

'Championing children ; making a difference'



ST JOHN'S
A PRIORY ACADEMY



THE
PRIORY
FEDERATION
OF ACADEMIES TRUST

Writing Curriculum Overview

"A word after a word after a word is power."

Margaret Atwood

Writing at St John's

The intent of the St John's writing curriculum is to inspire and develop confident, imaginative, and skilled writers who can effectively communicate their thoughts and ideas. We believe that writing is a vital skill that empowers children to express themselves, explore their creativity, and engage with the world around them. Through our carefully structured curriculum, we aim to foster a love for writing, where every child is encouraged to develop their voice, be curious, and take risks in their writing journey. Our curriculum is bespoke and reflects the wider curriculum and knowledge that the children gain in non-core subjects. For example, children write non-fiction pieces using knowledge gained from the non-core subjects taught in the previous year. This allows them to retrieve previous learning and focus on the writing skills and purpose rather than having to learn the knowledge needed for the content as well.

Our curriculum is designed to build upon the skills students develop at each stage, starting with foundational skills in early years and progressing towards more complex writing techniques in later years. Children will learn to write for a range of purposes and audiences, from personal stories and imaginative pieces to factual reports and persuasive texts. They will be equipped with the tools needed to plan, draft, revise, and edit their work, fostering a sense of pride and ownership over their writing process.

We are committed to ensuring that children not only become competent writers, but also develop a deep understanding of the importance of clarity, organization, and structure in written communication. Our curriculum emphasizes the development of grammar, punctuation, and vocabulary, while also encouraging children to express themselves creatively and with confidence. We recognize that writing is not just a technical skill, but an art form that provides children with a means of exploring their thoughts, emotions, and ideas in a meaningful way.

Ultimately, we aim for children to leave St John's as confident and accomplished writers who can communicate through a range of styles and for different purposes with a flair for creativity and expression.

Curriculum Drivers



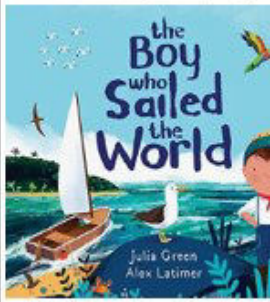
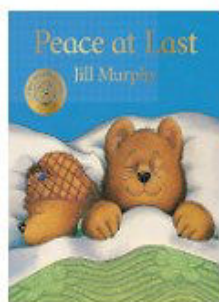
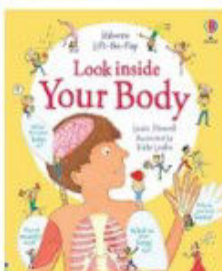
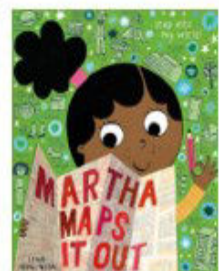
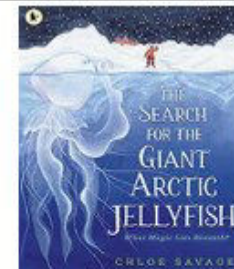
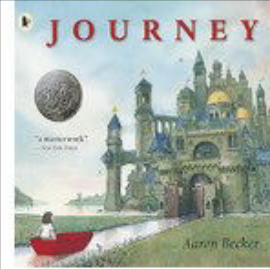
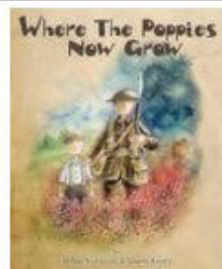
Writing in Early Years

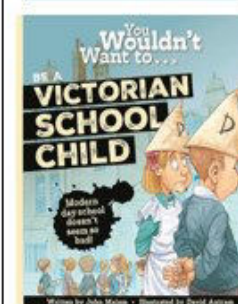
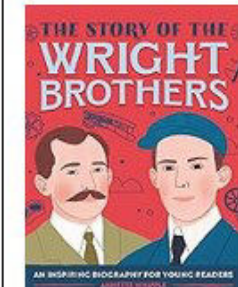
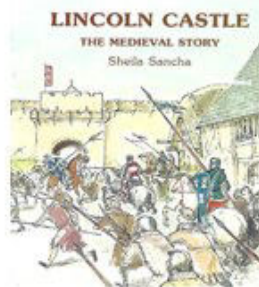
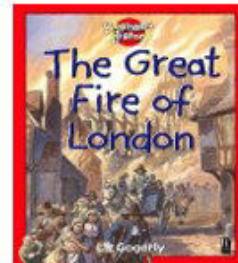
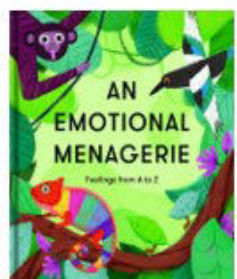
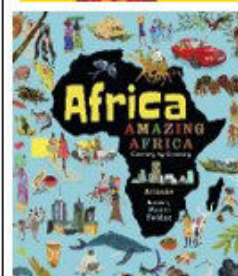
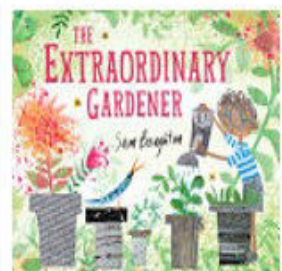
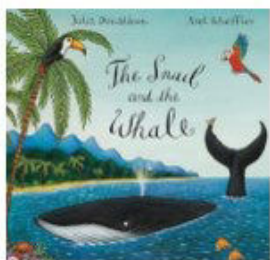
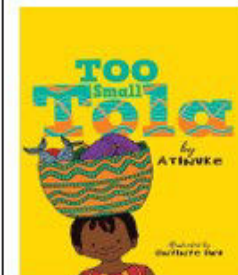
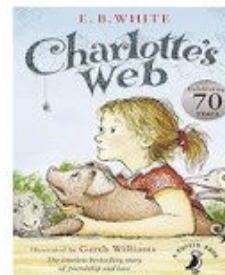
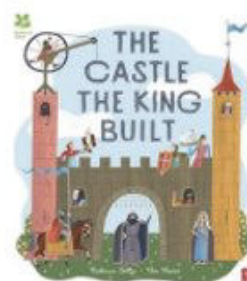
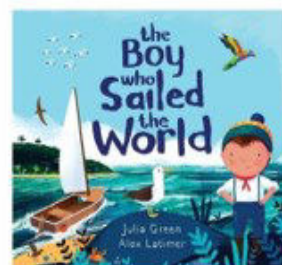
Whole School Overview – Texts to support Reading and Writing Units

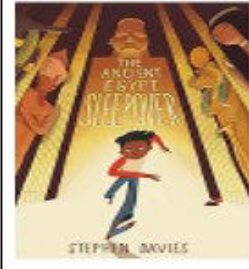
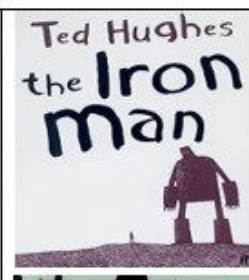
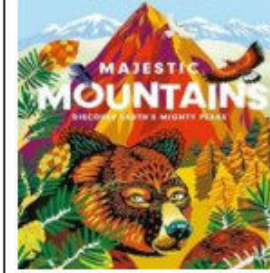
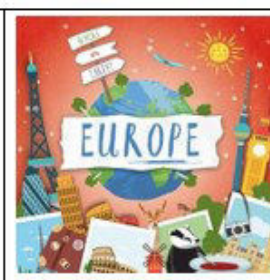
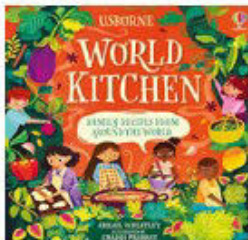
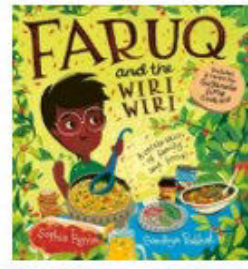
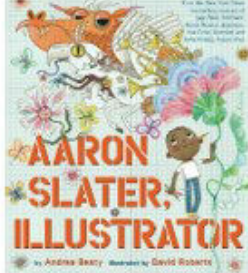
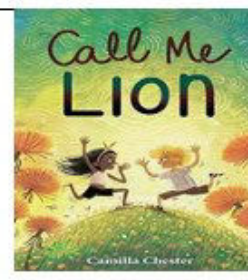
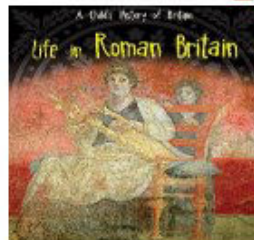
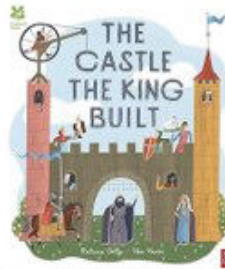
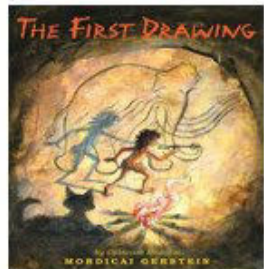
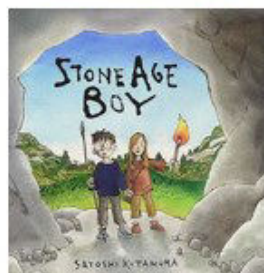
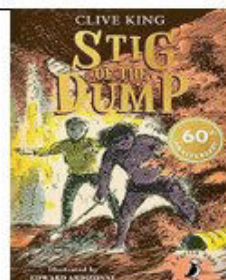
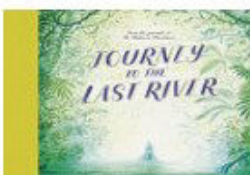
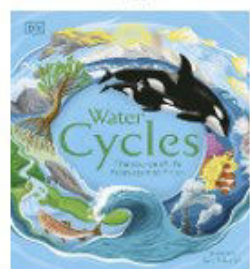
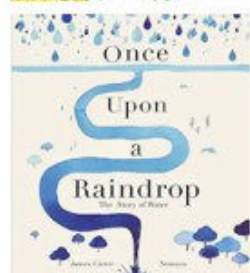
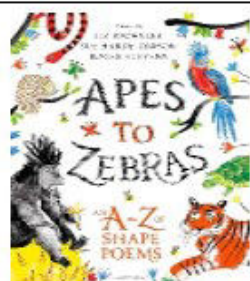
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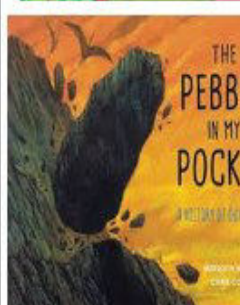
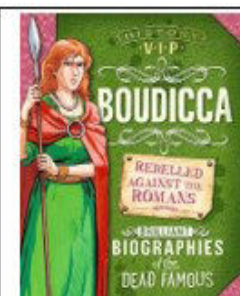
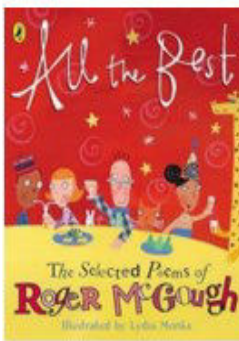
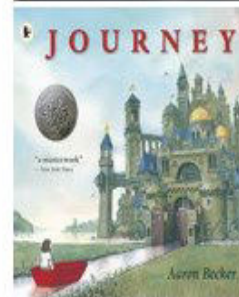
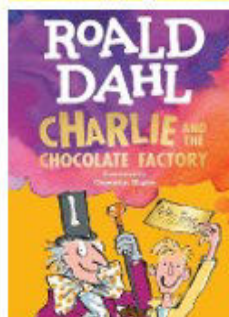
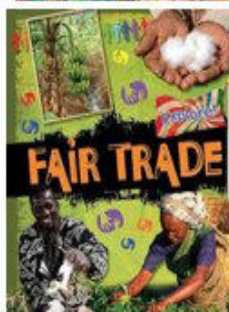
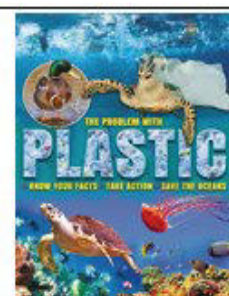
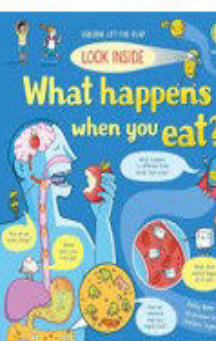
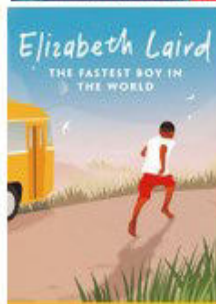
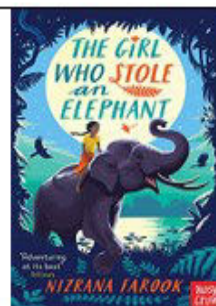
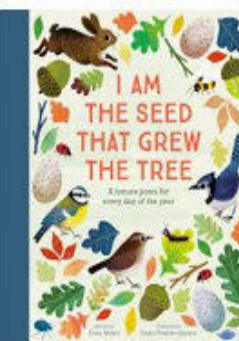
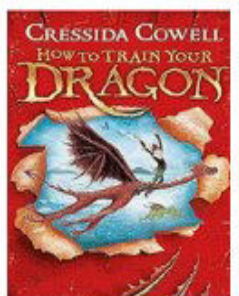
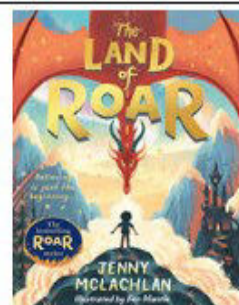
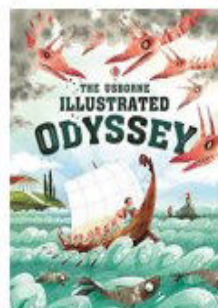
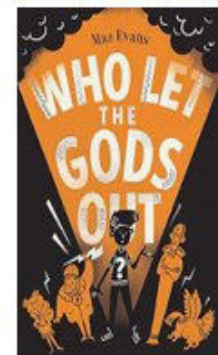
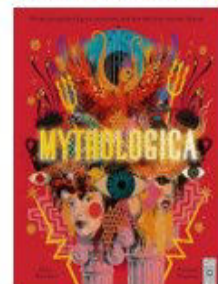
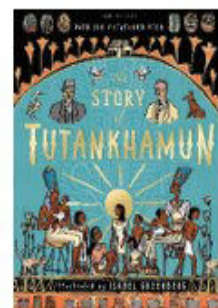
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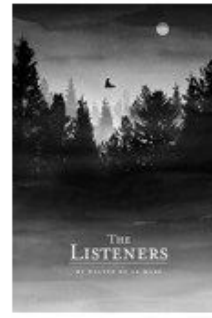
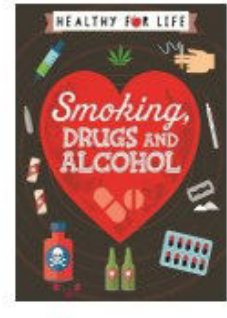
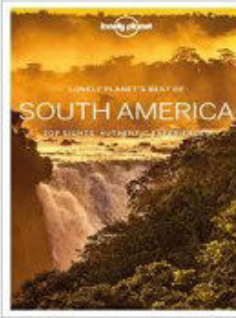
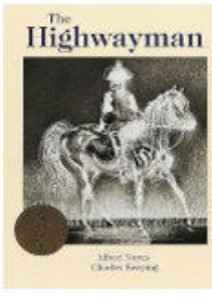
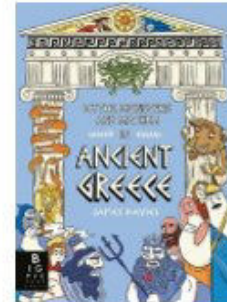
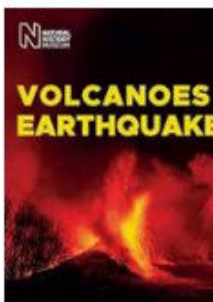
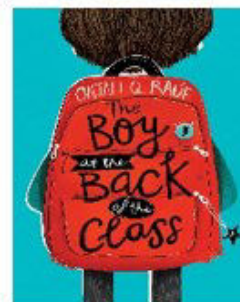
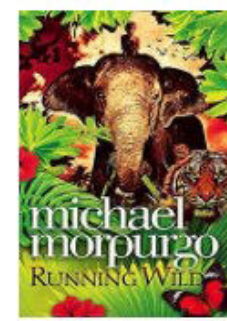
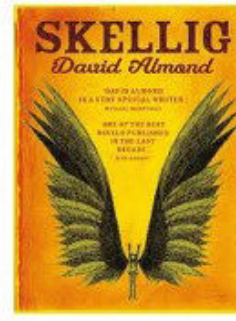
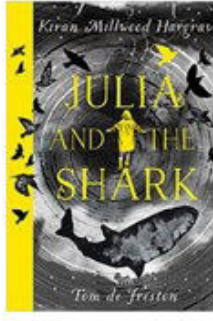
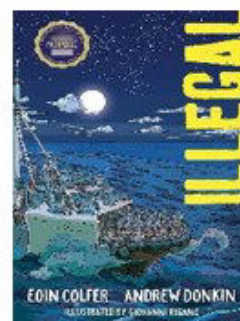
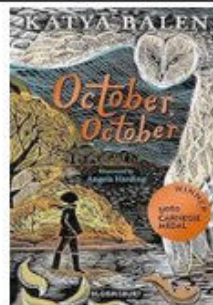
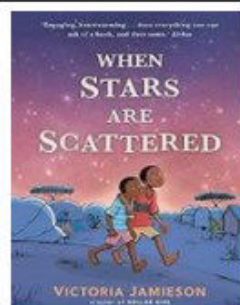
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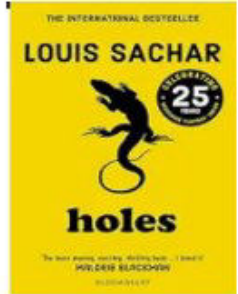
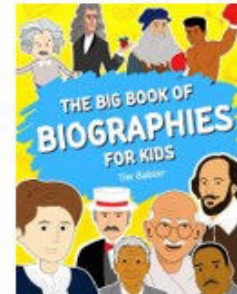
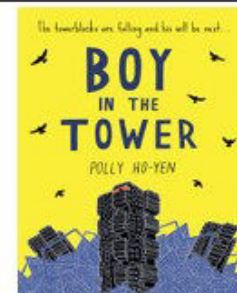
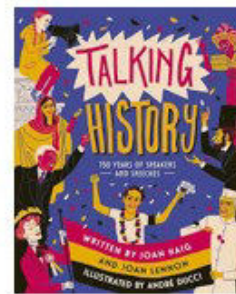
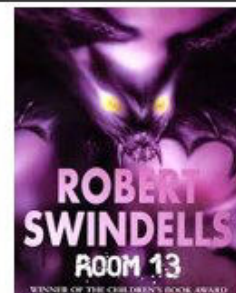
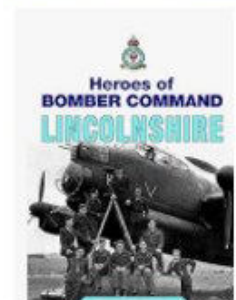
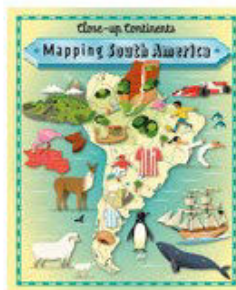
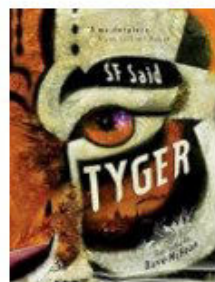




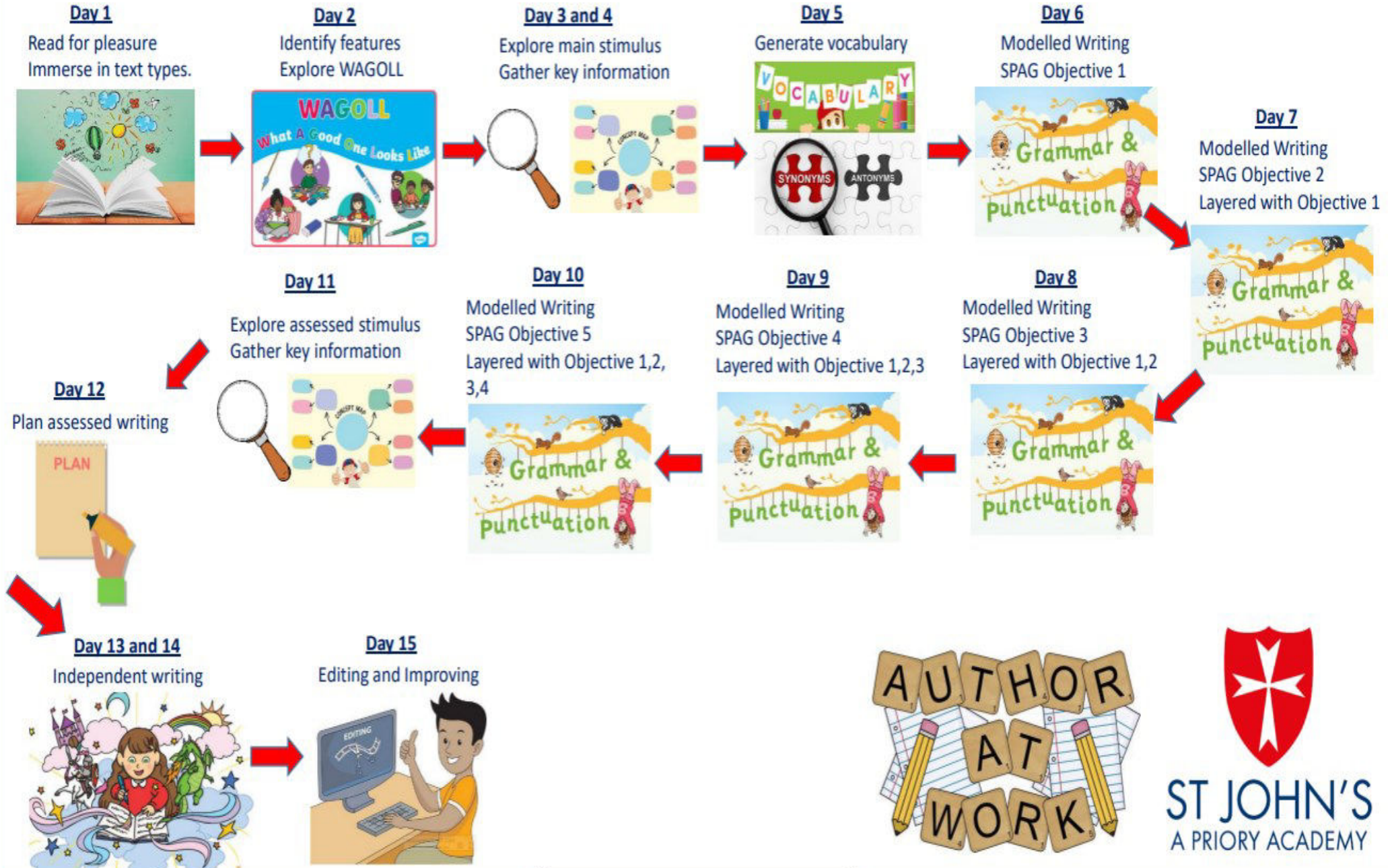








Teaching Sequence – Writing Unit



AUTHOR
AT
WORK

St John's Writing Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Writing outcomes: *Labels for a house *Simple description *Labels for a map *Journey to school *Speech Bubbles *Story Retell	Writing outcomes: *Instructions *Sentences for illustration *Labels for a body *Information text *Setting / Character Description	Writing outcomes: *Postcard *Letter *Information Leaflet	Writing outcomes: *Setting description *Recount *Story Retell	Writing outcomes: *Description *Non-chronological report	Writing outcomes: *Diary *Recount
Year 2	Writing outcomes: *Instructions *Poem	Writing outcomes: *Narrative / Description *Recount *Narrative	Writing outcomes: *Character Description *Information Text	Writing outcomes: *Narrative *Recount	Writing outcomes: *Narrative *Poetry	Writing outcomes: *Narrative *Letter
Year 3	Writing outcomes: *Shape Poem *Explanation text *Setting description	Writing outcomes: *Character Description *Diary	Writing outcomes: *Instructions *Non-chronological report	Writing outcomes: *Monologue *Letter	Writing outcomes: *Persuasive Leaflet *Personification poem	Writing outcomes: *Narrative *Narrative
Year 4	Writing outcomes: *Biography *Narrative	Writing outcomes: *Character description *Personification poem	Writing outcomes: *Adventure narrative *Non-chronological report	Writing outcomes: *Persuasive letter *Narrative	Writing outcomes: *Escape narrative *Poem	Writing outcomes: *Recount *Explanation text
Year 5	Writing outcomes: *Quest narrative *Balanced Argument	Writing outcomes: *Graphic novel narrative *Poem	Writing outcomes: *Diary *Non-chronological report	Writing outcomes: *Creature description *Travel brochure	Writing outcomes: *Adventure narrative *Essay	Writing outcomes: *Historical narrative *Internal Monologue
Year 6	Writing outcomes: *Narrative *Poem	Writing outcomes: *Character description *Balanced argument	Writing outcomes: *Escape story *Non-chronological report	Writing outcomes: *Suspense narrative *Speech	Writing outcomes: *Sci-Fi Narrative *Biography	Writing outcomes: *Poem

St John's Writing Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	<ul style="list-style-type: none"> Words containing each of the 40+ phonemes taught Common exception words The days of the week Name the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words Distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> Spell further homophones Spell words that are often misspelt (appendix 1) 	<ul style="list-style-type: none"> Spell further homophones Spell words that are often misspelt (appendix 1) 	<ul style="list-style-type: none"> Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	<ul style="list-style-type: none"> Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling	<ul style="list-style-type: none"> Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Using the prefix un- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words Apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> Learning the possessive apostrophe (singular) Learning to spell more words with contracted forms Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in the dictionary 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in the dictionary
Transcription	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far 		
Handwriting	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, 	<ul style="list-style-type: none"> Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited to the task 	<ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited to the task

	<ul style="list-style-type: none"> Understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters 				
Contexts for Writing	<ul style="list-style-type: none"> Writing for different purposes 	<ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes 	<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 writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	<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 In writing narratives, considering how authors developed characters and settings in what pupils have read, listened to or seen performed 	<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 In writing narratives, considering how authors developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	<ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it 	<ul style="list-style-type: none"> Planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> Discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> Discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary 	Noting and developing initial ideas, drawing on reading and research where necessary
Draft Writing	<ul style="list-style-type: none"> Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> Organising paragraphs around a theme In narratives, creating settings, characters and plot In <u>non</u>-narrative material, uses simple organisational devices (headings and subheadings) 	<ul style="list-style-type: none"> Organising paragraphs around a theme In narratives, creating settings, characters and plot In <u>non</u>-narrative material, uses simple organisational devices 	<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 	<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
Editing Writing	<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils Make corrections as directed by the teacher for missing capital letters and full stops 	<ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils Rereading to check that their writing makes sense and that verbs indicate time are used correctly and consistently, including verbs in the continuous form 	<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 accurate use of pronouns in sentences 	<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 accurate use of pronouns in sentences 	<ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring consistent and correct use of tense throughout a piece of writing 	<ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring consistent and correct use of tense throughout a piece of writing

		<ul style="list-style-type: none"> Proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> Proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> Proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> Ensuring correct subject and verb agreement when using singular and plural, distinguish between the language of speech and writing choosing the appropriate register Proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> Ensuring correct subject and verb agreement when using singular and plural, distinguish between the language of speech and writing choosing the appropriate register Proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> Read their writing aloud and clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> Read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Vocabulary	<ul style="list-style-type: none"> Leave joining spaces between words Joining words and joining clauses using 'and' 	<ul style="list-style-type: none"> Expand noun phrases to describe and specify 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by building a wider range of conjunctions, including when, if, because, although Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by building a wider range of conjunctions, including when, if, because, although Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> Use a thesaurus Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> Use a thesaurus Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility
Grammar	<ul style="list-style-type: none"> Regular plural noun suffixes (-s, -es) Verb suffixes where root word is unchanged (-ing, -ed, -er) Un- prefix to change meaning of adjectives/adverbs To combine words to make sentences, including using and Sequencing sentences to form short narratives Separation of words with spaces Sentence demarcation (.,?!) Capital letters for names and pronoun I 	<ul style="list-style-type: none"> Sentences with different forms: statements, question, exclamation, command The present and past tenses used correctly and consistently including progressive form Subordination (using when, if, that or because) and co-ordination (using or, and, or but) Some features of <u>written Standard</u> English Suffixes to form new words (-ful, -er, -ness) Sentence demarcation Commas in lists Apostrophes for omission and singular possession 	<ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense Form nouns using prefixes (super-, anti-) Use the correct form of 'a' or 'an' Word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> Using fronted adverbials Difference between plural and possessive -s Standard English verb inflections (I did vs I done) Extended noun phrases, including with prepositions Appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> Using the perfect form of verbs to mark relationships of time and cause Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Converting nouns or adjectives into verbs Verb prefixes Devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentence Using the perfect form of verbs to mark relationships of time and cause Differences in informal and formal language Synonyms & Antonyms Further cohesive devices such as grammatical connections and adverbials Use of ellipsis

Punctuation	<ul style="list-style-type: none"> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using capital letter for names of people, places, the days of the week and the personal pronoun I 	<ul style="list-style-type: none"> Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> Using and punctuating direct speech (i.e. inverted commas) 	<ul style="list-style-type: none"> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with singular and plural nouns Using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing Using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> Using hyphens to avoid ambiguity Using semicolons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list punctuating bullet points consistently
Grammatical Terminology	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, <u>suffix</u> , adverb tense (past, present), apostrophe, comma	Adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	Determiner, pronoun, possessive pronoun, adverbial	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Year 1 – Writing Curriculum Overview

Text Autumn 1 2 Week Unit	Text Autumn 1 2 Week Unit	Text Autumn 1 3 Week Unit	Text Autumn 2 3 Week Unit	Text Autumn 2 2 Week Unit	Text Autumn 2 2 Week Unit
					
Writing outcome: <u>Labels for a house</u> Simple description	Writing outcome: <u>Labels for a map</u> Sentences for a journey to school	Writing outcome: <u>Speech bubbles</u> Story retell	Writing outcome: <u>Instructions</u> Sentences to match an illustration	Writing outcome: <u>Label a body</u> Information text sentences about the body and senses.	Writing outcome: <u>Setting / Character description</u>
<p>Writing purpose: To inform</p> <p><i>Links with current Geography learning: My Local Area</i></p> <ul style="list-style-type: none"> Draw and label house. Simple description of house 	<p>Writing purpose: To inform</p> <p><i>Links with current Geography learning: My Local Area</i></p> <ul style="list-style-type: none"> Draw and label map. Write sentences about journey to school. 	<p>Writing purpose: To entertain</p> <ul style="list-style-type: none"> Retell using puppets Speech bubbles Simple sentences + using ‘and’. Simple story retell 	<p>Writing purpose: To inform</p> <p><i>Links with current History learning: Remembrance</i></p> <ul style="list-style-type: none"> Simple sentences + using ‘and’ to describe an illustration from the book. Simple sentences + ‘and’ with verbs using -ed suffix Instructions (how to make a poppy) 	<p>Writing purpose: To inform</p> <p><i>Links with current Science learning: Human Body</i></p> <ul style="list-style-type: none"> Draw and label our body (using plurals such as hands, legs, ears, arms etc) Simple sentences + using ‘and’ to explain what parts of the body are connected to our senses. 	<p>Writing purpose: To entertain</p> <ul style="list-style-type: none"> Simple sentences + using ‘and’ for simple story retell (including exclamation marks). Setting/Character description
Objectives Covered					
Planning/Drafting/Editing writing					
*To compose a sentence orally before writing it.	*To compose a sentence orally before writing it.	* To compose a sentence orally before writing it. *To re-reading what they have written to check that it makes sense.	*To re-read what they have written to check that it makes sense.	* To compose a sentence orally before writing it. *To re-reading what they have written to check that it makes sense. *To make corrections as directed by the teacher for missing capital letters and full stops.	*To sequence sentences to form short narratives. *To re-reading what they have written to check that it makes sense. *To make corrections as directed by the teacher for missing capital letters and full stops
Punctuation					
*To begin to punctuate sentences using a capital letter and a full stop. *To use capital letter for the personal pronoun I	* To begin to punctuate sentences using a capital letter and a full stop. *To use capital letter for the personal pronoun I	*To begin to punctuate sentences using a capital letter and a full stop.	*To begin to punctuate sentences using a capital letter and a full stop. *To use a capital letter for names of people	*To begin to punctuate sentences using a capital letter and a full stop.	* To begin to punctuate sentences using a capital letter and a full stop or exclamation mark. *To use a capital letter for names of people
Vocabulary/Grammar					
*To leave joining spaces between words.	*To leave joining spaces between words. * To sequence sentences to form short narratives.	*To leave joining spaces between words. *To combine words to make sentences, including using and. * To sequence sentences to form short narratives.	*To leave joining spaces between words. *To combine words to make sentences, including using and. * To sequence sentences to form short narratives. *To join words and clauses using ‘and’. *To use verb suffixes where root word is unchanged (-ed).	*To leave joining spaces between words. *To join words and clauses using ‘and’. *To join words and clauses using ‘and’. * To use the spelling rule for adding –s or –es as the plural marker for nouns.	*To leave joining spaces between words. *To combine words to make sentences, including using and. * To sequence sentences to form short narratives. *To join words and clauses using ‘and’.

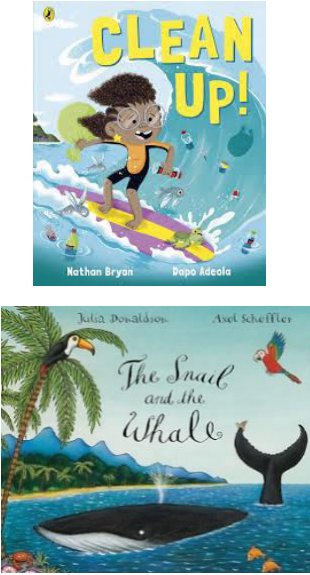
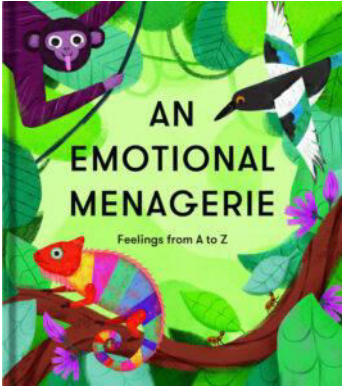
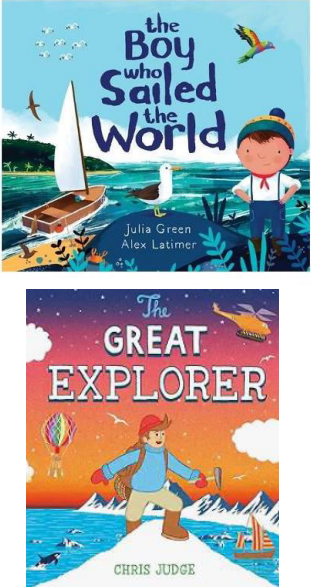


Year 1 – Writing Curriculum Overview

<u>Text Spring 1</u> <u>2 Week Unit</u>	<u>Text Spring 1</u> <u>2 Week Unit</u>	<u>Text Spring 1</u> <u>2 Week Unit</u>	<u>Text Spring 2</u> <u>2 Week Unit</u>	<u>Text Spring 2</u> <u>3 Week Unit</u>	<u>Text Spring 2</u> <u>2 Week Unit</u>
					
<u>Writing outcome:</u> Postcard	<u>Writing outcome:</u> Letter	<u>Writing outcome:</u> Information leaflet	<u>Writing outcome:</u> Setting description	<u>Writing outcome:</u> Recount	<u>Writing outcome:</u> Narrative
Writing purpose: To entertain <i>Links with current Geography learning: The UK</i> <ul style="list-style-type: none">In character description using the senses of Trinidad and England (postcard)	Writing purpose: To Inform <i>Links with current Geography learning: The UK</i> <ul style="list-style-type: none">Letter/recount of trip around London	Writing purpose: To inform <i>Links with current Geography learning: The UK</i> <ul style="list-style-type: none">Information leaflet about London	Writing purpose: To entertain <i>Links with current History learning: Transport</i> <ul style="list-style-type: none">Setting description	Writing purpose: To inform <i>Links with current History learning: Transport</i> <ul style="list-style-type: none">Recount of The Wright Brothers inventing aeroplanes.	Writing purpose: To entertain <i>Links with current History learning: Transport</i> <ul style="list-style-type: none">Setting descriptionStory retell
<u>Objectives Covered</u>					
<u>Planning/Drafting/Editing writing</u>					
*To re-read what they have written to check that it makes sense. *To make corrections as directed by the teacher for missing capital letters and full stops.	*To re-read what they have written to check that it makes sense. *To make corrections as directed by the teacher for missing capital letters and full stops.	*To re-read what they have written to check that it makes sense. *To make corrections as directed by the teacher for missing capital letters and full stops.	*To re-reading what they have written to check that it makes sense. *To make corrections as directed by the teacher for missing capital letters and full stops.	*To re-reading what they have written to check that it makes sense. *To make corrections as directed by the teacher for missing capital letters and full stops.	*To re-reading what they have written to check that it makes sense. *To make corrections as directed by the teacher for missing capital letters and full stops.
<u>Punctuation</u>					
*To use capital letter for names of people, places, the days of the week and the personal pronoun I *To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	*To use capital letter for names of people, places, the days of the week and the personal pronoun I *To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	*To use capital letter for names of people, places, the days of the week and the personal pronoun I *To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	*To use capital letter for names of people, places, the days of the week and the personal pronoun I *To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	*To use capital letter for names of people, places, the days of the week and the personal pronoun I *To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	*To use capital letter for names of people, places, the days of the week and the personal pronoun I *To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
<u>Vocabulary/Grammar</u>					
*To separate words with spaces *Sentence demarcation (.!?) *To combine words to make sentences, including using and. * To sequence sentences to form short narratives.	*To separate words with spaces *To combine words to make sentences, including using and. * To sequence sentences to form short narratives. *To use -ing -ed, -er and –est where no change is needed in the spelling of root words.	*To separate words with spaces *To combine words to make sentences, including using and. * To sequence sentences to form short narratives. *Sentence demarcation (.!?) *To use -ing -ed, -er and –est where no change is needed in the spelling of root words.	* To separate words with spaces *To combine words to make sentences, including using and. * To sequence sentences to form short narratives. *Sentence demarcation (.!?) *To use -ing -ed, -er and –est where no change is needed in the spelling of root words.	* To separate words with spaces *To combine words to make sentences, including using and. * To sequence sentences to form short narratives. *Sentence demarcation (.!?) *To use -ing -ed, -er and –est where no change is needed in the spelling of root words.	* To separate words with spaces *To combine words to make sentences, including using and. * To sequence sentences to form short narratives. *Sentence demarcation (.!?) *To use -ing -ed, -er and –est where no change is needed in the spelling of root words.

Year 1 – Writing Curriculum Overview


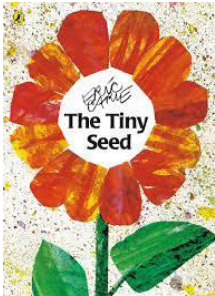

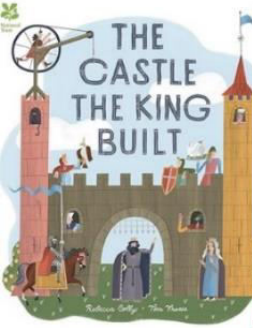
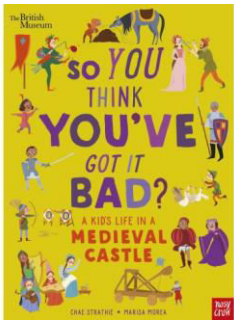
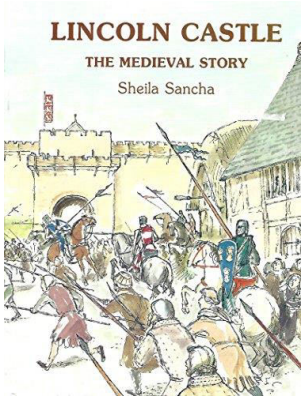
<u>Text Summer 1</u> <u>2 Week Unit</u>	<u>Text Summer 1</u> <u>3 Week Unit</u>		<u>Text Summer 2</u> <u>2 Week Unit</u>	<u>Text Summer 2</u> <u>3 Week Unit</u>	<u>Text Summer 2</u> <u>2 Week Unit</u>
					
<u>Writing outcome:</u> Description	<u>Writing outcome:</u> Non-Chronological Report		<u>Writing outcome:</u> Diary	<u>Writing outcome:</u> Recount	<u>Writing outcome:</u>
<p>Writing purpose: To entertain</p> <p><i>Links with current Geography learning: Wonderful water</i></p> <ul style="list-style-type: none"> Setting/character description 	<p>Writing purpose: To inform</p> <p><i>Links with current Geography learning: Wonderful water</i></p> <ul style="list-style-type: none"> Non-chronological report about Jellyfish 		<p>Writing purpose: To entertain</p> <p><i>Links with current History learning: Great Fire of London</i></p> <ul style="list-style-type: none"> Diary written in character as Toby 	<p>Writing purpose: To inform</p> <p><i>Links with current History learning: Great Fire of London</i></p> <ul style="list-style-type: none"> Recount of the GFOL 	<p>Writing purpose: To entertain</p>
<u>Objectives Covered</u>					
<u>Planning/Drafting/Editing writing</u>					
<p>*To re-read what they have written to check that it makes sense.</p> <p>*To make corrections as directed by the teacher for missing capital letters and full stops.</p>	<p>*To re-read what they have written to check that it makes sense.</p> <p>*To make corrections as directed by the teacher for missing capital letters and full stops.</p>		<p>*To re-read what they have written to check that it makes sense.</p> <p>*To make corrections as directed by the teacher for missing capital letters and full stops.</p>	<p>*To re-read what they have written to check that it makes sense.</p> <p>*To make corrections as directed by the teacher for missing capital letters and full stops.</p>	<p>*To re-read what they have written to check that it makes sense.</p> <p>*To make corrections as directed by the teacher for missing capital letters and full stops.</p>
<u>Punctuation</u>					
<p>*To begin to punctuate sentences using a capital letter, full stop question mark or exclamation mark.</p>	<p>*To begin to punctuate sentences using a capital letter, full stop question mark or exclamation mark.</p>		<p>*To begin to punctuate sentences using a capital letter, full stop question mark or exclamation mark.</p> <p>*To use capital letter for names of people, places, the days of the week and the personal pronoun I.</p>	<p>*To begin to punctuate sentences using a capital letter, full stop question mark or exclamation mark.</p> <p>*To use capital letter for names of people, places, the days of the week and the personal pronoun I.</p>	<p>*To begin to punctuate sentences using a capital letter, full stop question mark or exclamation mark.</p> <p>*To use capital letter for names of people, places, the days of the week and the personal pronoun I.</p>
<u>Vocabulary/Grammar</u>					
<p>*To sequence sentences to form short narratives.</p> <p>*To join words and clauses using ‘and’.</p>	<p>*To combine words to make sentences, including using and.</p> <p>*To sequence sentences to form short narratives.</p> <p>*Sentence demarcation (.!?)</p> <p>*To join words and clauses using ‘and’.</p>		<p>*To combine words to make sentences, including using and.</p> <p>*To sequence sentences to form short narratives.</p> <p>*To use un- prefix to change meaning of adjectives/adverbs.</p> <p>*To join words and clauses using ‘and’.</p>	<p>*To combine words to make sentences, including using and.</p> <p>*To sequence sentences to form short narratives.</p> <p>*To join words and clauses using ‘and’.</p>	<p>*To combine words to make sentences, including using and.</p> <p>* To sequence sentences to form short narratives.</p> <p>*To join words and clauses using ‘and’.</p>

Year 2 Writing Curriculum Overview

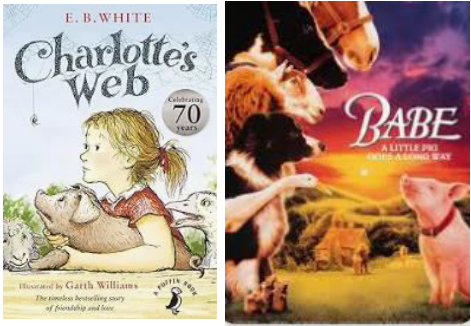
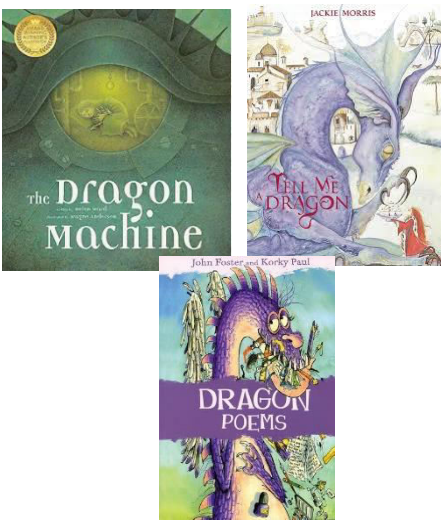
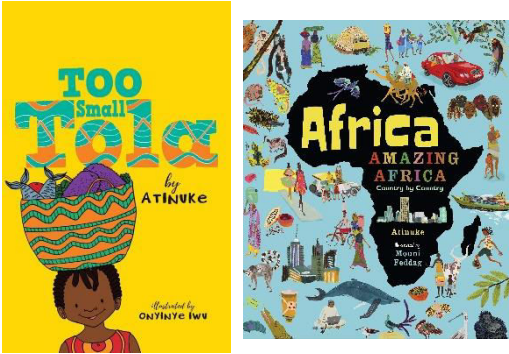
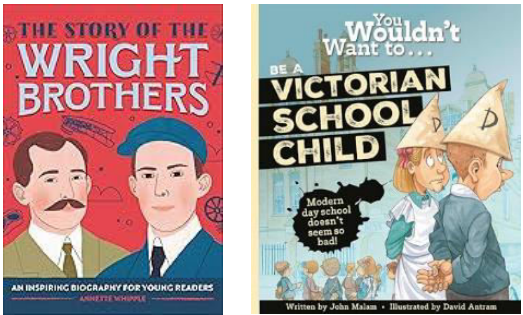
Text Autumn 1 2-3 Week Unit	Text Autumn 1 2-3 Week Unit	Text Autumn 2 3 Week Unit	Text Autumn 2 2-3 Week Unit	Text Autumn 2 1 Week Unit
				
Writing outcome: Instructions	Writing outcome: Poem	Writing outcome: Narrative / Description	Writing outcome: Recount	Writing outcome: Narrative
<p>Writing purpose: To inform</p> <p>To know that instructions give us a series of steps for how to complete something.</p> <p>To know that the order instructions are written in is important.</p> <p>To explore a main stimulus for writing and gather key information.</p> <p>To know that instructions use imperative verbs and be able to collect my own bank of imperative verbs.</p> <p>Modelled week:</p> <ul style="list-style-type: none">How to protect the oceans. <p><i>In Year 1, the children completed a Geography unit on Wonderful Water. Part of this unit included the children learning about the threats to oceans and how to protect them. The children should retrieve and recap this knowledge and write a set of instructions on how to protect the oceans.</i></p> <p>Assessed week:</p> <ul style="list-style-type: none">How to unbeach a whale <p><i>This links with previous learning in Year 1 as well as the current Y2 geography learning about 'The World.' The children should use the text The Snail and the Whale to explore as a stimulus and then write a set of instructions for how to unbeach a whale.</i></p>	<p>Writing purpose: To entertain</p> <p>This has links with the children's PSHE curriculum – learning about feelings and friendships.</p> <p>This text focuses on emotions and links them all to an animal. The first line of every poem is "If ____ were an animal."</p> <p>Modelled week:</p> <ul style="list-style-type: none">Create a poem for a simple emotion that the children know well e.g. sadness, happiness or anger. What would it look like as an animal? <p>Assessed week:</p> <ul style="list-style-type: none">If friendship were an animal... <p>The children should use the style of the poems from the stimulus text to write a poem about friendship linked to their current PSHE topic. If friendship were an animal, what would it be like?</p>	<p>Writing purpose: To entertain</p> <p>This has links to the children's current History learning about explorers as well as the children's future Geography unit about hot and cold places.</p> <p>Modelled week:</p> <ul style="list-style-type: none">The boy who sailed the world <p>The children should retell part of the story, adding more description, particularly to the setting, describing the boy's journey during particular parts of the story.</p> <p>Assessed week:</p> <ul style="list-style-type: none">The Great Explorer <p>The children should write the part when he sees the giant Iceberg and knows he's reached the North Pole. They should use some of the illustrations but not the text to help write their own narrative of what he does when he reaches the Arctic, including some setting description.</p>	<p>Writing purpose: To inform</p> <p>A recount is to tell someone about an event or an experience.</p> <p>Modelled week:</p> <ul style="list-style-type: none">The Great Fire of London <p><i>In Year 1, the children completed a History unit about the Great Fire of London. In their modelled writing week, they should write a recount of what happened in the Great Fire of London.</i></p> <p>Assessed week:</p> <ul style="list-style-type: none">Recount of the moon landing. <p><i>In their current History learning, the children have learnt about explorers, including Neil Armstrong and Apollo 11 mission. They should write a recount of the mission and the day man walked on the Moon.</i></p>	<p>Writing purpose: To entertain</p> <p>This is a short unit – the children should use the advert as inspiration for some writing. They could write a narrative of the story or a letter sent from one of the characters to the other.</p>
Objectives Covered				
Planning/Drafting/Editing writing				
<p>Plan their writing by:</p> <ul style="list-style-type: none">Planning or saying out loud what they are going to write aboutWriting down ideas / key words including new vocabulary.Encapsulating what they want to say, sentence by sentence <p>Draft / write / edit by:</p> <ul style="list-style-type: none">Make simple additions, revisions and corrections to their own writing.<ul style="list-style-type: none">Evaluating their writing with the teacher and other pupilsRe-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form<ul style="list-style-type: none">Proofreading to check for errors in spelling, grammar and punctuationReading aloud what they have written with the appropriate intonation to make the meaning clear.				
Punctuation				
<p>*Learning how to use both familiar and new punctuation correctly- finger spaces, full stops and capital letters.</p> <p>*Commas in lists</p>	<p>Learning how to use both familiar and new punctuation correctly- finger spaces, full stops and capital letters.</p>	<p>Sentence demarcation</p>	<p>Learning how to use both familiar and new punctuation correctly- finger spaces, full stops and capital letters, question marks.</p>	<p>Learning how to use both familiar and new punctuation correctly- finger spaces, full stops and capital letters, exclamation marks.</p>

Year 2 Writing Curriculum Overview


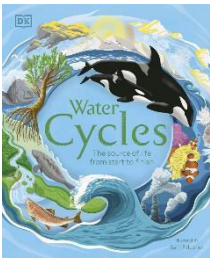



Vocabulary/Grammar				
*Imperative verbs. *To know that we can use the conjunction ‘and’ to join two simple sentences together.	*Using coordination (or, and, but) *Nouns *Adjectives *Expand noun phrases to describe and specify	*Using coordination (or, and, but) *Expand noun phrases to describe and specify *Past tense *Verbs	*Subordination (when, that, if, because) *Past tense *Suffix ed *Question sentences/question marks	*Subordination (when, that, if, because) *Sentences with different forms: exclamations *Exclamation marks
Previous Year Group Objectives to Reteach				
*Leave spaces between words *Begin to punctuate sentences using a capital letter and a full stop.	*Leave spaces between words *Begin to punctuate sentences using a capital letter and a full stop			

Text Spring 1 3 Week Unit	Text Spring 1 3 Week Unit	Text Spring 2 3 Week Unit	Text Spring 2 2 Week Unit
Use AI generated images as inspiration. The children may even explore this for themselves. 	 	 	
Writing outcome: Character Description	Writing outcome: Information Text	Purpose for writing/outcome Narrative	Writing outcome: Recount
Writing purpose: To entertain A character description includes details about appearance, behaviour, personality and habits. In this unit, the children should explore witches as characters. This has links with the children’s current learning about hot and cold places. Modelled week: <ul style="list-style-type: none">The Ice Witch Assessed week: <ul style="list-style-type: none">The Desert Witch In both weeks, the outcome will be a character description with aspects of their appearance, personality, behaviours, movement and magic. AI generates amazing images which can be used as inspiration for writing.	Writing purpose: To inform An information text includes facts as well as other presentational features such as diagrams, photos, labels etc. to share information about a particular topic. Modelled week: <ul style="list-style-type: none">Parts of a plant <i>This links with the children’s Science learning in Year 1 where they learnt about the basic parts of a plant and their function. The children should organise information about this in an information text, using appropriate presentational features as well.</i> Assessed week: <ul style="list-style-type: none">Information text about bulbs and seeds <i>This links with the children’s current Science learning. They should organise information about seeds and bulbs in an information text focusing on some of the knowledge gained in Science e.g. difference between bulbs and seeds, what seeds need to germinate etc.</i>	Writing purpose: To entertain The children should write narratives about the experiences of others. In this unit, they should focus on different roles in castle and medieval life. This has links with the children’s current History learning about Lincoln’s buildings and castles in Medieval time. Modelled week: <ul style="list-style-type: none">The life of the Lord/Lady or Knight or Servant. Focus on one of these roles and write a narrative explaining a typical day in their life. Assessed week: <ul style="list-style-type: none">Choose a different role to what was focused on in modelled writing week and write a narrative about what a day would entail in that role. <i>Writing narratives about personal experiences of others</i>	Writing purpose: To inform In this short unit, the children should write a recount of their day out at Lincoln Castle, focusing on what they did, where they visited and what they learnt.
Objectives Covered			
Planning/Drafting/Editing writing			
<p>Plan their writing by:</p> <ul style="list-style-type: none">Planning or saying out loud what they are going to write aboutWriting down ideas / key words including new vocabulary.Encapsulating what they want to say, sentence by sentence <p>Draft / write / edit by:</p> <ul style="list-style-type: none">Make simple additions, revisions and corrections to their own writing.<ul style="list-style-type: none">Evaluating their writing with the teacher and other pupilsRe-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form<ul style="list-style-type: none">Proofreading to check for errors in spelling, grammar and punctuationReading aloud what they have written with the appropriate intonation to make the meaning clear.			
Punctuation			
*Learning how to use both familiar and new punctuation correctly- possessive apostrophes. *Possessive apostrophes	*Apostrophes for contraction *Commas in a list	*Learning how to use both familiar and new punctuation correctly- possessive apostrophes. *Commas in a list *Possessive apostrophes	*Exclamation marks
Vocabulary/Grammar			
*Compound sentences *Expand noun phrases to describe and specify/noun/adjective *Present tense	*Compound sentences *Question sentences *Command sentences	*Compound sentences *Present tense *Adverbs	*Compound sentences *Past tense *Statement sentences *Question sentences

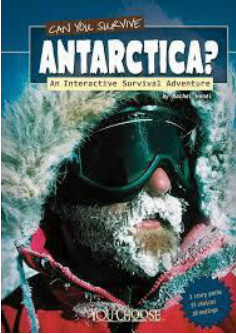
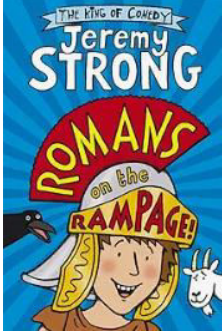
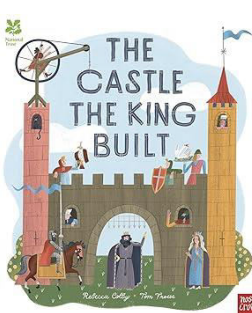
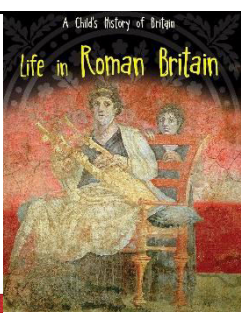
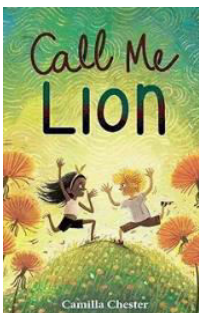
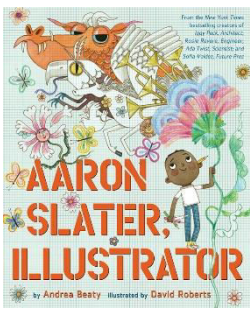
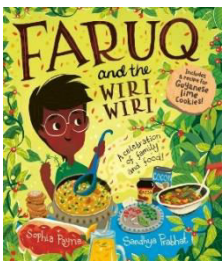
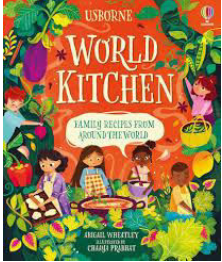
Year 2 Writing Curriculum Overview

<p>Text Summer 1 3 Week Unit</p> 	<p>Text Summer 1 3 Week Unit</p> 	<p>Text Summer 2 3 Week Unit</p> 	<p>Text Summer 2 3 Week Unit</p> 
<p>Writing outcome: Narrative – rewrite from different character’s perspective.</p>	<p>Writing outcome: Poem / Description</p>	<p>Writing outcome: Narrative using cultural references</p>	<p>Writing outcome: Letter</p>
<p>Writing purpose: To entertain</p> <p>When writing from a different perspective, the children need to put themselves in the shoes of another character.</p> <p>Modelled week:</p> <ul style="list-style-type: none">Charlotte’s Web <p>The children should use the text as well as clips like this one Charlotte's Web (3/10) Movie CLIP - Wilbur Meets Charlotte (2006) HD to write as though they are Charlotte. The story is told very much from the viewpoint of Wilbur and his experiences. What is this experience of meeting Wilbur like for Charlotte? How does she see the situation? The children should rewrite parts as though they are Charlotte.</p> <p>Assessed week:</p> <ul style="list-style-type: none">Babe <p>The children should learn the basic plot of Babe – a pig who wants to be a sheepdog. They should use a clip like this one Babe (8/9) Movie CLIP - The Sheep Pig (1995) HD to write from a different perspective – they could be the sheep or Farmer Huggett to explain what this experience was like from their point of view</p>	<p>Writing purpose: To entertain</p> <p>Children should explore different poems about dragons and different forms poems can take including Kennings poem.</p> <p>Children should work to create a Kennings poem linked with dragons before then using the language gathered for this to write some descriptive writing about dragons.</p>	<p>Writing purpose: To entertain</p> <p>The children can use some of their understanding around their learning of Nigeria in their Geography learning and some of the cultural references in this book to create their own story set in Nigeria. The text also includes language specific to Nigerian culture which can be gathered to use in their own writing.</p> <p>Too Small Tola is split into 3 short stories, each which help soak the reader into life of a Nigerian family and daily life in Lagos.</p> <p>During modelled week, the children should explore the 1st story where Tola goes shopping and worries how they will carry home their purchases.</p> <p>Modelled week:</p> <ul style="list-style-type: none">Too Small Tola <p>Assessed week:</p> <ul style="list-style-type: none">Too Small Tola <p>During assessed writing week, the children should be given an outline of what Story 2 is about – Tola has to collect water from the well and then make it to school on time but must conquer a mean, older child first. The children should be given the outline but then should write a narrative for this themselves using cultural references picked up in the first weeks of the unit and their Geography learning.</p>	<p>Writing purpose: To inform</p> <p>A letter can be a way of sharing experiences and information with the recipient. It includes information but also thoughts / feelings to make it more personal.</p> <p>Modelled week:</p> <ul style="list-style-type: none">Letter from the Wright Brothers to their family after the first successful flight of the Wright flyer 1. <p><i>In Year 1, the children learnt in their History transport topic about the first aeroplane flight and its significance. They learnt about the Wright brothers. They should recall and retrieve this knowledge and write a letter from the Wright Brothers after the first successful flight detailing what happened and their thoughts / feelings.</i></p> <p>Assessed week:</p> <ul style="list-style-type: none">A letter from a Victorian school child <p><i>In their current History learning, the children have learnt about life as a child at school in Victorian times. Using the knowledge gained in their History lessons, the children should write a letter as a Victorian child explaining what life at school is like to a relative in a different part of the country.</i></p>
<p>Objectives Covered</p>			
<p>Planning/Drafting/Editing writing</p>			
<p>Plan their writing by:</p> <ul style="list-style-type: none">Planning or saying out loud what they are going to write aboutWriting down ideas / key words including new vocabulary.Encapsulating what they want to say, sentence by sentence <p>Draft / write / edit by:</p> <ul style="list-style-type: none">Make simple additions, revisions and corrections to their own writing.<ul style="list-style-type: none">Evaluating their writing with the teacher and other pupilsRe-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form<ul style="list-style-type: none">Proofreading to check for errors in spelling, grammar and punctuationReading aloud what they have written with the appropriate intonation to make the meaning clear.			
<p>Punctuation</p>			
		<p>*Apostrophes for omission</p>	<p>*Apostrophes for possession *Commas in a list</p>
<p>Vocabulary/Grammar</p>			
<p>*Compound sentences *Expand noun phrases to describe and specify *Suffixes- ful, er, ness *Adjectives *Nouns</p>	<p>*Compound sentences *Exclamation sentences *Suffixes-ful, er, ness *Subordination (when, that, if, because) *Adverbs</p>	<p>*Compound sentences *Subordination (when, that, if, because) *Suffixes- ful, er, ness *Adverbs</p>	<p>*Compound sentences *Command sentences *Adverbs</p>


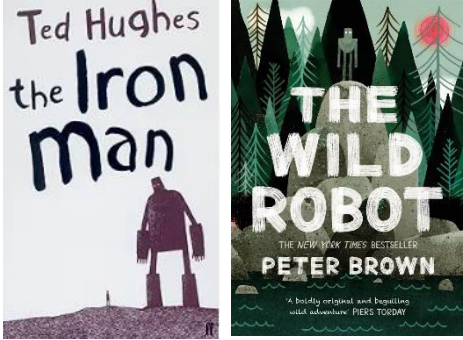
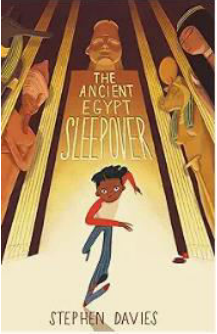
Year 3 Writing Curriculum Overview

Text Autumn 1 2 Week Unit	Text Autumn 1 2 Week Unit	Text Autumn 1 2 Week Unit	Text Autumn 2 3 Week Unit	Text Autumn 2 3 Week Unit
				
(Also bring in videos and images)	(Also bring in clips/videos to support using the senses)			
Writing outcome: Shape Poem	Writing outcome: Explanation text	Writing outcome: Setting description	Writing outcome: Character Description	Writing outcome: Diary Entry
Writing purpose: To entertain A shape poem is a poem written about an object, person or animal but takes the form / shape of the thing it is written about. Lots of examples can be found in the A-Z of shape poems for children to explore different poems (some free sample pages online too) If they use Once Upon a Raindrop, they can experience and pull out vocabulary which could be used in a shape poem about a single raindrop. There's lots of opportunities to use onomatopoeia and personification. <ul style="list-style-type: none">Modelled: Shape poem about a raindropAssessed: Shape poem about a waterfall / puddle / cloud Children can utilise some of their vocabulary development from the modelled writing week to write their assessed poems. It could still be water-related but different to a raindrop	Writing purpose: To inform Modelled week: <ul style="list-style-type: none">Explanation of how to grow a healthy plant. <i>This is based on Y2 Science unit – Growing Healthy Plants. The children can retrieve that knowledge during modelled writing week to write an explanation on how to grow a healthy plant</i> Assessed week: <ul style="list-style-type: none">Explanation of the water cycle <i>This is based on their current Geography learning looking at the water cycle. The children should use this as a focus for their assessed task – writing an explanation of the water cycle.</i>	Writing purpose: To entertain A setting description can make the reader feel that they are in immersed in the story, picturing the environment that characters are existing in. Rhythm of the rain has beautiful imagery that can be used as the basis of a setting description. <ul style="list-style-type: none">Modelled: Rhythm of the rainAssessed: Journey to the last river Children should use imagery from Journey to the last river to write a setting description	Writing purpose: To entertain A character description gives you the chance to describe everything about a character from their appearance, their personality and their behaviours. Stig of the dump has the interesting character of Stig – a cave dwelling creature. <ul style="list-style-type: none">Modelled: Stig of the dumpAssessed: Grug from The Croods Grug has similarities to Stig living in the primeval era. There will be similarities that the children can draw upon from their modelled writing to their assessed. Clips like the one below could be used as a stimulus to introduce the class to the character. Egg Chase Scene THE CROODS (2013) Movie CLIP HD	Writing purpose: To entertain A diary entry is a way for a character to record their day as well as their thoughts and feelings. Stone Age Boy tells the story of Om and her family and how they live during the Stone Age. Children should write a diary entry detailing a day in her life. <ul style="list-style-type: none">Modelled: Stone Age BoyAssessed: The First Drawing For their assessed writing, children should write the diary entry for the young boy after he was produced the 'world's first drawing.'
Objectives Covered				
Planning/Drafting/Editing writing				
<p>Plan their 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.<ul style="list-style-type: none">Discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none">Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.<ul style="list-style-type: none">Organising paragraphs around a theme.In narratives, create settings, characters and plot.In non-narrative material, using simple organisational devices (e.g. headings and subheadings) <p>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.<ul style="list-style-type: none">Proofread for spelling and punctuation errorsRead their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.				
Punctuation				
	*Apostrophes for omission and singular possession		*Apostrophes for omission and singular possession *Some accurate use of inverted commas to punctuate direct speech	*Using and punctuating direct speech (i.e. Inverted commas) *Apostrophes for omission and singular possession
Vocabulary/Grammar				
*Adverbs *Uses the correct form of a or an	*Using a range of conjunctions e.g when, before, after, while, so, because *Beginning to organise paragraphs around a theme *Uses simple organisational devices in non-narrative writing	*Using a range of conjunctions e.g when, before, after, while, so, because *Using adverbs e.g. Then, next, soon, therefore *Using prepositions e.g. before, after, during, in, because of	*Using a range of conjunctions e.g when, before, after, while, so, because *Using adverbs e.g. Then, next, soon, therefore	*Using a range of conjunctions e.g when, before, after, while, so, because *Using adverbs e.g. Then, next, soon, therefore *Using prepositions e.g. before, after, during, in, because of
Previous Year Group Objectives to Reteach				
Re-teach any objectives from Autumn 2 assessment gap analysis. Learning how to use both familiar and new punctuation correctly, including full stops, capital letters , Expand noun phrases to describe and specify	*Learning how to use both familiar and new punctuation correctly, including full stops, capital letters ,	*Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, question mark and exclamation mark. *Expand noun phrases to describe and specify	*Expand noun phrases to describe and specify	


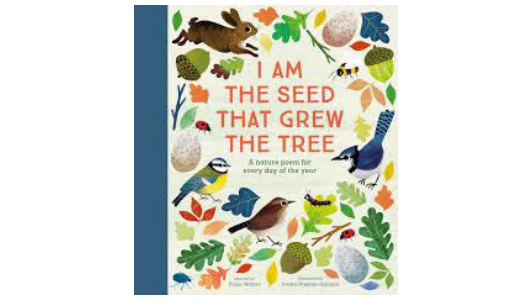
Year 3 Writing Curriculum Overview

Text Spring 1 3 Week Unit	Text Spring 1 3 Week Unit	Text Spring 2 3 Week Unit	Text Spring 2 3 Week Unit
 	 	 	 
Writing outcome: Instructions text	Writing outcome: Non-chronological report	Writing outcome: Monologue	Writing outcome: Letter
Writing purpose: To inform Modelled week: <ul style="list-style-type: none">Instructions – how to survive in a very cold place. <i>This is based on Y2 Geography unit – Hot and Cold places. The children learnt about very cold places and how people like the Inuits have learned to adapt and live in the harsh conditions.</i> Assessed week: <ul style="list-style-type: none">Instructions – how to be a Roman chariot rider. <i>This is based on their current Geography learning looking at the water cycle. The children should use this as a focus for their assessed task – writing an explanation of the water cycle.</i>	Writing purpose: To Inform Modelled week: <ul style="list-style-type: none">Medieval Castle life <i>This is based on Y2 History unit – Lincoln’s Buildings. The children learnt about medieval castles and what daily life would be like. The children can retrieve this learning and write an information text about daily life in a medieval castle.</i> Assessed week: <ul style="list-style-type: none">Life in a Roman village <i>This is based on their current History learning looking at the Romans. The children should use this as a focus for their assessed task – writing a non-chronological report about daily Roman life.</i>	Writing purpose: To Entertain An internal monologue can be described as ‘the voice within someone’s head’ describing their deepest thoughts and feelings. The children should explore writing monologues as Leo who has selective mutism. Modelled week: <ul style="list-style-type: none">Call me Lion – monologue of Leo at a certain point in the story. Aaron Slater Illustrator tells the story of Aaron who is dyslexic. He loves listening to stories and dreams of writing them but when it comes to reading, the letters just look like squiggles. His teachers asks every child to write a story and then inspiration strikes..Aaron finds a way to tell a story in a different way! Assessed week: <ul style="list-style-type: none">Aaron Slater Illustrator – monologue of Aaron when asked to write a story by his teacher and how difficult he knows this will be.	Writing purpose: To Persuade <i>This links with the children’s current PSHE topic about celebrating differences as well as learning about food in Design and Technology</i> Modelled: <ul style="list-style-type: none">Children should write a letter as Faruq to his school persuading them to have a Caribbean culture day where he can bring some of his cooking for other pupils to experience food from his culture. Assessed: <ul style="list-style-type: none">Children should write a letter to Good Lookin’ Cookin’ to persuade them to do a ‘culture week’ where they create a menu of different cultural dishes for children to experience what different food is like. <i>They could use some recipes from the World Kitchen book to make suggestions in their assessed writing and why they think they would go down well with children at the school!</i>
Objectives Covered			
Planning/Drafting/Editing			
<p>Plan their 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.<ul style="list-style-type: none">Discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none">Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.<ul style="list-style-type: none">Organising paragraphs around a theme.In narratives, create settings, characters and plot.In non-narrative material, using simple organisational devices (e.g. headings and subheadings) <p>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.<ul style="list-style-type: none">Proofread for spelling and punctuation errorsRead their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.			
Punctuation	*Using and punctuating direct speech (i.e. Inverted commas)	*Apostrophes for omission and singular possession	*Uses apostrophes for singular possession and to mark where letters are missing mostly correctly *Some accurate use of inverted commas to punctuate direct speech
Vocabulary/Grammar			
*Using a range of conjunctions e.g when, before, after, while, so, because *Using adverbs e.g. Then, next, soon, therefore *Using prepositions e.g. before, after, during, in, because of *Uses the present perfect form of verbs instead of the simple past e.g. he has gone out to play contrasted with he went out to play	*Using a range of conjunctions e.g when, before, after, while, so, because *Using adverbs e.g. Then, next, soon, therefore *Using prepositions e.g. before, after, during, in, because of *Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. * Uses simple organizational devices in non-narrative writing	*Extend the range of sentences with more than one clause by building a wider range of conjunctions, including when, if, because, although *Using the present perfect form of verbs in contrast to the past tense *Using adverbs e.g. Then, next, soon, therefore *Using prepositions e.g. before, after, during, in, because of	*Extend the range of sentences with more than one clause by building a wider range of conjunctions, including when, if, because, although *Using adverbs e.g. Then, next, soon, therefore *Using prepositions e.g. before, after, during, in, because of
Previous Year Group Objectives to Reteach			
*Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)		Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Year 3 Writing Curriculum Overview


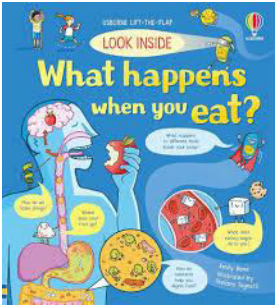


<u>Text Summer 1</u> <u>3 Week Unit</u>	<u>Text Summer 1</u> <u>2/3 Week unit</u>	<u>Text Summer 2</u> <u>3 Week Unit</u>	<u>Text Summer 2</u> <u>3 Week Unit</u>
			
<u>Writing outcome:</u> Persuasive leaflet	<u>Writing outcome:</u> Poem using personification	<u>Writing outcome:</u> Narrative story	<u>Writing outcome:</u> Narrative story
Writing purpose: To persuade Modelled week: <ul style="list-style-type: none"> Lincolnshire <p><i>This is based on Y2 Geography unit – The UK and Nigeria with a focus on farming and Y2 History unit – Lincolns’ Buildings. The children can draw upon knowledge from both these projects to create a persuasive leaflet to ‘Visit Lincolnshire.’</i></p> Assessed week: <ul style="list-style-type: none"> Leaflet about key country in Europe <p><i>This is based on their current Geography learning looking at Europe. The children can focus on a country they have learnt a lot about and what makes it desirable from human / physical features and other aspects which would make it an interesting place to visit.</i></p>	Writing purpose: To entertain Personification poetry brings an inanimate object to life by giving it human qualities and behaviours. Modelled week: <ul style="list-style-type: none"> Using personification to describe the Victorian Cane in schools. <p><i>This is based on Y2 History unit – School in the past. The children learnt about Victorian punishments such as the cane so can draw upon this knowledge to describe the cane using personification and making this into a poem.</i></p> Assessed week: <ul style="list-style-type: none"> Writing a personification poem about Mountains <p><i>This is based on their current Geography unit about Mountains. The children will have learnt about the features of mountains so could create a personification poem making them seem human-like.</i></p>	Writing purpose: To entertain The children should use these texts as a stimulus for writing their own stories. Modelled week: <ul style="list-style-type: none"> Iron Man – the children should reach a suitable part of the story where they can write what happens next. This will help with their imagination skills and creating their own plots. It should include dialogue between different characters. Assessed week: <ul style="list-style-type: none"> The Wild Robot. Children should use the text and watch the clip below and write what happens next. There are similarities between the Iron Man and the Wild Robot and some of the language acquired over the unit can be applied in this new context <p>The Wild Robot Clip - Standoff in the Woods</p>	Writing purpose: To entertain By the Summer term of Year 3, children should be more confident in writing narratives that form a story including a plot, setting and dialogue. In the Ancient Egypt Sleepover, Mo wins a special prize – a sleepover in a museum but he has no idea how dangerous it will be. Modelled week: <ul style="list-style-type: none"> Read up to a key part of the Ancient Egypt Sleepover and then write the next part of the story including action, characters, setting and dialogue. Assessed week: <ul style="list-style-type: none"> Provide children with a stimulus – such as an image of the Natural History Museum. The website could also be explored to see the different zones. <p>Explore the Museum Natural History Museum</p> Children should create their own story with a clear plot based on having a sleepover in one of these zones. What would happen during the night?
<u>Objectives Covered</u>			
<u>Planning/Drafting/Editing writing</u>			
<p style="text-align: center;"><u>Plan their writing by:</u></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. <ul style="list-style-type: none"> Discussing and recording ideas. <p style="text-align: center;"><u>Draft and write by:</u></p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. <ul style="list-style-type: none"> Organising paragraphs around a theme. In narratives, create settings, characters and plot. In non-narrative material, using simple organisational devices (e.g. headings and subheadings) <p style="text-align: center;"><u>Evaluate and edit by:</u></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. <ul style="list-style-type: none"> Proofread for spelling and punctuation errors Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 			
<u>Punctuation</u>			
		*Using and punctuating direct speech (i.e. Inverted commas) *Apostrophes for possession	*Using and punctuating direct speech (i.e. Inverted commas)
<u>Vocabulary/Grammar</u>			
*Where adverbs *Place prepositions *Cause conjunctions *Subordinate clause	*Place prepositions *Adverbs (how and where) *Personification *Expanded noun phrase	*Conjunctions for time *Conjunctions for place	*Coordinating conjunctions to make compound sentences *A or An *Present perfect tense
<u>Previous Year Group Objectives to Reteach</u>			
Persuasive punctuation	*Verbs	*Proper nouns	

Year 4 Writing Curriculum

Text Autumn 1 3 Week Unit	Text Autumn 1 3 Week Unit	Text Autumn 2 3 Week Unit	Text Autumn 2 3 Week Unit
			
Writing outcome: Biography	Writing outcome: Narrative	Writing outcome: Character description	Writing outcome: Poem using personification
<p>Writing purpose: To inform</p> <p>Modelled week:</p> <ul style="list-style-type: none">Biography of Tutankhamun <p><i>This is based on Y3 History unit – Ancient Egypt where the children learnt about who he was, the difficulties he faced and sources that can tell us more about how he lived.</i></p> <p>Assessed week:</p> <ul style="list-style-type: none">Biography of a Greek God <p><i>This is based on their current History learning – Ancient Greece. The children should study one Greek God in more detail to be able to write a biography about.</i></p>	<p>Writing purpose: To entertain</p> <p>The children should write a narrative describing the action and setting linked with these stimulus texts.</p> <p>Children can explore up to a certain part and then write the next bit. A good part they could write the next part about is Chapter 10 and the journey on the River Styx. The children could write what happens when Elliot meets Charon and the journey they take.</p> <p>Modelled week:</p> <ul style="list-style-type: none">Who Let the Gods Out <p>Assessed week:</p> <ul style="list-style-type: none">The Odyssey <p>In this Greek legend, Odysseus the Greek God is trying to return home after the Trojan War. A journey that should take a few weeks ended up being a 10 year quest. Some of the difficulties encountered include:</p> <ul style="list-style-type: none">*the land of the lotus eaters*the land of the cyclops*the deadly sirens at Sea*Scylla – a huge whirlpool <p>The children should write about one of these challenges faced using their own descriptions and writing as a narrative. This clip could be used as stimulus too: Story for kids : Odysseus The Ten Year Odyssey</p>	<p>Writing purpose: To entertain</p> <p>A character description gives you the chance to describe everything about a character from their appearance, their personality and their behaviours.</p> <p>Modelled week:</p> <ul style="list-style-type: none">The land of Roar. The children should explore some of the characters in the land of Roar – especially of Crowky the villain (Chapter 20) and create character descriptions which describe them using illustrations and AI generated images as well. <p>Assessed week:</p> <ul style="list-style-type: none">How to train your dragon. Children should write a description about Toothless. They should draw upon ideas from the book and also from some clips of the film such as the clip below to describe his appearance, behaviour and personality. Hiccup and Toothless Become Friends How to Train Your Dragon	<p>Writing purpose: To entertain</p> <p>The children should write poems focussed on creating poetry which uses personification to make geographical features seem human like. The children can use the stimulus text of ‘I am the seed that grew the tree’ to explore the format of different poems and how personification may be used.</p> <p>Modelled week:</p> <ul style="list-style-type: none">Rivers <p><i>This is based on Y3 Geography unit – Rivers where the children learnt about the features of a river and its journey from source to mouth. The children should describe a raging river because the language they develop from this will be able to be applied in a different context in the assessed week. The children could use youtube clips to see a raging river in action and generate the personification.</i></p> <p>Assessed week:</p> <ul style="list-style-type: none">Volcanoes <p><i>This is based on their current Geography learning – Volcanoes and Earthquakes. The children should write a poem using personification and other techniques about volcanoes.</i></p> <p>They could use clips like the ones below as inspiration Volcano Eruptions National Geographic - YouTube Precision Drone Flying Around An Erupting Volcano (Pt. 2) BBC Earth Science - YouTube</p>
Objectives Covered			
Planning/Drafting/Editing writing			
<p>Plan their 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.<ul style="list-style-type: none">Discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none">Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.<ul style="list-style-type: none">Organising paragraphs around a theme.In narratives, create settings, characters and plot.In non-narrative material, using simple organisational devices (e.g. headings and subheadings) <p>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.<ul style="list-style-type: none">Proofread for spelling and punctuation errorsRead their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.			
Punctuation	<p>*Using commas after fronted adverbial s</p> <p>*Indicating possession by using the possessive apostrophe with singular and plural nouns</p>	<p>*Using and punctuating direct speech (including punctuation within and surrounding inverted commas)</p> <p>*Using commas after fronted adverbials</p>	
Vocabulary/Grammar			

Year 4 Writing Curriculum

*Extend the range of sentences with more than one clause by building a wider range of conjunctions, including when, if, because, although *Using fronted adverbials	*Extend the range of sentences with more than one clause by building a wider range of conjunctions, including when, if, because, although *Extended noun phrases	*Extend the range of sentences with more than one clause by building a wider range of conjunctions, including when, if, because, although *Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition *Extended noun phrases	*Extend the range of sentences with more than one clause by building a wider range of conjunctions, including when, if, because, although *Extended noun phrases *Standard English Verb inflection
Previous Year Group Objectives to Reteach			
*Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	*Using prepositions to express time	*Using adverbs *Apostrophes for contracted forms	*Capital letters for names and pronoun I *Adverbs

<u>Text Spring 1</u> <u>3 Week Unit</u>	<u>Text Spring 1</u> <u>3 Week Unit</u>	<u>Text Spring 2</u> <u>3 Week Unit</u>	<u>Text Spring 2</u> <u>3 Week Unit</u>
			
<u>Writing outcome:</u> Adventure narrative with setting description	<u>Writing outcome:</u> Non chronological report	<u>Writing outcome:</u> Persuasive letter	<u>Writing outcome:</u> Narrative
<p>Writing purpose: To entertain</p> <p>The children should write an adventure story which includes plenty of description about the setting the character is in. In both texts, the character is in trouble and needs to solve a problem.</p> <p>Set in Sri Lanka, the landscapes are described vividly. Chaya is like Robin Hood – she steals from the rich to give to the poor but when she is caught, she puts lots of people in danger especially when she steals the King’s prize elephant to help with her escape.</p> <p>The children should write about the escape to the jungle, describing this setting then and create their own next part to the story.</p> <p>Modelled week:</p> <ul style="list-style-type: none"> The girl who stole an elephant <p>Assessed week:</p> <ul style="list-style-type: none"> The fastest boy in the world <p>In this story, 11 year old Solomon, a passionate runner, travels to Addis Ababa, the capital of Ethiopia. His grandfather is a war hero in hiding which Solomon discovers. Grandfather collapses and Solomon must run 20 miles back home to the village to find help. The children should write about this run home. They can use geographical photos and videos to help them describe the landscape of Ethiopia and write about the long journey and its challenges. They can make up their own plot for the journey home – they don’t need to have read all of this in the book.</p> <p>A Tour of Ethiopia's Amazing Landscapes</p>	<p>Writing purpose: To inform</p> <p>A non-chronological report is an information text presented with content related by topic and using presentational features such as diagrams, labels and text.</p> <p>Modelled week:</p> <ul style="list-style-type: none"> Nutrition and Food Groups <p><i>This is based on the children’s previous Science learning in Y3 around nutrition and food groups. They learnt about the importance of each food group and how it helps the body and the importance of a balanced diet.</i></p> <p>Assessed week:</p> <ul style="list-style-type: none"> Digestive System <p><i>This is based on the children’s current Science learning in Y4 about the digestive system. The children should write a non-chronological report about the digestive system and its function / parts.</i></p>	<p>Writing purpose: To persuade</p> <p>A persuasive letter aims to persuade the audience to either do something / not do something using emotive responses and persuasive techniques. It should urge the audience to reflect on their conscience and morals.</p> <p>Modelled week:</p> <ul style="list-style-type: none"> Plastic pollution <p><i>This is based on the children’s previous Science learning last term around the human impact on the environment. They learnt about the importance of recycling and disposing of rubbish in the correct way as well as the impact of microplastics on the environment and marine life. The children should write a letter persuading citizens of the world to think about how they dispose of plastic.</i></p> <p>Assessed week:</p> <ul style="list-style-type: none"> Buying fairtrade <p><i>This is based on the children’s current Geography unit – Journey of food. The children should write a persuasive letter describing why buying fairtrade where possible is important.</i></p>	<p>Writing purpose: To entertain</p> <p>Children will explore texts with a ‘chocolate theme’ and should aim to write part of the story using dialogue between characters to move the plot forward.</p> <p>The Great Chocoplot – Jelly and her family live in Chompton-on-de-Lyte where everyone loves a Chocablocka bar or two so when the end of the chocolate is announced, she can’t believe it.</p> <p>A trail of clues lead to a posh chocolate shop and its owner, the pompous Garibaldi Chocolati. He is suspiciously smug despite his failing business and yucky chocolate.</p> <p>The children should write the next part of the story from a suitable point.</p> <p>Modelled week:</p> <ul style="list-style-type: none"> The Great Chocoplot <p>Assessed week:</p> <ul style="list-style-type: none"> Charlie and the chocolate factory <p>Children can use the text as a stimulus but also this clip below. For their assessed writing, the children should write about the group entering the chocolate factory for the first time, including some dialogue between characters and what they do when they go into the chocolate factory at the very beginning.</p> <p>Willy Wonka Tour Scene CHARLIE AND THE CHOCOLATE FACTORY (2005) Johnny Depp, Movie CLIP HD</p>
<u>Objectives Covered</u>			
<u>Planning/Drafting/Editing writing</u>			
<p style="text-align: center;"><u>Plan their writing by:</u></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. 			

Year 4 Writing Curriculum

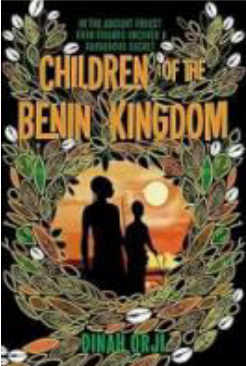
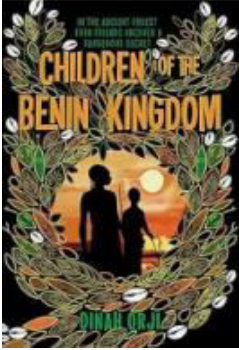
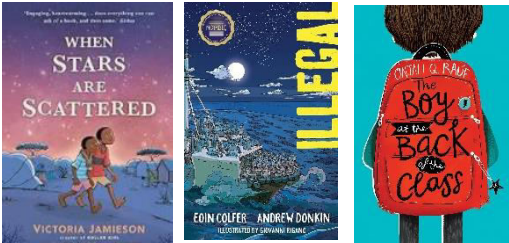
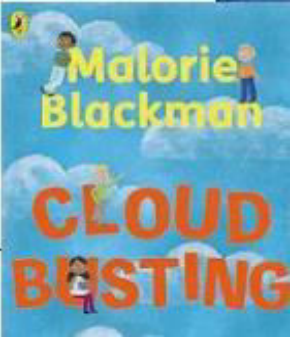
<ul style="list-style-type: none"> Discussing and recording ideas. <p style="text-align: center;">Draft and write by:</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. <ul style="list-style-type: none"> Organising paragraphs around a theme. In narratives, create settings, characters and plot. In non-narrative material, using simple organisational devices (e.g. headings and subheadings) <p style="text-align: center;">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. <ul style="list-style-type: none"> Proofread for spelling and punctuation errors <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>			
Punctuation			
*Using commas after fronted adverbials	*Using commas after fronted adverbials		*Using and punctuating direct speech (including punctuation within and surrounding inverted commas)
*Using and punctuating direct speech (including punctuation within and surrounding inverted commas)			
Vocabulary/Grammar			
*Extend the range of sentences with more than one clause by building a wider range of conjunctions, including when, if, because, although	*Extend the range of sentences with more than one clause by building a wider range of conjunctions, including when, if, because, although	*Extend the range of sentences with more than one clause by building a wider range of conjunctions, including when, if, because, although	*Extend the range of sentences with more than one clause by building a wider range of conjunctions, including when, if, because, although
*Using fronted adverbials	*Standard English verb inflections	*Extended noun phrases, including with prepositions	*Using fronted adverbials
*Extended noun phrases, including with prepositions.		*Appropriate choice of pronoun or noun to create cohesion	*Extended noun phrases
Previous Year Group Objectives to Reteach			
	*Using prepositions to express time *Some features of written standard English	*Indicating possession by using possessive apostrophe with singular and plural nouns *Sentences with different forms: statements, question, exclamation and command	*Adverbs

<u>Text Summer 1</u> <u>3 Week Unit</u>	<u>Text Summer 1</u> <u>3 Week Unit</u>	<u>Text Summer 2</u> <u>3 Week Unit</u>	<u>Text Summer 2</u> <u>3 Week Unit</u>
 			
<u>Writing outcome:</u> <u>Narrative (escape story)</u>	<u>Writing outcome:</u> <u>Poem</u>	<u>Writing outcome:</u> <u>Recount</u>	<u>Writing outcome:</u> <u>Explanation text</u>
<p>Writing purpose: To entertain</p> <p>The children should explore different stimulus where there are plots involving ‘escapes’ They will be using picture books as stimulus to write what happens when a character does manage to escape from their situation.</p> <p>The Barnabus Project is a picture book which the children can explore. They should only read to the page where the failed projects suggest they escape. After this, they should create their own story for what happens when the failed projects escape. Where do they go? What would they do?</p> <p>Modelled week:</p> <ul style="list-style-type: none"> The Barnabus Project <p>Assessed week:</p> <ul style="list-style-type: none"> Journey <p>Children should read the part to where the girl is captured and put in the bird cage but then the bird brings back the red crayon.</p>	<p>Writing purpose: To entertain</p> <p>The children will explore different poems including the sound collector where the character puts sounds into a bag and carries them away. This links with their current Science learning ‘Sound’</p> <p>The children can write their own poems during modelled week about their own sound collector using different sounds choosing different environments and the sounds they may find in there.</p> <p>Modelled week:</p> <ul style="list-style-type: none"> The Sound Collector <p>Assessed week:</p> <ul style="list-style-type: none"> The BFG – dream collecting <p>Children should write a poem about a dream catcher – they could use clips from The BFG as stimulus such as:</p> <p>Disney's THE BFG Clip 'I Catch Dreams' In Cinemas Now The BFG Clip - Catching A Phizzwizard</p>	<p>Writing purpose: To inform</p> <p>The purpose of a recount is to retell an encounter or occasion that has already happened in the past.</p> <p>Modelled week:</p> <ul style="list-style-type: none"> Boudicca’s Rebellion <p><i>This is based on the children’s previous History learning in Y3 about The Romans. They learnt about Boudicca’s resistance against the Romans. They should write a recount of this and her resistance and bravery</i></p> <p>Boudicca & the Roman Invasion The Story of Britain BBC Teach - YouTube</p> <ul style="list-style-type: none"> Assessed: Viking raid on Lindisfarne <p><i>This is based on the children’s current History learning in Y4 about The Vikings. They learnt about the Viking raid on the monastery of Lindisfarne and how aggressive and dangerous the Vikings showed themselves to be when the monks had no weapons or ability to defend themselves.</i></p>	<p>Writing purpose: To inform</p> <p>An explanation text explains something. It tells you how or why something happens in a particular way.</p> <p>Modelled week:</p> <ul style="list-style-type: none"> Explanation about different rocks and soils. <p><i>This is based on the children’s previous Science learning in Y3 around Rocks and Soils. They should use the knowledge from that topic to help explain what different rocks and soils are good for and how they are changed over time by physical processes.</i></p> <ul style="list-style-type: none"> Assessed: Explanation of coastal erosion <p><i>This is based on the children’s current Geography learning in Y4 about coastal regions. They have learnt about coastal erosion and what it is and the impact it has as well as some of the ways to prevent it.</i></p>


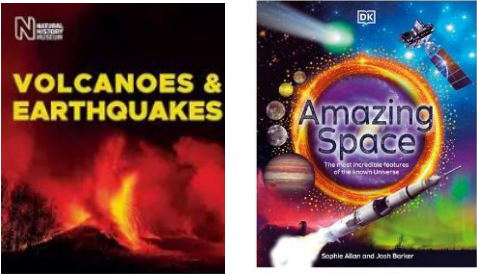


Year 4 Writing Curriculum

They should then write the next part – what does the girl draw to enable her to escape? What does her escape look like?			
Objectives Covered			
Planning/Drafting/Editing writing			
<p style="text-align: center;">Plan their 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. <ul style="list-style-type: none"> Discussing and recording ideas. <p style="text-align: center;">Draft and write by:</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. <ul style="list-style-type: none"> Organising paragraphs around a theme. In narratives, create settings, characters and plot. In non-narrative material, using simple organisational devices (e.g. headings and subheadings) <p style="text-align: center;">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. <ul style="list-style-type: none"> Proofread for spelling and punctuation errors <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>			
Punctuation			
*Using and punctuating direct speech (including punctuation within and surrounding inverted commas)			
Vocabulary/Grammar			
*Extend the range of sentences with more than one clause by building a wider range of conjunctions, including when, if, because, although *Choosing nouns or pronouns and appropriately for clarity and cohesion and to avoid repetition	*Extend the range of sentences with more than one clause by building a wider range of conjunctions, including when, if, because, although *Choosing nouns or pronouns and appropriately for clarity and cohesion and to avoid repetition *Extended noun phrases, including with prepositions	*Standard English verb inflections *Using fronted adverbials *Extend the range of sentences with more than one clause by building a wider range of conjunctions, including when, if, because, although	*Using fronted adverbials *Extend the range of sentences with more than one clause by building a wider range of conjunctions, including when, if, because, although *Extended noun phrases, including with prepositions
Previous Year Group Objectives to Reteach			
*Using the present perfect form of verbs in contrast to the past tense *Prepositions to express place	*Prepositions to express place *Adverbs	*Some features of written standard English *Indicating possession by using possessive apostrophe with singular and plural nouns	*Prepositions to express place *Adverbs

Year 5 Writing Curriculum Overview

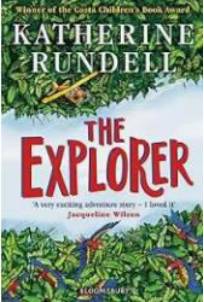
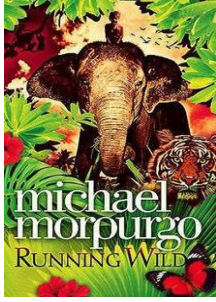
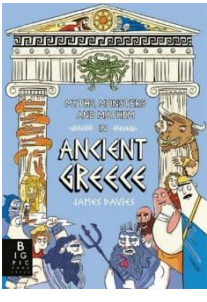
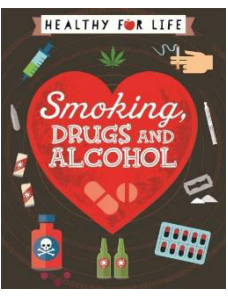

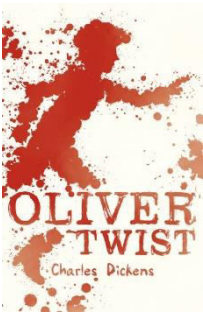
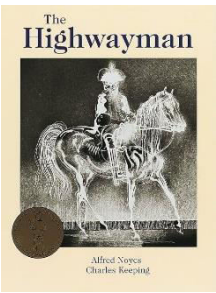

<u>Autumn 1</u> <u>3 Week Unit</u>	<u>Autumn 1</u> <u>3 Week Unit</u>	<u>Autumn 2</u> <u>3 Week Unit</u>	<u>Autumn 2</u> <u>3 Week Unit</u>
			
<u>Writing outcome:</u> Quest story	<u>Writing outcome:</u> Balanced Argument	<u>Writing outcome:</u> Narrative to accompany graphic novel	<u>Writing outcome:</u> Poem
<p>Writing purpose: To entertain</p> <p>A quest story tells of an adventurous journey undertaken by the main character. The character encounters difficulties and obstacles but finds a way through to achieve success.</p> <ul style="list-style-type: none">Modelled: Children of the Benin KingdomAssessed: Efe’s quest to save the kingdom <p>Write part of the story using this film clip as stimulus. Watch until 5:05 – the children should then plan and write the ‘quest’ of Efe overcoming evil and saving the wall.</p> <p>The Guardians of the Great Benin Wall: Efe’s Quest to Save the Kingdom - YouTube</p>	<p>Writing purpose: To discuss</p> <p>A balanced argument shows both points of view and presents evidence to leave the reader to make their own informed opinions.</p> <ul style="list-style-type: none">Modelled: Should we buy just local food? <p><i>This is based on Y4 Geography unit – the journey of food. During this unit, the children learned about food miles and the impact of these on the environment. They learnt about how climate zones affect what can be grown and therefore why trade is used to ensure we have the option to buy a variety of products. The children will need to explore in Week 1 the benefits of buying local and the drawbacks from this.</i></p> <ul style="list-style-type: none">Assessed: Should we return Benin Bronzes? <p><i>Useful background information about the argument can be found here:</i> Museum Talk: Benin Bronzes – a controversial past and present. Foluke's African Skies The story of Nigeria's stolen Benin Bronzes, and the London museum returning them Benin Bronzes: Netherlands to return stolen Benin statues to Nigeria - BBC News</p>	<p>Writing purpose: To entertain</p> <p>Children will create a narrative for a section of a graphic novel which includes dialogue. When stars are scattered and illegal are graphic novels that can be used. The boy at the back of the class is a narrative book with the same subject material which can be used to provide further information.</p> <ul style="list-style-type: none">Modelled: When stars are scattered. <i>(Writing a narrative for a key part in the graphic novel)</i>Assessed: Illegal. <i>(Writing a narrative for a key part in this graphic novel)</i>	<p>Writing purpose: To inform / entertain</p> <p>Children will create a poem using different literary devices on the theme of anti-bullying having used cloud busting as inspiration for different types of poetry outcomes.</p> <ul style="list-style-type: none">Modelled: CloudburstingAssessed: Children’s own poem about Anti-bullying
<u>Objectives Covered</u>			
<u>Planning/Drafting/Editing writing</u>			
<p><u>Plan their writing by:</u></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.<ul style="list-style-type: none">Noting and developing initial ideas, drawing on reading and research where necessaryConsidering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p><u>Draft and write by:</u></p> <ul style="list-style-type: none">Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningDescribing settings, characters and atmosphere and integrating dialogue to convey character and advance the action<ul style="list-style-type: none">Précising longer passagesUsing a wide range of devices to build cohesion within and across paragraphsUsing further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none">Assessing the effectiveness of their own and others’ writingProposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning<ul style="list-style-type: none">Ensuring the consistent and correct use of tense throughout a piece of writingEnsuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register<ul style="list-style-type: none">Proofread for spelling and punctuation errors <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>			
<u>Punctuation</u>			
* Using commas to clarify meaning or avoid ambiguity in writing			
<u>Vocabulary/Grammar</u>			
* Devices to build cohesion, including adverbials of time, place and number * Using fronted adverbials *Subordination (using when, if, that or because) and co-ordination (using or, and, or but) *Speech	*Use the correct form of 'a' or 'an' *Using further organisational and presentational devices to structure text and to guide the reader *Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun *Devices to build cohesion, including adverbials of time, place and number	*Subordination (using when, if, that or because) and co-ordination (using or, and, or but) *Using fronted adverbials *Extended noun phrases, including with prepositions *Appropriate choice of pronoun or noun to create cohesion *Use a thesaurus	<ul style="list-style-type: none">Subordination (using when, if, that or because) and co-ordination (using or, and, or but)Devices to build cohesion, including adverbials of time, place and number
<u>Previous Year Group Objectives to Reteach</u>			
<ul style="list-style-type: none">Extended noun phrases, including with prepositions	<ul style="list-style-type: none">Subordinating conjunctions – although, even though, however, on the other hand.		<ul style="list-style-type: none">Expanded noun phrases including with a preposition

Year 5 Writing Curriculum Overview

			<ul style="list-style-type: none">Appropriate choice of pronoun or noun to create cohesion
Text Spring 1 3 Week Unit	Text Spring 1 3 Week Unit	Text Spring 2 3 Week Unit	Text Spring 2 3 Week Unit
		 <p>*Pre-read Skellig – some inappropriate language which can be missed out*</p>	
Writing outcome: Diary entry	Writing outcome: Non-Chronological Report	Writing outcome: Mythical creature description	Writing outcome: Travel brochure
<p>Writing purpose: To entertain</p> <p>A diary entry is a way for a character to share their thoughts and emotions when perhaps they do not want to share them with other people. It also is a way for them to record memories about their days to look back on.</p> <p>In October, October at the start of the book, October lives a blissful life in the woods with her Dad. The children could write a diary entry from one of those days in the woods where October connects with nature and has a wonderful time.</p> <ul style="list-style-type: none">Modelled: October, OctoberAssessed: Julia and the shark <p>In Julia and the shark, Julia moves to a remote lighthouse with her family. Her Mum is in desperate search for an elusive shark said to live nearby but as her search becomes more frantic, it begins to tear her family apart. Children could write a diary entry by Julia from a certain part in the story, perhaps after a particularly difficult day for Julia.</p>	<p>Writing purpose: To inform</p> <ul style="list-style-type: none">Modelled: Volcanoes and Earthquakes <p><i>This is based on Y4 Geography unit – volcanoes and earthquakes. During this unit, the children learned about volcanoes, earthquakes and their features. During modelled writing weeks, the children should use their knowledge from Y4 to inform readers about earthquakes and volcanoes.</i></p> <ul style="list-style-type: none">Assessed: Space <p><i>This is based on their current Y5 Science topic. The children should choose some sub-topics within Space to inform readers about using the features of a non-chronological report.</i></p>	<p>Writing purpose: To entertain</p> <p>Both of these stories contain fantasy characters. The children should use impossible creatures to identify what a great character description should contain and then write their own based on different characters in the book.</p> <ul style="list-style-type: none">Modelled: Impossible CreaturesAssessed: Skellig <p>Skellig is a strange character – half human / half creature and also like an angel. The children should explore some imagery of Skellig and write their own character description of him. There are some film clips which may provide good stimulus for writing Angels and owls - Skellig / Hallelujah</p> <p>There are also some artist impression sketches which may support.</p>	<p>Writing purpose: To persuade</p> <ul style="list-style-type: none">Modelled: Italian coastal region <p><i>This is based on Y4 Geography unit – Coastal regions. During this unit, the children learned about coastal regions including the Amalfi Coast in Italy and some of its features and why it's a desirable location to visit.</i></p> <ul style="list-style-type: none">Assessed: South America <p><i>This is based on their current Y5 Geography topic. The children should write their own persuasive travel brochure / guide for South America using learning from their Geograpy lessons and any other stimulus available.</i></p>
Objectives Covered			
Planning/Drafting/Editing writing			
<p>Plan their 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.<ul style="list-style-type: none">Noting and developing initial ideas, drawing on reading and research where necessaryConsidering 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 meaningDescribing settings, characters and atmosphere and integrating dialogue to convey character and advance the action<ul style="list-style-type: none">Précising longer passagesUsing a wide range of devices to build cohesion within and across paragraphsUsing further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) <p>Evaluate and edit by:</p> <ul style="list-style-type: none">Assessing the effectiveness of their own and others’ writingProposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning<ul style="list-style-type: none">Ensuring the consistent and correct use of tense throughout a piece of writingEnsuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register<ul style="list-style-type: none">Proofread for spelling and punctuation errors <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>			
Punctuation			
*Use commas to clarify meaning or avoid ambiguity in writing.	*Using brackets and dashes to indicate parenthesis	*Using dashes or commas to indicate parenthesis.	*Use brackets, dashes or commas to avoid ambiguity.
Vocabulary/Grammar			
*Using expanded noun phrases to convey complicated information concisely *Devices to build cohesion, including adverbials of time, place and number *Devices to build cohesion- adverbials of place	*Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun *Subordination *Expanded noun phrases *Adverbials of time, place and number	*Using modal verbs or adverbs to indicate degrees of possibility *Subordination (using when, if, that or because) and co-ordination (using or, and, or but) *Ensuring consistent and correct use of tense throughout a piece of writing	*Using modal verbs or adverbs to indicate degrees of possibility *Assessing the effectiveness of their own and others’ writing *Using the perfect form of verbs to mark relationships of time and cause

Year 5 Writing Curriculum Overview


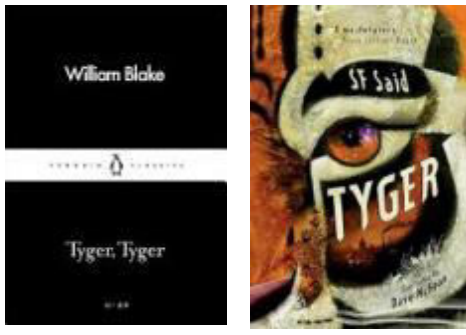


*Subordination (using when, if, that or because) and co-ordination (using or, and, or but)		*Modal Verbs	*Using modal verbs or adverbs to indicate degrees of possibility *Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
Previous Year Group Objectives to Reteach			
*Using commas after fronted adverbials Y4	*Indicating possession by using the possessive apostrophe with singular and plural nouns	*Using and punctuating direct speech (including punctuation within and surrounding inverted commas).	*Preposition (Y3)

<u>Text Summer 1</u> <u>3 Week Unit</u>	<u>Text Summer 1</u> <u>3 Week Unit</u>	<u>Text Summer 2</u> <u>3 Week Unit</u>	<u>Text Summer 2</u> <u>3 Week Unit</u>
 	 	 	 
<u>Writing outcome:</u> Adventure narrative	<u>Writing outcome:</u> Non-fiction Essay	<u>Writing outcome:</u> Historical Narrative	<u>Writing outcome:</u> Narrative – Internal Monologue
Writing purpose: To entertain Children should write a fast-paced adventure story where dialogue is used well to advance the action and where the setting contributes to the action and plot within the story. There is lots of action in ‘The Explorer’ which could be chosen to write an adventure – a key part is where the campfire spreads and causes a forest fire causing the children to flee to a raft with no choice but to where the Amazon river takes them. The children could read up to this part and then write the next part using dialogue. <ul style="list-style-type: none">Modelled: The ExplorerAssessed: Running Wild In running wild, a boy is rescued from the Boxing Day tsunami in Indonesia by an elephant. It tells the story of the boy and the elephant surviving in the jungle together. For their assessed writing, the children could write the next part from after the tsunami where the boy and elephant learn to live with and trust one another.	Writing purpose: To inform <ul style="list-style-type: none">Modelled: Greek legacy <i>This is based on Y4 History unit – Ancient Greece. During this unit, the children learned about Greek legacy that still lives on in the modern world with aspects such as democracy, architecture, alphabet/language and sporting events. Children should write an ‘essay’ describing the impact of Greek legacy on the modern world</i>Assessed: Negative impact of drugs <i>This is linked with the children’s current PSHE learning as well as PSHE learning from previous years. The children should write an ‘essay’ describing the negative impact of using drugs.</i>	Writing purpose: To entertain Children should write a historical narrative which describes features from the period of time the story is based in. For the modelled writing, the children should read up to a certain part in Street Child and then write their own section about what happens next, including dialogue. This could be based around the part in the workhouse where conditions of Victorian England can be described vividly using wider historical understanding. <ul style="list-style-type: none">Modelled: Street ChildAssessed: Oliver Twist Children can write a part of Oliver Twist. They could use clips from the film/musical especially of parts set in the Workhouse to then write the story for including details from the historical period.	Writing purpose: To entertain An internal monologue can be described as ‘the voice within someone’s head’ describing their deepest thoughts and feelings. The children should explore writing monologues as Bess and/or The Highwayman at key points in the text. <ul style="list-style-type: none">Modelled: The HighwaymanAssessed: The Listeners The children should write their assessed internal monologue from the point of view of the traveller on the outside of the door and the strange sense he gets about what is the other side of the door.
<u>Objectives Covered</u>			
<u>Planning/Drafting/Editing writing</u>			
<p><u>Plan their writing by:</u></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.<ul style="list-style-type: none">Noting and developing initial ideas, drawing on reading and research where necessaryConsidering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p><u>Draft and write by:</u></p> <ul style="list-style-type: none">Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningDescribing settings, characters and atmosphere and integrating dialogue to convey character and advance the action<ul style="list-style-type: none">Précising longer passagesUsing a wide range of devices to build cohesion within and across paragraphsUsing further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none">Assessing the effectiveness of their own and others’ writingProposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning<ul style="list-style-type: none">Ensuring the consistent and correct use of tense throughout a piece of writingEnsuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register<ul style="list-style-type: none">Proofread for spelling and punctuation errorsPerform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear			
<u>Punctuation</u>			
*Using commas to clarify meaning or avoid ambiguity in writing.	*Using brackets, dashes or commas to indicate parenthesis.	*Using commas to clarify meaning or avoid ambiguity in writing.	*Using brackets, dashes or commas to indicate parenthesis
<u>Vocabulary/Grammar</u>			


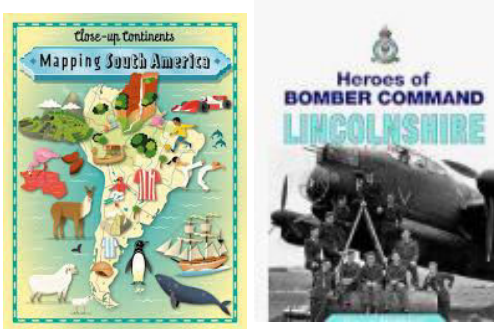
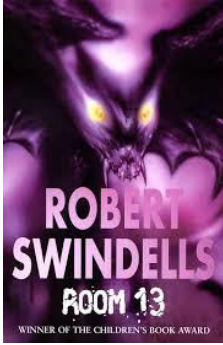
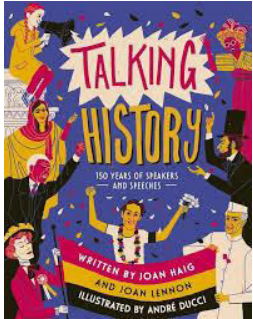
Year 5 Writing Curriculum Overview

<ul style="list-style-type: none">*Expanded noun Phrase including with prepositions*Adverbials of Place*Complex sentences*integrating dialogue to convey character and advance the action.	<ul style="list-style-type: none">*Using the perfect form of verbs to mark relationships of time and cause.*Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun*Using modal verbs or adverbs to indicate degrees of possibility*Verb prefixes	<ul style="list-style-type: none">*Converting nouns or adjectives into verbs*Using expanded noun phrases to convey complicated information concisely*Using the perfect form of verbs to mark relationships of time and cause.	<ul style="list-style-type: none">*Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun*Devices to build cohesion, including adverbials of time, place and number*Subordination (using when, if, that or because) and co-ordination (using or, and, or but)*Adverbials of time
Previous Year Group Objectives to Reteach			
<ul style="list-style-type: none">*Using fronted adverbials*Using commas after fronted adverbials. (from Y4)		<ul style="list-style-type: none">*Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (from Y4)	<ul style="list-style-type: none">*indicating possession by the possessive apostrophe with singular and plural nouns.(from Y4)

Year 6 Writing Curriculum Overview

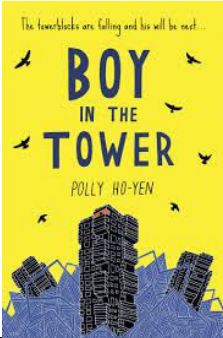
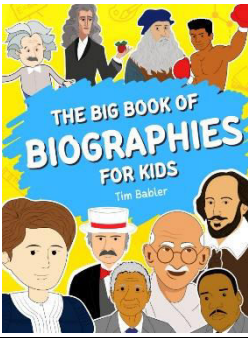

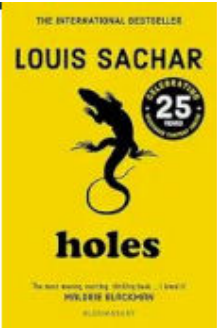
Text Autumn 1 3 Week Unit	Text Autumn 1 3 Week Unit	Text Autumn 2 3 Week Unit	Text Autumn 2 3 Week Unit
			
Writing outcome: Narrative – retelling from a different perspective	Writing outcome: Poem	Writing outcome: Character description	Writing outcome: Balanced argument
Writing purpose: To entertain Retelling a story from a different perspective allows children to think about other characters and their viewpoints and how they might differ from the character the story was originally told from. In Kensuke’s Kingdom, the story is very much told from the point of view of Michael. In their modelled writing week, the children will explore writing a part of the story from Kensuke’s point of view. They should try and use traits of the character and his use of language in their writing. For their assessed writing, the children should re-write a different part of the story not explored during modelled writing week. Modelled week and Assessed week: <ul style="list-style-type: none"> Kensuke’s Kingdom – Kensuke Telling Michael a story when he is unconscious after the jellyfish attack. https://www.literacyshed.com/blackhat.html	Writing purpose: To entertain Children should explore different poetry that creates vivid imagery, including William Blake’s Tyger, Tyger. They should explore how poets create such imagery. The Tyger by William Blake - Visual Poetry Modelled week: <ul style="list-style-type: none"> Children to write a poem about a tiger using vivid imagery. They could write a poem about how a tiger hunts using other clips for stimulus Deer's Close Call with a Tiger BBC Earth Assessed week: <ul style="list-style-type: none"> Tyger Children should write a poem about Adam’s discovery of the Tyger – so beautiful, bold and free but also in danger, wounded and trapped. The children should generate ideas using this part of the plot and create a poem to describe this immortal, cosmic being who has spent her time watching over humanity.	Writing purpose: To entertain A character description gives you the chance to describe everything about a character from their appearance, their personality and their behaviours. In Letters from the Lighthouse, there are several mysterious characters including Ephraim, the owner of the lighthouse. Modelled week: <ul style="list-style-type: none"> Character description of Ephraim from Letters from the Lighthouse Assessed week: <ul style="list-style-type: none"> Character description of the lighthouse keeper from ‘The Lighthouse’ Animation. Lighthouse (Animation)	Writing purpose: To discuss A balanced argument shows both points of view and presents evidence to leave the reader to make their own informed opinions. Modelled week: <ul style="list-style-type: none"> Should the Lighthouse be demolished? <i>The children should use the text Letters from the Lighthouse and also their knowledge from the History learning on WW2 to create a balanced argument for whether the lighthouse should be demolished suggesting reasons both for and against its demolition.</i> Assessed week: <ul style="list-style-type: none"> Is the fashion industry damaging the environment? <i>This has some links to Y5 Geography unit of Trade and Economics where they learnt about the global supply chain and how products are made. They should explore what fast fashion is and how this negatively impacts but also sustainable fashion brands and the positive impact they have.</i>
Objectives Covered			
Planning/Drafting/Editing writing			
<p style="text-align: center;">Plan their 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. <ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p style="text-align: center;">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 Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <ul style="list-style-type: none"> 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 style="text-align: center;">Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others’ writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Proofread for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 			
Punctuation			
*Using commas to clarify meaning or avoid ambiguity in writing.	*Using commas for clarity	*Using hyphens to avoid ambiguity. *Using brackets, dashes and commas for parenthesis. *Using speech marks for dialogue to move the action and convey character *Using ellipsis for suspense.	*Using a colon to introduce a list punctuating bullet points consistently.
Vocabulary/Grammar			
*Using expanded noun phrases to convey complicated information concisely. *Using simple, compound and complex sentences	*Synonyms and Antonyms. *Using past tense (simple, progressive and perfect form)	*Further cohesive devices such as grammatical connections and adverbials.	*Differences in informal and formal language. *Using paragraphs to organise information including using headings and subheadings *Using modal verbs of possibility

Year 6 Writing Curriculum Overview

Previous Year Group Objectives to Reteach			
*Using apostrophes for contraction/possession *Using question marks and explanation marks	*Using the perfect form of verbs to mark relationships of time and cause. *Expanded noun phrases		*Using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.
Text Spring 1 3 Week Unit	Text Spring 1 3 Week Unit	Text Spring 2 3 Week Unit	Text Spring 2 3 Week Unit
			
Writing outcome: Narrative – Escape Story	Writing outcome: Non chronological report	Writing outcome: Narrative – Building suspense	Writing outcome: Speech
<p>Writing purpose: To entertain</p> <p>The children should explore different stimulus where there are plots involving ‘escapes’ They will then write the next part of a story involving an escape.</p> <p>When the Sky Falls tells the tale of Joseph who is sent to live in the city with Mrs F. Her only loves are the rundown zoo she owns and its mighty gorilla Adonis. Bombs falling eventually set him rampaging free.</p> <p>Modelled week:</p> <ul style="list-style-type: none"> When the Sky Falls <p>The children should plan and write what happens next when Adonis is set free from the zoo by a bomb. The children should use their historical understanding as well to add to their ability to write the story.</p> <p>Assessed week:</p> <ul style="list-style-type: none"> While the Storm Rages <p>This book is by the same author so gives the children a chance to compare texts by the same author. In this book, Noah learns that the government recommendation is for all pets to be put down as war is coming. Noah devises a plan to transport his beloved dog Winn to safety.</p> <p>The children should write part of the story detailing their escape and efforts to keep hidden!</p>	<p>Writing purpose: To inform</p> <p>A non-chronological report is an information text presented with content related by topic and using presentational features such as diagrams, labels and text.</p> <p>Modelled week</p> <ul style="list-style-type: none"> South America <p><i>This is based on the Y5 Geography unit – North and South America. The children should write a non-chronological report about South America using what they learnt in that unit such as rainforests, physical and human features etc.</i></p> <p>Assessed week:</p> <ul style="list-style-type: none"> Lincoln’s roles in the World Wars. <p><i>This is based on their current History unit – Lincolnshire’s role in the World Wars. The children should write a non-chronological report drawing on knowledge from this History unit and explaining Lincolnshire’s role.</i></p>	<p>Writing purpose: To entertain</p> <p>A suspense story builds tension and uses devices to make the reader feel nervous and uneasy and as though they’re not sure what’s going to happen next.</p> <p>Pupils should explore different stories that build suspense to see how different authors do this.</p> <p>In Room 13, a group go on a school trip to Whitby where they stay in the creepy Crow’s Nest Hotel. There’s no room 13 or is there? At the stroke of midnight something peculiar happens to the door of the linen cupboard next to Room 12.</p> <p>Modelled week:</p> <ul style="list-style-type: none"> Room 13 – Children should write their own version of what happens in the lead up to midnight in the Crow’s Nest Hotel and the few minutes after midnight to build suspense... <p>Assessed week</p> <ul style="list-style-type: none"> Francis animation – the children should write the story to go alongside the animation of Francis, building tension and suspense for the reader. <u>"Francis"</u> 	<p>Writing purpose: To persuade</p> <p>Speeches are designed to make the audience listening feel something. They can be used to persuade the audience to a certain way of thinking. The children should spend time in Week 1 exploring famous speeches from History and the features the deliverer of these speeches use.</p> <p>Modelled week</p> <ul style="list-style-type: none"> Children should write a speech about the impact of deforestation and persuading world leaders to take action <i>This links to the Y5 Geography unit of North and South America where the children learn about the impact of deforestation. They should draw upon this learning to write a speech about the impact of deforestation.</i> <p>Assessed week:</p> <ul style="list-style-type: none"> Speech about the human rights of a child based on the UN Convention document. They should pick a couple of rights and deliver a passionate speech about why all children should have these rights. <p><i>This is linked with the children’s current PSHE topic of Human Rights.</i></p>
Objectives Covered			
Planning/Drafting/Editing writing			
<p style="text-align: center;">Plan their 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. <ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p style="text-align: center;">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 Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <ul style="list-style-type: none"> 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 style="text-align: center;">Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others’ writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Proofread for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 			

Year 6 Writing Curriculum Overview

Punctuation			
*Using colons, semi-colons and dashes to mark boundaries between independent clauses. *Using speech marks for dialogue to move the action and convey character *Use of ellipsis	*Using a colon to introduce a list punctuating bullet points consistently. *Using headings and subheadings	*Using brackets, dashes and commas for parenthesis. *Use of ellipsis	*Using commas for clarity
Vocabulary/Grammar			
*Using modal verbs or adverbs to indicate degrees of possibility. *Using passive verbs to affect the presentation of information in a sentence	*Differences in informal and formal language. *Using cohesive devices to link sentences and paragraphs. *Recognising vocabulary and structures that are appropriate for formal writing.	*Using expanded noun phrases to convey complicated information concisely. *Using passive verbs to affect the presentation of information in a sentence	*Using modal verbs or adverbs to indicate degrees of possibility. *Differences in informal and formal language. *Using passive verbs to affect the presentation of information in a sentence
Previous Year Group Objectives to Reteach			
*Fronted adverbials		*Using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.	*Using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.

<u>Text Summer 1</u> <u>3 Week Unit</u>	<u>Text Summer 1</u> <u>3 Week Unit</u>	<u>Text Summer 2</u> <u>3 Week Unit</u>	<u>Text Summer 2</u> <u>3 Week Unit</u>
			
<u>Writing outcome:</u> Narrative – Sci-Fi	<u>Writing outcome:</u> Biography	<u>Writing outcome:</u> Poem	<u>No writing outcome:</u> Reading for pleasure
Writing purpose: To entertain Sci-fi texts often explore imaginative and futuristic concepts like advanced science, technology or extra-terrestrial life. In the boy in the tower, Ade watches on from his 17 th floor room in the tower as The Bluchers - a strange and terrible sort of plant – are taking over the city. Everyone evacuates but his Mum won’t leave because of her crippling anxiety and depression. The Bluchers creep closer and consume buildings casting out deadly spores. Modelled week: <ul style="list-style-type: none">Boy in the tower – the children should write the part of the story where The Bluchers start destroying the city – describing them in a futuristic way. Assessed week: <ul style="list-style-type: none">Ruin - RUIN It draws similarities with Boy in the Tower with the beginning of the clip showing a landscape of tower blocks consumed by plants. The children should write the narrative to go alongside the clip, focusing on the Sci-fi features and the chase by futuristic enemies.	Writing purpose: To inform A biography is a detailed account of a person’s life, the main events, their successes / failures and significant factors. Modelled week: <ul style="list-style-type: none">Dr Barnardo <i>The children should write about Dr Barnardo. This comes from their Y5 History Unit about the industrial revolution and what work he did to address working and living conditions for children during these times. He also created homes for poor children.</i> Assessed week: <ul style="list-style-type: none">Joseph Lister <i>This is based on the children’s current History learning of medicine through time where they have learnt about Joseph Lister and his breakthroughs around preventative medicine and the use of antiseptics. They should write a biography detailing parts of his life.</i>	Writing purpose: To entertain Modelled week <ul style="list-style-type: none">The Final Year Children should use this as a stimulus for writing different types of poetry and in different forms. Assessed week: <ul style="list-style-type: none">The children should create and write their own poem about leaving school, their emotions, hopes and wishes for their next step.	

Objectives Covered

Planning/Drafting/Editing writing
<p>Plan their 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.<ul style="list-style-type: none">Noting and developing initial ideas, drawing on reading and research where necessaryConsidering 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 meaningDescribing settings, characters and atmosphere and integrating dialogue to convey character and advance the action<ul style="list-style-type: none">Précising longer passagesUsing a wide range of devices to build cohesion within and across paragraphs

Year 6 Writing Curriculum Overview

<ul style="list-style-type: none">Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) <p>Evaluate and edit by:</p> <ul style="list-style-type: none">Assessing the effectiveness of their own and others’ writingProposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning<ul style="list-style-type: none">Ensuring the consistent and correct use of tense throughout a piece of writingEnsuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register<ul style="list-style-type: none">Proofread for spelling and punctuation errors – use dictionaries and thesaurusPerform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear			
Punctuation			
*Using colons, semi-colons and dashes to mark boundaries between independent clauses. *Using brackets, dashes and commas for parenthesis.	*Using a colon to introduce a list punctuating bullet points consistently.	*Using hyphens to avoid ambiguity. *Using commas for clarity *Using past tense (simple, progressive and perfect form)	
Vocabulary/Grammar			
*Using expanded noun phrases to convey complicated information concisely. *Further cohesive devices such as grammatical connections and adverbials.	*Differences in informal and formal language. *Recognising vocabulary and structures that are appropriate for formal writing. *Using modal verbs to indicate degrees of possibility.	*Using passive verbs to affect the presentation of information in a sentence. *Using the perfect form of verbs to mark relationships of time and cause.	
Previous Year Group Objectives to Reteach			
*Using apostrophes for contraction/possession	*Devices to build cohesion, including adverbials of time and place.		