



Subject Curriculum Map and Rationale

Writing

Vision for Writing

Our curriculum is based on a thematic approach with reading at the core. Core and foundation subjects are explicitly taught to secure a sound understanding of subject specific knowledge and skills within a framework that is designed to maximise learning. Core concepts are sequenced to ensure regular repetition within and across year groups and themes and key stages, thus enabling pupils to 'know more and remember more' and develop a deeper understanding of each subject in the context of the world around them. Children follow the Mastery Flow structure, to make rich connections across the English curriculum. Reading and writing lessons are combined to enable the children to learn first-hand a broad range of authors. Teacher support this by providing the children with a variety of high-quality texts and engaging yet ambitious activities. These tasks then grow in challenge from the initial teaching, to the independent application, through to the probing questions, further extension and problem solving tasks.

Writing Principles

- 1. Understand the role reading plays in developing writers and the value of being immersed in high quality literature**
- 2. Ensure children have experience of a breadth of texts including those that are visual and digital**
- 3. Provide a range of meaningful opportunities to write for real purposes and audiences and to respond to writing as a reader**
- 4. Develop an understanding of the craft of writing by engaging meaningfully with professional authors and their processes**
- 5. Understand and model the craft and process of writing authentically**
- 6. Support children to identify as writers and to develop their own authentic voice**
- 7. Give children time and space to develop their own ideas in writing**
- 8. Use creative teaching approaches that build imagination and give time for oral rehearsal**
- 9. Ensure the teaching of phonics, grammar and spelling is embedded in context**
- 10. Celebrate writing through authentic publication and presentation across platforms**

Intent

Writing is a key skill that features across all the subjects in our curriculum. Children are taught to use their skill of writing to articulate their thoughts, ideas and unleash their creativity. Our aim is to equip children with transferable skills that will be built on year upon year, in each phase of their educational journey, which will ultimately prepare them for secondary school. As part of our coherently structured curriculum, children are able to make links and use their imagination freely through the hooks provided in our Guardian Angels curriculum. Our priority is to ensure our children are engaged and enthused, so that their writing has meaning for them to be able to connect learning with purpose in order to produce high-quality writing. Through this immersion, children are provided with opportunities to write for a range of purposes and audiences. We recap prior learning and ensure children understand the progression at each phase of their school journey. This connectivity of learning allows for children to understand their role as global citizens and build upon their cultural capital.












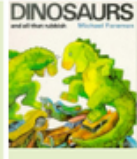




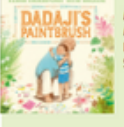



Literacy in the Early Years Foundation Stage

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
<p>Development Matters and Statutory ELGs are not the EYFS curriculum. This outlined a top-level view of how children develop and learn. Children's early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child's level of development and make informed decisions about what a child needs to learn and be able to do next.</p>	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • 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. • Write some letters accurately 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • 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 letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> • 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.

Reception

Theme/ Term	Outside Inside – Autumn 1			Knowing Yourself – Autumn 2			
Writing Root Text	 <p>Where the Wild Things Are Maurice Sendak</p>	 <p>Bringing the Rain to Kapiti Plain Verma Aardema</p>	 <p>OR Anansi Gerald McDermott</p>	 <p>Look up! Nathan Bryon and Dapo Adeola</p>	 <p>I AM HENRY FINCH I am Henry Finch Alexis Deacon</p>	 <p>OR Halibut Jackson David Lucas</p>	
Length	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	
Outcomes	Own version 'wild thing' narratives Labels, captions, oral re-telling, developing a new character	Tourist information leaflets Labels and captions, retellings, simple explanations	Booklets about spiders Labels and captions, call-and-response poems, descriptive posters, simple explanations	Non-chronological reports Dialogue, diaries, re-telling (oral dictation), mini-autobiography, ship's log	Guidebooks - How to Think Timetables, thought-bubbles, lists, commands, letters of advice	Narrative sequels Signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice	
Theme/ Term	Talents & powers – Spring 1			Sowing a seed – Spring 2			
Writing Root Text	 <p>The Magic Paintbrush Julia Donaldson and Joel Stewart</p>	 <p>Little Red Lynn Roberts and David Roberts</p>	 <p>OR Super Milly and the Super School Day Stephanie Clarkson</p>	 <p>The Tiny Seed Eric Carle</p>	 <p>I Will Not Ever Never Eat a Tomato Lauren Child</p>	 <p>OR The Extraordinary Gardener Sam Boughton</p>	
Length	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	
Outcomes	Own version 'overcoming' tales Thought bubbles, labels, oral re-telling, writing in role, thank you letters	Alternative character versions Labels, notes of advice, adverts	Alternative character version Letters of encouragement; a retelling; song lyrics and job applications	Advice leaflets Labels and captions, advice, retellings, writing in role, narrative, letter	Own stories about a fussy eaters Statements, writing in role, shopping lists	Narrative inspired by the original text Labels, letters of advice, instructions, narratives	
Theme/ Term	Strength of mind – Summer 1				Family & friends – Summer 2		
Writing Root Text	 <p>Weirdo Zadie Smith and Nick Laird</p>	 <p>OR My Shadow is Pink Scott Stuart</p>	 <p>Hairy Maclary from Donaldson's Dairy Lynley Dodd</p>	 <p>OR The Night Pirates Pete Harris and Deborah Allwright</p>	 <p>So Much Trish Cooke and Helen Oxenbury</p>	 <p>Oi Frog! Kes Gray and Jim Field</p>	 <p>OR Izzy Gizmo Pip Jones</p>
Length	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	
Outcomes	Instructional guides to being brave Writing in role, letters, captions and labels, narrative retellings	Leaflet Innovated spoken rhymes, questions, notes and advice, lists, instructions	Alternative version narratives Character description, writing in role, letters, leaflets	'How to be a pirate' guides Writing in role, letters, labels and captions	Own 'So Much' narrative poems Past tense sentences, writing in role, performance/narrative poetry	Own version rhyming narratives Rhyming flipbooks, questions, captions and labels	Simple explanation Signage, letters of advice, lists, labelled diagrams

Year 1

Theme/ Term	Journeys & exploration – Autumn 1				Heroes & villains – Autumn 2			
Writing Root	 Cave Baby Julia Donaldson and Emily Gravett	 OR Naughty Bus Jan Oke and Jerry Oke	 Astro Girl Ken Wilson-Max	 OR Sidney, Stella and the Moon Emma Yarlett	 I Want My Hat Back Jon Klassen	 Billy and the Beast Nadia Shireen	 OR Send for a Superhero Michael Rosen & Katharine McEwan	
Length	10+ sessions, 2+ weeks	16 sessions, 3+ weeks	11 sessions, 2+ weeks	11 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	
Outcomes	Narrative retellings Labels and captions, informal letters	Own adventure stories Letters, diaries, sequels, non-chronological reports	Fact files about being astronauts Writing in role, commands, 'how to' guides	Fact files about the moon 'Lost' posters, labels, glossaries	Story sequels Questions, speech bubbles, letters, lists	Own version 'defeat a monster' narratives Wanted posters, summaries, emails, character descriptions, recipes	Own version superhero narratives Wanted posters, letters, speech bubbles, diaries, emails, character descriptions	
Theme/ Term	Similarities & differences – Spring 1			Nature & environment – Spring 2				
Writing Root	 Beegu Alexis Deacon	 The Odd Egg Emily Gravett	 OR Leo and the Octopus Isabelle Marinov	 Stanley's Stick John Hegley and Neal Layton	 Dinosaurs and all that Rubbish Michael Foreman	 OR The Sea Saw Tom Percival		
Length	10 sessions, 2 weeks	10 sessions, 2 weeks	15 sessions, 3 weeks	11 sessions, 2+ weeks	10 sessions, 2 weeks	15 sessions, 3 weeks		
Outcomes	Own version 'alien' narratives Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports	Egg-spotter's guides (non-fiction reports) Thought and speech bubbles, diaries, letter, certificate	Fact file This is Me! posters, letters of advice, factual descriptions, logbooks, scripts	Own version narratives Retellings, descriptions	Pamphlets Letters, setting descriptions, instructions, narrative retellings, pamphlets, posters	Own version narrative Writing in role; notes of advice; missing posters; diary entries; letters of thanks	History: Changes within Living	
Theme/ Term	Friendship & kindness – Summer 1			Imagination & creativity – Summer 2				
Writing Root	 Lost and Found Oliver Jeffers	 Yeti and the Bird Nadia Shireen	 OR Pig the Pug Aaron Blabey	 Dadaji's Paintbrush Rashmi Sirdeshpande	 OR Iggy Peck Architect Andrea Beatty and David Roberts	 The Magic Bed John Burningham	 OR Julian is a Mermaid Jessica Love	
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15+ sessions, 3+ weeks	15 sessions, 3 weeks	10 sessions, 2 weeks	15 sessions, 3 weeks	10+ sessions, 2+ weeks	
Outcomes	Own version 'losing/finding' narratives Character descriptions, retellings, advice, instructions, non-chronological reports	Own version narratives about unlikely friendships List of rules, letters, postcards, character descriptions	'How to' guides Character comparisons, fact sheets, shared poetry, own version narratives	Own version narrative Labels, captions, character comparisons, thought and speech bubbles, fact files	Fact files Labels, captions, character comparisons, thought and speech bubbles	Own version fantasy stories Setting descriptions, additional scenes, description of magical piece of furniture, lists	Three-verse poems Instructions, writing in role, advertisements	Science: Materials

Year 2

Theme/ Term	A twist in the tale – Autumn 1		
Writing Root/ Spelling Seed Text	 Goldilocks and the Three Bears Lauren Child You & Me Anthony Browne Goldilocks & Just the One Bear	 Wolves Emily Gravett	 OR Jim and the Beanstalk Raymond Briggs
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	Sequel stories Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions Non-chronological leaflets Captions, information writing, character descriptions and comparisons Sequel stories Narrative retellings (including dialogue), thought bubbles, informal letters		
Literary Leaf Text	 The Spider and the Fly Mary Howitt and Tony Diferizzi	 After the Fall Dan Santat	 Cinderella: An Art Deco Fairy Tale Lynn Roberts and David Roberts
Length	10 sessions, 2 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks

Theme/ Term	Bravery vs. fear – Spring 1		
Writing Root/ Spelling Seed Text	 The Bear Under the Stairs Helen Cooper	 ROALD DAHL The Minpins Roald Dahl	 OR The Bear and the Piano David Litchfield
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	Information texts Letters, retellings, own version narratives Own version adventure narratives Danger posters, setting descriptions, character descriptions, information reports, postcards Own version narratives about bravery Letters of advice, short news reports, writing in role, retellings, information posters		
Literary Leaf Text	 RABBIT & BEAR by Julian Gough & Jim Field	 A BOOK OF BEARS Katie Viggers	 Hotel Flamingo Alex Milway
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks

Theme/ Term	Fictional Worlds & fantasy – Summer 1		
Writing Root/ Spelling Seed Text	 The Dragon Machine Helen Ward	 Ocean Meets Sky Eric Fan and Terry Fan	 OR Toys in Space Mini Grey
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	Own version dragon stories Dragon guides & encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters Own version fantasy world narratives Setting & character descriptions, labels, diaries, postcards, captain's logs, instructions, dialogue Own version fantasy world narrative Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions		
Literary Leaf Text	 ERIC Eric Shaun Tan	 Cakes in Space Philip Reeve	 Ride-by-Nights Walter de la Mare
Length	12 sessions, 2+ weeks	15 sessions, 3 weeks	10 sessions, 2 weeks

Theme/ Term	Creation & conservation – Autumn 2		
Writing Root/ Spelling Seed Text	 The Journey Home Frann Preston-Gannon	 We Are Water Protectors Carole Lindstrom	 OR House Held Up By Trees Ted Kooser
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	Persuasive letters Posters, lists, postcards, wanted posters, information reports, short stories Environmental campaign List poems, non-chronological reports (animals), chronological reports (life-cycles), character descriptions, protest signs Factual reports Factual descriptions, advertisements, explanations, poetry		
Literary Leaf Text	 There's a Rang-Tan in my Bedroom James Sellick	 Lost Species Jess French	 The Magic and Mystery of Trees Jen Green
Length	10 sessions, 2 weeks	12 sessions, 2+ weeks	15 sessions, 3 weeks

Theme/ Term	Change & relationships – Spring 2			
Writing Root/ Spelling Seed Text	 The Owl and the Pussy-cat Edward Lear	 Tadpole's Promise Jeanne Willis	 Grandad's Camper Harry Woodgate	 OR If All the World Were... Joseph Coelho
Length	10 sessions, 2 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks
Outcomes	Rhyming poems Letters, interviews, lists, instructions Own version narratives Simple explanations, speech and thought bubbles, setting descriptions, extended explanations Sequel narratives Labels, memories poems, interviews, photo album captions, postcards Non-narrative poems Writing in role, diaries, letters of advice, short explanations			
Literary Leaf Text	 TOO SMALL TOLA Atinuke	 Fanatical about Frogs Owen Davey	 ROALD DAHL The Magic Finger Roald Dahl	
Length	12 sessions, 2+ weeks	12 sessions, 2+ weeks	12 sessions, 2+ weeks	

Theme/ Term	Urban metropolis – Summer 2		
Writing Root/ Spelling Seed Text	 The Great Fire of London Emma Adams	 Rosie Revere, Engineer Andrea Beaty	 OR A Walk in London Salvatore Rubbino
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	Information booklets Persuasive poster, warning posters (instructional writing), speech bubbles, letters of advice, certificates Leaflet for local landmarks Short explanations, writing in role, reports, adverts 'A Walk in...' tour guide Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry		
Literary Leaf Text	 ADA TWIST Ada Twist and the Perilous Pantaloons Andrea Beaty	 The Street Beneath my Feet Charlotte Gullian	 Grimwood Nadia Shireen
Length	14 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks

Year 3

Theme/ Term	Magic & wonder – Autumn 1		
Writing Root/ Spelling Seed Text	 <i>Leon and the Place Between</i> Angela McAllister	 <i>The Heart and the Bottle</i> Oliver Jeffers	 <i>The First Drawing</i> Mordicai Gerstein
Length	15 sessions, 3 weeks	17 sessions, 3+ weeks	10 sessions, 2 weeks
Outcomes	Own version fantasy narratives Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue	Own version 'dilemma' narratives Setting descriptions, advertisement/poster, retelling, instructional flyer, social media updates, dialogue	Own historical narratives Character descriptions, diaries, recounts
Literary Leaf Text	 <i>The Lost Spells</i> Robert MacFarlane	 <i>Arthur and the Golden Rope</i> Joe Todd Stanton	
Length	10 sessions, 2 weeks		15 sessions, 3 weeks

Theme/ Term	Dreams & curiosity – Autumn 2		
Writing Root/ Spelling Seed Text	 <i>The BFG</i> Roald Dahl	 <i>The Tear Thief</i> Carol Ann Duffy	 <i>The Tin Forest</i> Helen Ward
Length	15 sessions, 3 weeks	10 sessions, 2 weeks	15 sessions, 2 weeks
Outcomes	Own version fantasy narratives Recount (diary entry), character descriptions, wanted posters, new chapters, instructions	Letters of explanation Shared poems, persuasive posters, discussions	Persuasive information leaflets Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions
Literary Leaf Text	 <i>The BFG</i> Roald Dahl	 <i>New and Collected Poems for Children</i> Carol Ann Duffy	
Length	15 sessions, 3 weeks	10 sessions, 2 weeks	

Theme/ Term	Disaster, hope & healing – Spring 1		
Writing Root/ Spelling Seed Text	 <i>The Pied Piper of Hamelin</i> Michael Morpurgo	 <i>Escape from Pompeii</i> Christina Ball	 <i>The Last Garden</i> Rachel Ip
Length	15 sessions, 3 weeks	16 sessions, 3+ weeks	15 sessions, 3 weeks
Outcomes	Own version myths/legends Writing in role, information reports, adverts, formal letters	Newspaper reports Setting descriptions, diaries, letters, thought bubbles	Own version extended narrative Setting descriptions, advertisement/poster, retelling, instructional flyer, social media updates, dialogue
Literary Leaf Text	 <i>The Pied Piper of Hamelin</i> Robert Browning	 <i>Earth Shattering Events</i> Robin Jacobs	
Length	10 sessions, 2 weeks		15 sessions, 3 weeks

Theme/ Term	Overcoming adversity – Spring 2				
Writing Root/ Spelling Seed Text	 <i>Cloud Tea Monkeys</i> Mal Peet & Elspeth Graham	 <i>Small in the City</i> Sydney Smith	 <i>Black Dog</i> Levi Pinfold	 <i>Cinderella of the Nile</i> Beverley Naidoo	 <i>Nen and the Lonely Fisherman</i> Ian Eagleton & James Mayhew
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	Non-chronological reports Descriptions, how to guides (instructions), letters, discussions	Extended narrative from alternative perspective Setting description, poem, diary entry, dialogue, letter of advice, lost poster	Own version 'suspense' narratives Postcards, dialogue, retellings, descriptions	Own version narratives Descriptive passages, how to guides, letters, discussions, non-chronological reports	Own version narrative Lonely hearts advert character description, thought bubbles, diary entries, message in a bottle setting description
Literary Leaf Text	 <i>Old Possum's Book of Practical Cats</i> T. S. Eliot	 <i>Africa</i> Africa Atinuke	 <i>The White Fox</i> Jackie Morris		
Length	12 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	

Theme/ Term	From mystery to discovery – Summer 1		
Writing Root/ Spelling Seed Text	 <i>The Mysteries of Harris Burdick</i> Chris Van Allsburg	 <i>How to Live Forever</i> Colin Thompson	 <i>Flotsam</i> David Wiesner
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	Own version mystery narratives Diary entries, dialogue, setting descriptions (atmospheric descriptions), captions and titles	Prequels Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning	Sequels (mystery narratives) Postcards, setting descriptions, non-chronological reports, message in a bottle letters
Literary Leaf Text	 <i>Mr Penguin and the Last Treasure</i> Alex T. Smith	 <i>I am the Seed that Grew the Tree</i> Fiona Waters	
Length	15 sessions, 3 weeks		12 sessions, 2+ weeks

Theme/ Term	Confidence & caution – Summer 2		
Writing Root/ Spelling Seed Text	 <i>Jim, A Cautionary Tale</i> Hilaire Belloc	 <i>Our Tower</i> Joseph Coelho	 <i>The Day I Swapped my Dad for Two Goldfish</i> Neil Gaiman
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	12 sessions, 3 weeks
Outcomes	Narrative poems Warning posters, warning announcements, alternative endings, performance poetry, letters of apology	Extended fantasy narratives Poems, setting descriptions, diary entries, dialogue, letters of thanks	Own version narratives Thought bubbles, missing scenes, diaries
Literary Leaf Text	 <i>A Necklace of Raindrops</i> Joan Aiken	 <i>Fortunately, the Milk</i> Neil Gaiman	
Length	14 sessions, 2+ weeks		12 sessions, 2+ weeks

Year 4

Theme/ Term	Finding Freedom – Autumn 1		
Writing Root/ Spelling Seed Text	 <i>Tale Beach</i> Faith Ringgold	 <i>Varmints</i> Helen Ward	 <i>Mermaid</i> OR <i>The Mermaid of Zennor</i> Charles Causley
Length	15 sessions, 3 weeks	16 sessions, 3+ weeks	15 sessions, 3 weeks
Outcomes	Narrative retelling as a play script Poetry, setting descriptions, formal letters, dialogue (as a script)	Explanations Descriptive comparisons, retellings, setting descriptions, poetry	Own version legends Information booklets, retelling from a different perspective, letters, tourist guides updates, dialogue
Literary Leaf Text	 <i>The Undeclared</i> Kwame Alexander	 <i>Zombierella</i> Joseph Coelho	 <i>Annie Lumsden, The Girl from the Sea</i> David Almond
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks

Theme/ Term	Invention & innovation – Autumn 2		
Writing Root/ Spelling Seed Text	 <i>Farther</i> Grahame Baker Smith	 <i>Until I Met Dudley</i> Roger McGough and Chris Riddell	 <i>The Iron Man</i> Ted Hughes
Length	15 sessions, 3 weeks	10 sessions, 2 weeks	15 sessions, 3 weeks
Outcomes	Sequel stories Retellings, recounts (postcards), setting descriptions, diary entries, instructions	Two explanation texts - formal and informal Letters, short explanatory paragraphs	Mystery narratives Character descriptions, short news reports, letters of advice, menus (using descriptive devices), poetry
Literary Leaf Text	 <i>The Story of Flight</i> Jakob Whitfield	 <i>Skygazing</i> Anna Claybourne	 <i>The Wild Robot</i> Peter Brown
Length	12 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks

Theme/ Term	Darkness & light – Spring 1			
Writing Root/ Spelling Seed Text	 <i>Frindlewyde</i> Natalia & Lauren O'Hara	 <i>Winter's Child</i> Angela McAllister	 <i>The Selfish Giant</i> Oscar Wilde	 <i>Cinnamon</i> OR <i>Cinnamon</i> Neil Gaiman
Length	16 sessions, 3+ weeks	11 sessions, 2+ weeks	15 sessions, 3 weeks	16 sessions, 3+ weeks
Outcomes	Narrative sequels Letters, voting slips, dialogue, poetry, birds-eye view descriptions, speeches	Fantasy story sequels Postcards (recount), dialogue, setting descriptions as letters, retellings	Own version narratives Letters, first person recounts, diaries, letters, posters, reports	Own version mythical tales Diaries, informal letters, dialogue, adverts, limericks and other poetic forms
Literary Leaf Text	 <i>The Firework Maker's Daughter</i> Philip Pullman	 <i>The Poet's Dog</i> Patricia MacLachlan COMING SOON	 <i>Tamarind and the Star of Ishita</i> Jasbinder Bilan	 <i>The Lion and the Unicorn</i> Shirley Hughes
Length	14 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	18 sessions, 3+ weeks

Theme/ Term	Taking courage – Spring 2		
Writing Root/ Spelling Seed Text	 <i>Odd and the Frost Giants</i> Neil Gaiman	 <i>The Matchbox Diary</i> Paul Fleischman	 <i>The Lion and the Unicorn</i> Shirley Hughes
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	18 sessions, 3+ weeks
Outcomes	Retellings - alternative perspective Narrative recounts, character and setting descriptions, letters, short explanations	Biography Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file	Own version historical narratives Diaries, character and setting descriptions, non-chronological reports
Literary Leaf Text	 <i>How Does a Lighthouse Work?</i> Roman Belyaev	 <i>Viking Voyagers</i> Jack Tite	 <i>Norse Myths</i> Kevin Crossley-Holland
Length	12 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks

Theme/ Term	Exploration & discovery – Summer 1			
Writing Root/ Spelling Seed Text	 <i>Weslandia</i> Paul Fleischman	 <i>The Baker by the Sea</i> Paula White	 <i>The Story of Tutankhamun</i> Patricia Cleveland-Peck	 <i>Shackleton's Journey</i> William Grill
Length	15 sessions, 3 weeks	15 sessions, 3+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	Non-chronological reports Retellings, character descriptions, book reviews	Tourist brochure Job applications, advertisements, setting descriptions, letters in role	Tutankhamun biographies Reports, instructions, character descriptions, diaries, newspaper, posters	Newspaper reports Packing lists (justifications), letters (formal and informal), interviews, diaries
Literary Leaf Text	 <i>The Humans: Ancient Civilisations</i> Jonny Marx	 <i>The Last FireFox</i> Lee Newbery	 <i>Poems from a Green and Blue Planet</i> Sabrina Mahfouz	 <i>The Lion the Witch and the Wardrobe</i> C. S. Lewis
Length	14 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	20 sessions, 4 weeks

Theme/ Term	Different worlds – Summer 2	
Writing Root/ Spelling Seed Text	 <i>Jabberwocky</i> Lewis Carroll	 <i>Pride</i> OR <i>Pride: The Story of Harvey Milk and the Rainbow Flag</i> Rob Sanders
Length	10 sessions, 2 weeks	10 sessions, 2 weeks
Outcomes	Own version narratives (set in other worlds) Poems, eyewitness reports, imaginary conversations, writing in role	Biographies of Harvey Milk Thought bubbles, speech, simple leaflets
Literary Leaf Text	 <i>The Lion the Witch and the Wardrobe</i> C. S. Lewis	 <i>Two Weeks with the Queen</i> Morris Gleitzman
Length	20 sessions, 4 weeks	16 sessions, 3+ weeks

Year 5

Theme/ Term	Ambition & desire – Autumn 1				Power vs. principles – Autumn 2			
Writing Root/ Spelling Seed Text	 <i>The Man Who Walked Between the Towers</i> Mordica Gerstein	 <i>Robot Girl</i> Malorie Blackman	 <i>HIDDEN FIGURES</i> OR <i>Hidden Figures</i> Margot Lee Shetterly	Science: Robots Science: Space	 <i>The Tempest</i> William Shakespeare	 <i>The Odyssey</i> Gillian Cross	 <i>PERCY JACKSON</i> Rick Riordan	History: Ancient Greece History: Ancient Greece
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15+ sessions, 3+ weeks		17+ sessions, 3+ weeks	20 sessions, 4 weeks	20 sessions, 4 weeks	
Outcomes	Biographies/autobiographies Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speeches	Science-fiction narratives Discussions, debates, dialogue, character comparisons, reviews	Memoirs Reports, formal and informal letters, diaries, character descriptions, journalistic writing		Playscripts Setting descriptions, character descriptions, diaries, dialogue	Epic stories Speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts	Mythical narratives Odes, soliloquies, setting descriptions, additional chapters, reports	
Literary Leaf Text	 <i>The Good Thieves</i> Katherine Rundell	 <i>Cosmic</i> Cosmic Frank Cottrell Boyce	 <i>HIDDEN FIGURES</i> Young Readers' Edition Margot Lee Shetterly	Science: Space Science: Space	 <i>Cogheart</i> Peter Bunzl	 <i>Who Let the Gods Out</i> Maz Evans	 <i>Mythologica</i> Dr. Stephen P. Kershaw	
Length	15 sessions, 3 weeks	19 sessions, 3+ weeks	15 sessions, 3 weeks		16 sessions, 3+ weeks	14 sessions, 2+ weeks	15 sessions, 3 weeks	
Theme/ Term	Belonging & equality – Spring 1				Legends & folklore – Spring 2			
Writing Root/ Spelling Seed Text	 <i>The Lost Thing</i> Shaun Tan	 <i>The Island</i> Armin Greder	 <i>The Lizzie and Belle Mysteries</i> J.T. Williams	 <i>Freedom Bird</i> OR <i>Freedom Bird</i> Jerdine Nolen	 <i>The Sleeper and the Spindle</i> Neil Gaiman and Chris Riddell	 <i>Beowulf</i> Michael Morpurgo	 <i>OR The Last Happy Endings</i> Carol Ann Duffy	
Length	16 sessions, 3+ weeks	15 sessions, 3 weeks	20 sessions, 4 weeks	15 sessions, 3 weeks	17 sessions, 3+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	
Outcomes	Own version narratives Diaries, formal letters, adverts, character and setting descriptions, reports	Sequels Welcome guides, descriptions, letters of advice, diary entries in role, imagined conversations	Biographies Posters, diary entries, case notes, letters, character descriptions, fact files, persuasive speeches	Biographies Writing in role, thought bubbles, dialogue, postcards, recounts, poems	Fairytale reworkings Warning posters, diaries, dialogue, estate agent's descriptions, character descriptions, missing narratives	Own version legends/missing chapters Letters of advice, diaries, dialogue, character and setting descriptions, action scenes, obituaries	Alternative perspective prequels - Newspaper reports, extended responses to a text	
Literary Leaf Text	 <i>The Wonderling</i> Mira Bartok	 <i>ME, MY DAD AND THE END OF THE RAINBOW</i> Benjamin Dean	 <i>Black and British</i> A short, essential history David Olusoga	History: Britain	 <i>When the Stars Come Out</i> Nicola Edwards	 <i>Sir Gawain and the Green Knight</i> Michael Morpurgo	 <i>The Listeners</i> Walter de la Mare	
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks		12 sessions, 3 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks	
Theme/ Term	Lessons from history – Summer 1				Mystery & truth – Summer 2			
Writing Root/ Spelling Seed Text	 <i>Kaspar, Prince of Cats</i> Michael Morpurgo	 <i>OR Children of the Benin Kingdom</i> Dina Orji	 <i>Alte Zachen Ziggy Hanaor</i>	 <i>OR Anne Frank</i> Frank Josephine Poole	 <i>High Rise Mystery</i> Sharna Jackson	 <i>OR The Strange Case of Origami Yoda</i> Tom Angleberger	 <i>Curiosity</i> Markus Motum	 <i>OR Firebird</i> Saviour Pirotta and Catherine Hyde
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	10+ sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks
Outcomes	Newspaper articles Character descriptions, reports, letters, advertising leaflets, balanced reports	Non-chronological reports Informal letters, diaries, survival guides, eyewitness reports, story summaries	Analytical essay Character descriptions, flashbacks, diary entries in role, short autobiographies	Newspaper articles Letters, short descriptions, extended diary entries, obituaries, opinion pieces	Extended stories Character & setting descriptions, police & newspaper report, dialogue, persuasive letters	Discussion texts Instructions, persuasion, diaries	Expanded explanations NASA Proposals, information labels, short explanations, NASA logs, news reports	Fairytale narratives Formal letters, retellings, character descriptions
Literary Leaf Text	 <i>TITANIC</i> The Story of Titanic for Children Joe Fullman	 <i>Poems from the Second World War</i> Gaby Morgan	 <i>When Hitler Stole Pink Rabbit</i> Judith Kerr	 <i>OR Letters from the Lighthouse</i> Emma Carroll	 <i>Overheard in a Tower Block</i> Joseph Coelho	 <i>The Secret of Haven Point</i> Lisette Auton	 <i>OR The Polar Bear Explorers' Club</i> Alex Bell	 <i>REAL-LIFE MYSTERIES</i> Susan Martineau and Vicky Barker
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	18 sessions, 3+ weeks	10 sessions, 2 weeks	17 sessions, 3+ weeks	18 sessions, 3+ weeks	15 sessions, 3 weeks

Year 6

Theme/ Term	Migration & movement – Autumn 1		
Writing Root/ Spelling Seed Text	 <i>The Arrival</i> Shaun Tan	 <i>Leila and the Blue Fox</i> Kiran Millwood Hargrave	 <i>BENJAMIN ZEPHANIAH</i> OR <i>Windrush Child</i> Benjamin Zephaniah
Length	17 sessions, 3+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	Extended own version narratives Letters, lists of rules, character descriptions, diaries, short playscripts, short reports, guides		Persuasive pitch to the local council Thought bubble, informal letter, poem, diary entry, advice, informal letter
Literary Leaf Text	 <i>Fly Me Home</i> Polly Ho-Yen	 <i>On the Move: Poems about Migration</i> Michael Rosen	
Length	15 sessions, 3 weeks		15 sessions, 3 weeks

Theme/ Term	Evolution & inheritance – Autumn 2			
Writing Root/ Spelling Seed Text	 <i>The Promise</i> Nicola Davies	 <i>OR Can We Save the Tiger?</i> Martin Jenkins	 <i>THE LAST BEAR</i> <i>The Last Bear</i> Hannah Gold	 <i>OR The Hidden Forest</i> Jeannie Baker
Length	10 sessions, 2 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	16 sessions, 3+ weeks
Outcomes	Sequels to continue the cyclical story Experimentation with figurative language, reports	Discussion texts Letters, explanations, persuasive posters, & speeches, simple poems	Newspaper article Character profile, dialogue, monologue, logbook entry, scientific report	Balanced discussions Research notes, non-chronological reports in the form of a letter to a character
Literary Leaf Text	 <i>Beetle Boy</i> M. C. Leonard	 <i>THE TIGER RISING</i> <i>The Tiger Rising</i> Kate DiCamillo	 <i>Darwin's Voyage of Discovery</i> Jake Williams	
Length	15 sessions, 3 weeks	16 sessions, 3+ weeks		12 sessions, 2+ weeks

Theme/ Term	Enterprise & activism – Spring 1		
Writing Root/ Spelling Seed Text	 <i>The Invention of Hugo Cabret</i> Brian Selznick	 <i>Suffragette: The Battle for Equality</i> David Roberts	 <i>OR Stonewall</i> Rob Sanders & Jamey Christoph
Length	17 sessions, 3+ weeks	10 sessions, 2 weeks	15 sessions, 3 weeks
Outcomes	Biographies Diaries, journalistic writing, flashback narratives, speeches, discussions, letters, film critiques	Persuasive campaigns Formal letters, diaries, balanced arguments, speeches, short news reports	A visitor's guide to The Stonewall Inn National Historic Landmark. Adverts, short news reports, protest banners, writing in role
Literary Leaf Text	 <i>The Invention of Hugo Cabret</i> Brian Selznick	 <i>The Little Match Girl Strikes Back</i> Lauren Child	 <i>MALALA</i> Malala Yousafzai COMING SOON
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks

Theme/ Term	Utopia vs. dystopia – Spring 2			
Writing Root/ Spelling Seed Text	 <i>The Three Little Pigs Project</i> The Guardian	 <i>BOY IN THE TOWER</i> <i>Boy in the Tower</i> Polly Ho-Yen	 <i>OR The Last Wild</i> Piers Torday	
Length	11 sessions, 2+ weeks	15 sessions, 3 weeks	16 sessions, 3+ weeks	
Outcomes	Discussion texts News reports, persuasive speeches, narratives from a particular point of view, interview scripts, diaries, debates	Own version narratives (past and present tense) Journalistic writing, formal letters, non-chronological reports	Own version dystopian narratives Posters, retellings, formal reports, character descriptions, diaries, formal letters	
Literary Leaf Text	 <i>Caged Bird</i> Maya Angelou		 <i>The Wolves of Willoughby Chase</i> Joan Aiken	
Length	10 sessions, 2 weeks		15 sessions, 3 weeks	

Theme/ Term	Fate vs. free will – Summer 1			
Writing Root/ Spelling Seed Text	 <i>Grimm Tales for Young and Old</i> Phillip Pullman	 <i>OR The Wind in the Wall</i> Sally Gardner	 <i>ROMEO AND JULIET</i> Romeo and Juliet William Shakespeare	 <i>RAIN PLAYER</i> Rain Player David Wisniewski
Length	15 sessions, 3 weeks	15+ sessions, 3+ weeks	15+ sessions, 3+ weeks	15 sessions, 3 weeks
Outcomes	Own version traditional tales Retellings, character studies, monologues	Extended narrative Posters, figurative writing, descriptions, old English letter	Playscripts Diaries, letters, character descriptions, balanced arguments	Analytical essays Instructions, posters, missing scenes, diaries, debates
Literary Leaf Text	 <i>Grimm Tales for Young and Old</i> Phillip Pullman	 <i>Poetry for Kids: William Shakespeare illustrated edition</i> William Shakespeare	 <i>THE EXPLORER</i> <i>The Explorer</i> Katherine Rundell	
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	20 sessions, 4 weeks	

Theme/ Term	Crossing borders – Summer 2			
Writing Root/ Spelling Seed Text	 <i>The Unforgotten Coat</i> Frank Cottrell Boyce	 <i>OR Some Places More Than Others</i> Renee Watson	 <i>A BEAUTIFUL LIE</i> <i>A Beautiful Lie</i> Ifran Master	 <i>OR Night Mail</i> W H Auden
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3+ weeks	10 sessions, 2 weeks
Outcomes	Own version narratives Diaries, explanations (sci experiment), dialogue, non-chronological reports	The Suitcase Project Transition project to represent children: maps, recipes, poems, photos and biography	New chapters Journalistic writing, recounts, discussion texts	Poetry Letters, diaries, information leaflets, instructions
Literary Leaf Text	 <i>Incredible Journeys</i> Levison Wood	 <i>Poetry for Young People: Langston Hughes</i> Benny Andrews	 <i>AFTER THE WAR: FROM AUSCHWITZ TO AMBLESIDE</i> From Auschwitz to Ambleside Tom Palmer	
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	

Supplementary Writing Units (PKC)

	Autumn	Spring	Summer
Year 1	Report Text - Pets (2 weeks) Science-Animals and their Needs	Report Text -Human impact on Earth (2 weeks) Science- Taking Care of the Earth	Narrative- 'One Day on Our Blue Planet- Savannah' (2 weeks) Geography- Seven Continents
Year 2	Instruction - Treasure Map (1 week) Geography- Spatial Sense Narrative- 'Issun Boshi' (1 week) Fairy-tale from Japan (similar to Tom Thumb)	Narrative – 'Hansel and Gretel' (2 weeks) Traditional Tale	Spoken Word- 'Malala's Magic Pencil' (1 week) History- Powerful voices Report Text- Northern Europe (1 week) Geography- Northern Europe
Year 3	Explanation - Human Body – The Digestive System (2 weeks) Science- The Human Body	Report Text - Light (2 weeks) Science- Light	Narrative- 'Peter Pan' (3 weeks) Core text
Year 4	Narrative- 'Alice in Wonderland' (3 weeks) Core Text	Persuasion (Letter) – London (2 weeks) Geography- UK- London & the South East	Recount (Newspaper) - Gunpowder plot (2 weeks) History- James I and the Gunpowder Plot
Year 5	Report Text - Silent Music- a story from Baghdad Calligraphy (2 weeks) History- Baghdad 900 CE	Recount (Newspaper) - The French Revolution (2 weeks) History- The French Revolution	Narrative-'Oliver Twist' (3 weeks) Core Text
Year 6	Report Text - Military animals in WW1 (3 week) History- WW1	Recount (Newspaper) - Night of the Broken Glass (2 weeks) History- Rise of Hitler and World War II	Persuasion (letter & diary entry) - 'The Railway Chil- dren'- (3 weeks) Core Text

Writing Rationale

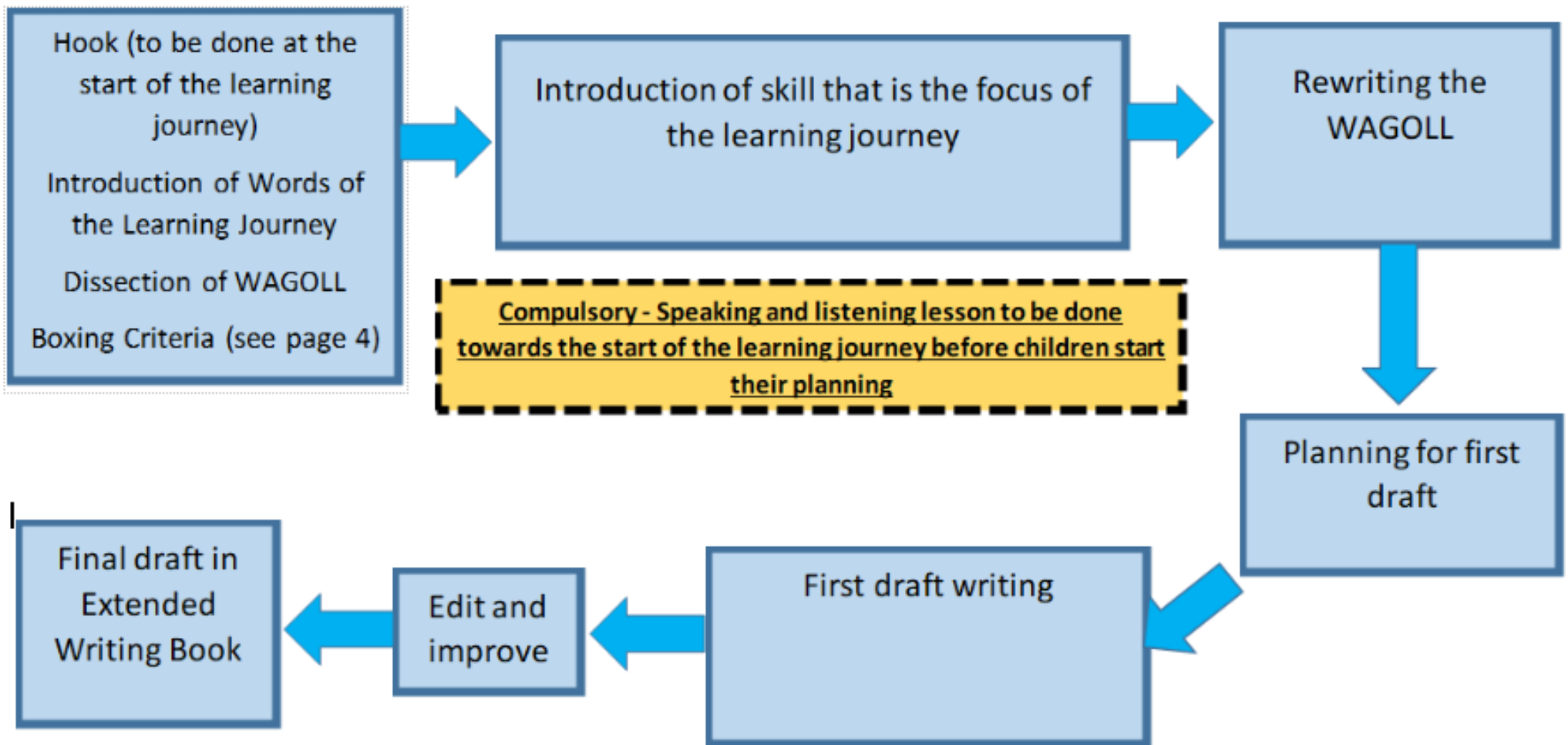
At Guardian Angels, we aim to make rich connections across the English curriculum. Reading and writing are taught discretely to enable children to more opportunities to write. Teachers support this by providing the children with a variety of high quality texts and engaging yet ambitious activities. Initially the children are immersed in the text, then they are given opportunities to analyse to practise and develop before independent application, this includes key grammar and punctuation skills required to write in that genre and allows opportunities for Short Burst writing. Children then move onto planning, writing, editing and drafting, finishing with a published extended piece of writing.

Guardian Angels Catholic Primary School:

- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- Provides a balanced and broad curriculum, which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensures that all pupils know how to plan, practise, evaluate their work as well as carry out an effective edit and improve process.
- Ensures that all pupils understand all elements of English, as per the national curriculum.

Writing Journey

The writing learning journey process –



Dictation and spelling lessons must take place weekly (this may be taught at any point in the week). Grammar starters must be used daily to consolidate the weekly skill. Homework should then be set based on the weekly skill.

Non-negotiables

For each year group, there is a set of non-negotiables that all pupils must have mastered by the end of the year. This involves them using these tools independently and develop the ability to apply these in other areas of the curriculum. It is important that pupils understand the purpose of these tools and how they impact the reader and develop the text type. These would be useful to refer to when thinking about the skills coverage for each learning journey.

Year 3	Year 4	Year 5	Year 6
<p>Use capital letters, full stops, question marks, exclamation marks and commas for lists. Use conjunctions, adverbs and prepositions, mostly accurately, to inform time, place or cause Use conjunctions (when, so, before, after, while, because). Use adverbs (e.g. then, next, soon). Use prepositions (e.g. before, after, during, in, because of). Use nouns and noun phrases, modified by adjectives and other nouns to add detail, experimenting with adjectives to create impact. Correctly use verbs in 1st, 2nd and 3rd person. Use perfect form of verbs to mark relationships of time and cause. Use punctuation mostly accurately, including some use of inverted commas to indicate direct speech. Group ideas into basic paragraphs. Write under headings and sub-headings. Write with increasing legibility.</p>	<p>Vary sentence structure, using different openers. Use sentences of different forms including some sentence structures with more than one clause Use past and present tense correctly and consistently Use some cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition). Use adjectival phrases (e.g. biting cold wind). Use appropriate choice of noun or pronoun. Use fronted adverbials and use a comma after each one (e.g. Later that day, I heard bad news.). Use apostrophe for singular and plural possession. Use commas to mark clauses. Use inverted commas and other punctuation to punctuate direct</p>	<p>Use apostrophes for contraction/possessive apostrophe with plural and singular nouns mostly correctly. Use inverted commas and other speech punctuation to indicate direct speech. Use commas to clarify meaning or avoid ambiguity. Add phrases to make sentences more precise and detailed. Use range of sentence openers – judging the impact or effect needed. Use pronouns to avoid repetition. Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will). Use the following to indicate parenthesis: Brackets Dashes Comma s Link clauses in sentences using a range of subordinating and coordinating conjunctions. Use relative clauses beginning with who, which and that to add detail and description Use verb phrases to create subtle differences (e.g. she began to run). Consistently organize into paragraphs.</p>	<p>Use subordinate clauses to write complex sentences. Use passive voice where appropriate. Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day). Use a sentence structure and layout matched to requirements of text type. Use semi-colon, colon or dash to mark the boundary between independent clauses. Use colon to introduce a list and semi colon within a list. Use correct punctuation of bullet points. Use hyphens to avoid ambiguity. Use full range of punctuation matched to requirements of text type. Use wide range of devices to build cohesion within and</p>

Handwriting

The ISHA handwriting programme is implemented in order to give pupils the ability to write using cursive handwriting. Cursive handwriting teaches pupils to join letters in words as a series of continuous flowing movements or patterns. Words can be written without taking the pencil off the page. Continuous style provides a directional left, right movement. This flowing, rhythmical movement aids speed and fluency particularly when practised from Year 3 level with the final product being neat and fast. This cursive style also lessens the chance of reversing letters by eliminating the need to lift the pencil between letters.

The spaces between words become distinct and distinction between upper and lower case is clearer. Pupils with specific learning disabilities find continuous cursive useful because the pencil stays on the page throughout every word, thus simplifying the movement. Children with motor problems learn a series of easy, rhythmical movements, which help to improve fine motor co-ordination.

