style-type: none">• planning or saying out loud what they are going to write about• writing down ideas and/or key words, including new vocabulary• encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to your own writing by:</p> <ul style="list-style-type: none">• evaluating your writing with the teacher and other pupils• re-reading to check that your writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form• proof-reading to check for errors in spelling, grammar and punctuation [for example, the ends of sentences are punctuated correctly]	<p>Write similes using 'like'.</p> <p>Use two adjectives to describe a noun.</p> <p>Use adverbs in descriptive writing.</p> <p>Use adverbs in informative writing.</p> <p>Use generalisers for information (<i>most dogs, some cats</i>).</p>

<p>□ read aloud what you have written with appropriate intonation to make the meaning clear</p>	
<p>Vocabulary: legend, explanation</p>	<p>Vocabulary: adverbs, generalisers</p>
<p><u>Outcome</u> See text types</p>	<p><u>Outcome</u> The above elements are used in independent writing</p>

Year Three

COMPOSITION	Use of Language
<p>Plan writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas Be able to draft and write by: • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence <p>Develop positive attitudes towards and stamina for writing</p> <p>Know the features of the following texts able to apply their structures and language features to your own writing:</p> <ul style="list-style-type: none"> • <u>Narratives about personal experiences and those of others (real and fictional)</u> • Diaries • Narratives with historical settings • Science investigations • Persuasive writing • Poetry : free verse • Instructions • <u>Information text</u> • <u>Explanations</u> <p>Be able to organise paragraphs around a theme:</p> <ul style="list-style-type: none"> • Narratives: create settings, characters and plot • Non-narrative material: use simple organisational devices [for example, headings and subheadings] 	<p>Vary long and short sentences:</p> <ul style="list-style-type: none"> • Long sentences for description • Short sentences for emphasis and to make key points e.g. <i>Visit the farm now.</i> <p>Use powerful verbs (<i>stare, tremble, slither</i>).</p> <p>Use boastful language appropriately (<i>magnificent, unbelievable, exciting</i>)</p> <p>Use more specific/ technical vocabulary to add detail.</p> <p>Use a sentence of 3 for description (e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight</i>).</p> <p>Use the pattern of 3 for persuasion (e.g. <i>Vist! Swim! Enjoy!</i>)</p> <p>Use topic sentences to introduce nonfiction paragraphs.</p> <p>Use powerful speech words e.g. <i>“Hello,” she whispered.</i></p>

<p>Be able to evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	
<p>Vocabulary: <i>persuasion, investigation, free verse poetry, historical settings</i></p>	<p>Vocabulary: <i>detail, technical</i></p>
<p><u>Outcome</u> See text types</p>	<p><u>Outcome</u> The above elements are used in independent writing</p>

Year Four

COMPOSITION	Use of Language
<p>Plan writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which you are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence <p>Develop positive attitudes towards and stamina for writing.</p> <p>Know the features of the following texts able to apply their structures and language features to your own writing:</p> <ul style="list-style-type: none"> • <u>1st person recount</u> • Diary • Myths • Informal and formal letters • <u>Explanation text</u> • <u>Information text</u> • Persuasion text / argument • <u>Science investigations</u> • Performance poetry <p>Organise paragraphs around a theme:</p> <ul style="list-style-type: none"> • Narratives: create settings, characters and plot • Non-narrative material: use simple organisational devices [for example, headings and subheadings] <p>Evaluate and edit by:</p>	<p>Use a sentence of 3 for action (<i>Sam rushed down the road, jumped on the bus and sank into his seat.</i>).</p> <p>Use repetition to persuade (<i>Find us to find the fun!</i>).</p> <p>Embellish dialogue by using a verb, adverb (<i>"Hello," she whispered, shyly.</i>).</p> <p>Use varying sentence lengths. Long sentences for description. Short sentences to move events on quickly.</p> <p>Start with a simile e.g. <i>As curved as a ball, the moon...</i></p> <p>Know to use long sentences to enhance information or description and short sentences to move events on more quickly.</p>

<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors • Read aloud your own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	
Vocabulary: recount, argument, informal, formal	Vocabulary: embellish
<u>Outcome</u> See text types	<u>Outcome</u> The above elements are used in independent writing

Year Five

COMPOSITION	Use of Language
<p>Be able to plan writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing • Selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Be able to draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Exhibit positive attitudes towards and stamina for writing.</p>	<p>Use a rhetorical question.</p> <p>Use sentence reshaping techniques (lengthening or shortening sentences for meaning and/or effect).</p> <p>Move sentence chunks around for different effect.</p> <p>Use stage directions in speech (speech + verb + action) e.g. “Stop!” he shouted, picking up the stick and running after the thief.</p> <p>Write using metaphor.</p> <p>Use empty words e.g. someone...</p> <p>Use onomatopoeia.</p> <p>Use personification.</p>

<p>Know the features of the following texts able to apply their structures and language features to your own writing: □</p> <p><u>Letters (formal and informal)</u></p> <ul style="list-style-type: none"> • Science fiction • Adventure fiction • Information text • Explanation text • <u>Newspaper reports</u> • Science investigation • <u>Persuasive writing / argument</u> • Narrative poetry • Poetry with a defined structure e.g. haikus <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of your own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors 	
<p>Vocabulary: <i>science fiction</i></p>	<p>Vocabulary: <i>rhetorical question, stage directions, metaphor, onomatopoeia, personification</i></p>
<p><u>Outcome</u> See text types</p>	<p><u>Outcome</u> The above elements are used in independent writing</p>

Year Six

COMPOSITION	Use of Language
<p>Plan writing by:</p> <ul style="list-style-type: none">• Identifying the audience for and purpose of the writing• Selecting the appropriate form and using other similar writing as models for their own• Noting and developing initial ideas, drawing on reading and research where necessary• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none">• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action• Précising longer passages• Using a wide range of devices to build cohesion within and across paragraphs• Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Exhibit positive attitudes towards and stamina for writing.</p>	<p>Use a variety of literary features to create effects.</p> <p>Use a rhetorical question for persuasion.</p>

<p>Know the features of the following texts able to apply their structures and language features to your own writing:</p> <ul style="list-style-type: none"> • Fantasy fiction • Biography • Play scripts • Information text • <u>Newspaper reports</u> • <u>Persuasive writing / argument</u> • Explanation text • Science investigation • Poetry • <u>Formal and informal letters</u> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of your own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors 	
<p>Vocabulary: <i>biography, fantasy fiction</i></p>	<p>Vocabulary: <i>simile, metaphor, onomatopoeia, personification, alliteration (revision)</i></p>
<p><u>Outcome</u> See text types</p>	<p><u>Outcome</u> The above elements are used in independent writing</p>