

## Writing Overview

Year group	Autumn Term 1				Autumn Term 2				
Nurs	<u>Nursery Rhymes, Where’s Spot, Spot Starts School &amp; Dear Zoo</u> Looking eyes – Look at the adult reading / singing attempt to remember some key facts Identify the front cover of books Talk about pictures Start to understand the words are the part of the book that tell us what’s happening Opportunities to draw attaching meaning to marks and start to develop control over marks made				<u>Brown Bear Brown Bear What Do You See</u> Name characters. Describe characters. Predict sequences Create new characters		<u>We’re Going on a Bear Hunt</u> To recall facts from story , places visited. Join in repeated refrains. Draw pictures from text act out the story to improve recall of key facts. Introduce the blurb Non-fiction - wild animal / pet books	<u>Traditional Nativity Story</u>  Start to copy own name Non-fiction - link to Christmas celebration texts	<u>The Sheep that Saved Christmas</u>  Copy own name in cards and role play opportunities Non-fiction - link to Christmas celebration texts
Rec	<b>Theme: All about me Baseline-</b>  (PSED focus- rules, expectations, settling in))  Exposure to Nursery rhymes, traditional tales, Intro to story language and rhyming words.	<b>Theme: All about me The Little Red Hen-</b>  Traditional tale, PSED focus friendships.  <b>Key skills:</b> telling stories with actions, key features of a book (front cover, title, blurb), join in with repeated refrains, mark making opportunities.	<b>Theme: All about me The Enormous Turnip</b>  Traditional tale, PSED focus helping others / feelings  <b>Key skills:</b> Joining in with repeated refrains, using story vocabulary, retelling a story with actions, intro to helicopter stories, size vocabulary, key features of book, mark making opportunities.	<b>Theme: All about me Goldilocks</b>  Traditional tale, PSED focus stranger danger.  <b>Key skills:</b> Use of story vocabulary, size vocabulary, mark making opportunities.	<b>Theme: Our Natural World The Gruffalo</b>  <b>Key skills:</b> Intro to picture maps to aid character description, use of adjectives, innovate wow words, group story telling with actions, create own character and describe using wow words, mark making opportunities, label with initial sounds, CVC writing.  *Gruffalo is on the Rec reading spine. We have a different outcome from Y1.*	<b>Theme: Our Natural World Stick Man</b>  <b>Key skills:</b> Make a map using prepositional language, mark making opportunities, label with initial sounds, CVC writing, attempt to write tricky words writing the sounds they can hear.	<b>Theme: Our Natural World The Jolly Postman</b>  <b>Key skills:</b> Key features of a letter/card, spelling of red word ‘to’ and ‘from’, model letter/card writing. Letter formation focus writing Christmas card inserts.	<b>Theme: Our Natural World The Christmas Elfie contest- / Pantaclaus</b>  <b>Key skills:</b> Revisit rhyming words, identify rhyming words, continue a rhyming string.	
Y1	<u>Narrative – simple sentences.</u> The Gruffalo <b>Key skills:</b> Capital letter, full stop, write key words, finger spaces  <b>Writing to Entertain</b>	<u>Narrative – simple descriptive sentences</u> The Rainbow Fish – Marcus Pfister <b>Key skills:</b> Capital letters, full stops, basic sentence construction, adjectives to describe, finger spaces.  <b>Writing to Entertain</b>	<u>Narrative – Simple sentences</u> Mixed (BHM respecting others)  <b>Key skills:</b> Write key words, nouns, exclamation marks, capital letter, verb, conjunction ‘and’	<u>Poetry</u> Fireworks  <b>Key skills:</b> Description of fireworks, Adjectives, verbs Capital letters to start each phrase.  Link to DT week – creating moving firework pictures, History – the gunpowder plot, art firework pictures.  <b>Writing to Entertain</b>	<u>Narrative – sequencing and simple sentences.</u> The Gingerbread man – character description <b>Key skills:</b> adjectives, capital letter, finger space, full stop, exclamation mark, conjunction ‘and’.  <b>Writing to Entertain</b>	<u>Narrative</u> Lost in the snow. <b>Key skills:</b> adjectives, verbs, capital letter, finger space, full stop Sequencing the story and writing captions, retell  <b>Writing to Entertain</b>			

			Writing to Entertain			
Y2	<u>Character Description</u> Silly Billy <b>Key Skills:</b> Basic punctuation Adjectives /noun phrases  <b>Writing to Discuss /Writing to Entertain</b>	<u>Character Description and Letter of Apology</u> The Scarecrows' Wedding and model text. <b>Key skills:</b> Adjectives /noun phrases Verbs /adverbs (ly suffix)  <b>Writing to Entertain/ Writing to Persuade</b>	<u>Descriptive Poetry</u> Autumn leaves Range of poems. <b>Key skills:</b> Expanded noun phrases Verbs /adverbs Apostrophes for contraction  <b>Writing to entertain</b>	<b>Non-Chronological Report</b> /Fact File – Hedgehogs. Hedgehog /Wildlife NF books, video clips and own research. <b>Key skills:</b> Headings /sub-headings Expanded noun phrases Sentence starts Conjunctions (when /if /because) <b>Writing to inform</b>	<b>Persuasive Letter</b> Mog's Christmas Calamity /Sainsbury's 2015 Christmas advert – letter to Santa. <b>Key skills:</b> Sentence types – questions Expanded noun- phrases Conjunctions Persuasive language  <b>Writing to persuade</b>	
Y3	<u>NB 2024-Wk 1 Recount Writing- Adventures with 'bee' over Six Weeks Holidays</u> Basic punctuation and sentence building revision (word classes).  <u>Stone Age Boy-Diary Entries (Week 2-4 inc assessment week)</u> <b>Key Skills</b> Identify Features of Diary Entries Predictions about the text Adjectives ENPs Adverbs Feelings and empathy Exclamation Marks  <b>Writing to entertain/inform</b>	<u>Formal recount - Harriet Tubman Transatlantic Slave Trade and Slavery in USA.</u> Harriet Tubman's recount of her journey to Freedom transcript/watch BBC dramatisation  <b>Key Skills:</b> Chronology Research Empathy 1 <sup>st</sup> /3 <sup>rd</sup> person Fronted Adverbials Subordination  <b>Writing to inform</b>	<u>The Bronze Age-non chronological report – The Beaker People</u> (link with History) Information reports about the Beaker People <b>Key Skills:</b> Find features of non-chronological reports. Find facts/research Beaker people (and in History), summarise, write and edit. co-ordinating conjunctions subordinating conjunctions (In History write a non-chronological report about the Amesbury Archer)  <b>Writing to inform</b>	<u>Narrative – write a short story</u> Tuesday – David Weisner  <b>Key Skills:</b> Retelling parts of the story using SPAG features Setting description Writing own version of Tuesday-Writing Portfolio Task Prediction/Inference skills Expanded noun phrases, Synonyms for said Inverted commas. adverbs, subordinating conjunctions Finding SPAG features in the model text.  <b>Writing to entertain</b>	<u>Film Narrative</u> Barbour Shaun the Sheep advert  <b>Key Skills</b> Retelling the story from film advert Dialogue Setting description  <b>Writing to entertain</b>	<u>Instruction Writing (1 week unit) Follow Instructions to Making Reindeer Cones and a Colour Spinner</u>  <b>Keys Skills:</b> Find features of instructions in the text Time conjunctions, imperative verbs, chronological order  Write instruction for how to put up a Christmas Tree.  <b>Writing to inform</b>
Y4	<u>Diary entry for narrative – Wing</u> Wing video clip – Literacy Shed Model Text deconstruction <b>Key skills:</b> Fronted adverbials Expanded noun phrases Short write of diary opening with fr adv and np Subordinate conjunctions/clauses  <b>Writing to entertain/inform</b>	<u>Informal letter – WW2 – evacuee letter home</u> Cross curricular links to WW2 History Dear Francis text deconstruction <b>Key skills:</b> Coordinating conjunctions Fronted adverbials Apostrophe for possession Long and short sentences  <b>Writing to inform</b>	<u>Biography - Black History Month</u> Text deconstruction of Lewis Hamilton. <b>Key skills:</b> Non-fiction organisational features, such as subheadings Formal sentence structure. Write a biography about a famous black person - Lewis Hamilton Subordinate clauses  <b>Writing to inform</b>	<u>Narrative short story – WW2 air raid</u> Cross curricular links to WW2 History Text deconstruction <b>Key skills:</b> Dialogue and speech punctuation Speech verbs and adverbs Ing and ed starters  <b>Writing to entertain</b>	<u>Poetry – 'Twas the Night Before Xmas</u>  Poetry based around 'Twas the Night Before Xmas' Text deconstruction Poetic Features <b>Key skills:</b> Rhyme Stanza/verse Onomatopoeia Alliteration Senses  <b>Writing to entertain</b>	

Y5	<u><b>Newspaper Articles-The Titanic</b></u> The Titanic Eyewitness text A Night to Remember & Titanic (films) <b>Key skills:</b> Identifying features of newspaper articles Writing Newspaper article about Titanic launch Simple Past tense Co-ordinating Conjunctions Direct and Indirect Speech  <b>Writing to discuss/inform</b>	<u><b>Recounts-The Titanic</b></u> Esther Hart/Mrs Reniff/Elin Hakkinen Recounts <b>Key skills:</b> Identifying features of recounts. Interviewing a survivor – appropriate questioning Writing a survivor’s Recount Fronted Adverbials Apostrophes for omission Apostrophes for singular and plural possession Pronouns  <b>Writing to inform/entertain</b>	<u><b>Narrative-The Twits by Roald Dahl</b></u> The Twits (book) The Wormy Spaghetti (film) <b>Key skills:</b> Writing a character description Writing a new prank chapter for The Twits Conveying character through reported & direct speech with action Subordinating conjunctions Commas for clarity and lists Similes  <b>Writing to entertain</b>	<u><b>Playscripts-The Twits</b></u> Twits playscript model text. <b>Key skills:</b> Identify features of playscripts Converting a chapter of the Twits into a playscript. Determiners ‘Said’ verbs and adverbs for dialogue Converting direct speech to dialogue with stage directions  <b>Writing to entertain</b>
Y6	<u><b>Informal diary entry based on fictional character</b></u> Oranges In No Man’s Land (narrative text) <b>Key skills:</b> Informal writing structures & vocabulary Relative clauses Subordinate clauses/conjunctions  <b>Writing to inform/entertain</b>	<u><b>Biographical</b></u> Black History Month – various non-fiction texts about famous black people. <b>Key skills:</b> Colons and semi-colons Multi-clause sentences and formal sentence structures and vocabulary Passive voice  <b>Writing to inform</b>	<u><b>Formal speech</b></u> Watching powerful speeches – Martin Luther King, Greta Thunberg, Barack Obama Model Text: playtime abolished. <b>Key skills:</b> Formal adverbials and sentence structures Colons and semi-colons Adverbials and conjunctions for cohesion.  <b>Writing to persuade</b>	<u><b>Christmas Truce story</b></u> Sainsbury’s Christmas advert Model text <b>Key skills:</b> Different sentence starters Expanded noun phrases Cohesion Dialogue for action/character Setting descriptions/exp noun phrases  <b>Writing to entertain</b>

Year group	Spring 1			Spring Term 2		
Nurs	<p><b><u>My Mom and Dad Make me Laugh</u></b> Recall story - Who what where Personal preferences sentences starter I like..... Recognising and recreating patterns like spots and stripes Concept of he and she Title page tracking of print left to right and top to bottom</p> <p>Family non-fiction books</p>	<p><b><u>Bear Snores On</u></b> Retell story use language of sequencing first, then, next &amp; finally Emotions Support children to join in with the repeated refrains</p> <p>Winter non-fiction &amp; animals that hibernate</p>	<p><b><u>The Three Billy Goats Gruff</u></b> Focus on story opener Once upon a time.... Traditional tale Act out story recalling detail for longer story Use language for sequencing the story, first, next, finally Discuss the ending of the story Non-fiction bears information books &amp; food / breakfast books</p> <p>Farm animal non-fiction books</p>	<p><b><u>Supertato</u></b> Compare story opener Characteristics of characters good/bad Develop vocabulary for other words for good / bad big/little</p> <p>Fruit and vegetable non-fiction books</p>	<p><b><u>Bumble Bear</u></b></p> <p>Focus on visual skills describing character / emotion Make links to other familiar stories and to our own emotions</p> <p>Non-fiction insect / bee books</p>	
Rec	<p><b><u>Theme: What a wonderful world The smartest Giant in Town</u></b></p> <p>New for 2023-2024</p> <p><b>Key skills:</b> Retell with actions, helicopter stories, Speech bubbles-Innovate speech for the giant, revisit rhyming words, problem solve- invent a new animal with a new problem e.g. a cat with no hat, how will the Giant fix this? CVC / simple sentence writing opportunities.</p>	<p><b><u>Theme: What a wonderful world We're Going on a Lion Hunt</u></b></p> <p><b>Key skills:</b> Story map for retell, Create a map for explorers, innovate settings, comparative language for Africa /Wton, writing opportunities- African animals/ environments, anticipate key events, repeated refrains, revisit rhyme</p>		<p><b><u>Theme: Ready, Steady, Grow Alone in the Woods</u></b></p> <p>PSED feelings</p> <p><b>Key skills:</b> helicopter stories, thought bubbles, movement / feelings vocab, invent a new ending. Where will Ted go next?</p>		<p><b><u>Theme: Ready, Steady, Grow Jack and the Beanstalk</u></b></p> <p>Traditional tale</p> <p><b>Key skills:</b> Join in with repeated refrains, anticipate key events, describe settings using adjectives, innovate a new setting- What is now at the top of the beanstalk?</p>
Y1	<p><b><u>Poetry</u></b> Walking through the jungle</p> <p><b>Key skills:</b> Retell, sequence, verbs, capital letter, finger space, full stop, -ing suffix, nouns, sound words, exclamation marks,</p> <p><b>Writing to entertain</b></p>	<p><b><u>Narrative</u></b> The Storm Whale</p> <p><b>Key skills:</b> Sequence, adjectives, capital letter, finger space, full stop, nouns, verbs, adjectives exclamation marks, 'ed' suffix verbs</p> <p><b>Writing to entertain</b></p>	<p><b><u>Non-Chron Report</u></b> Fact file about an animal - giraffes</p> <p><b>Key Skills</b> Facts/opinions, capital letters, full stops, adjectives, verbs, exclamation marks. 'est' suffix eg fastest, largest, longest Identify simple features of fact file.</p> <p><b>Writing to inform</b></p>	<p><b><u>Narrative –</u></b> Dinosaurs in my school</p> <p><b>Key skills:</b> Capital letter, full stop, exclamation marks, adjectives, verbs, nouns, question marks. Conjunction 'and'</p> <p><b>Writing to entertain</b></p>	<p><b><u>Non-Fiction – Non Chron Reports</u></b> <b><u>**MOST FORMAL REGISTER**</u></b> Fact file example</p> <p><b>Key skills:</b> Heading, Sub-heading, Facts, Capital letter, full stop, adjective, verb, noun, facts, opinions, conjunction 'and'</p> <p><b>Writing to inform</b></p>	<p><b><u>Poetry–</u></b> Describing dinosaurs</p> <p><b>Key skills:</b> Nouns, Adjectives, verb suffix 'ing',</p> <p><b>Writing to entertain</b></p>

Y2	<p><b><u>Setting Description and Instructions /explanation</u></b> Jampires and model text (how to catch a Jampire). <b>Key skills:</b> Expanded noun phrases Suffixes Verbs /adverbs Apostrophes for possession /contraction</p> <p><b>Writing to entertain</b> <b>Writing to inform</b></p>	<p><b><u>Letters of Complaint – from different viewpoints</u></b> History work on GfOL and model text (letter to Lord Mayor of London) <b>Key skills:</b> Expanded noun phrases Conjunctions Questions Commands Commas in a list</p> <p><b>Writing to persuade</b></p>	<p><b><u>Poetry using the senses</u></b> <b>Fire poetry</b> <b>Key skills:</b> Vocab choice Alliteration Expanded noun phrases Exclamations</p> <p><b>Writing to entertain</b></p>	<p><b><u>Character comparison and Adventure Story – innovation</u></b> The Tunnel and model text <b>Key skills:</b> Expanded noun phrases Verbs /adverbs Suffixes Sentence types – questions</p> <p><b>Writing to entertain</b></p>	<p><b><u>Non-Chronological Report</u></b> <b>**MOST FORMAL REGISTER**</b> Emperor Penguins Geography work, Looking after the Egg, Dynasties documentary. <b>Key skills:</b> Headings /sub-headings Expanded noun phrases Sentence starts Conjunctions (when /if /because) Questions</p> <p><b>Writing to inform</b></p>
Y3	<p><b><u>Poetry</u></b> Ten Little Poem...</p> <p><b>Key Skills:</b> Onomatopoeia Alliteration Capitalisation</p> <p><b>Writing to entertain</b></p>	<p><b><u>Fables – write an invention of a fable</u></b> The Lion and The Mouse <b>Key skills:</b> Speech-NSNL ENPs and introduce determiners Adverbials Subordinating conjunctions paragraphing</p> <p><b>Writing to entertain</b></p>	<p><b><u>Character Descriptions</u></b> The Hodgeheg Dick King Smith <b>Key Skills:</b> Writing to describe, identify features of setting and character descriptions. Tenses Capital letters and full stops revision Synonyms -Using Thesaurus ENPs and introduce prepositions/prepositional phrases as part of the post-modifier (revise determiner) Past and Present Tense (reg/irreg verbs)</p> <p><b>Writing to entertain</b></p>	<p><b><u>Alternative version of a traditional tales</u></b> True Story of the Three little Pigs plus model text (also read ‘The Three Little Pigs’ and revisit ‘Three Little Wolves and the Big Bad Pig’) <b>Key skills:</b> Perfect Form Possessive Apostrophes Commas in lists Dialogue Revisit subordination and coordination</p> <p><b>Writing to entertain</b></p>	
Y4	<p><b><u>Non-chronological report – Imaginary creature</u></b> Text deconstruction <b>Key skills:</b> Apostrophe for possession Coordinating conjunctions Commas for a list and clarity</p> <p><b>Writing to inform</b></p>	<p><b><u>Narrative Short Story – Silence Seeker</u></b> (Cross-curricular link PSHE) Shared text Text deconstruction <b>Key skills:</b> Speech punctuation and vocabulary Sentence starters Noun phrases</p> <p><b>Writing to entertain</b></p>	<p><b><u>Newspaper Report based on El Caminante</u></b> Text deconstruction Examples of real newspapers El Caminante film clip <b>Key skills:</b> Direct/indirect speech Adverbial phrases Subordinate clauses</p> <p><b>Writing to discuss/inform</b></p>	<p><b><u>Persuasive Letter – £100k to spend on school</u></b> <b>** MOST FORMAL REGISTER**</b> Text deconstruction Drama/role play to persuade partner <b>Key skills:</b> Formal sentence structures Adverbial phrases Rhetorical questions</p> <p><b>Writing to persuade</b></p>	

Y5	<p><b>Legends</b> Literacy Shed film: The Dragon Slayer <b>Key skills:</b> Identify features of Legends Writing a legend based on a film and deciding upon the ending Subject and object Parenthesis Sentence lengths for effect</p> <p><b>Writing to entertain</b></p>	<p><b>Story Poems</b> Roald Dahl’s Revolting Rhymes The 3 Little Pigs <b>Key skills:</b> Write own story poem based on Cinderella Onomatopoeia Alliteration</p> <p><b>Writing to entertain</b></p>	<p><b>Fables</b> Literacy Shed film: The Girl and the Fox <b>Key skills:</b> Writing a fable from the Fox’s point of view. Relative clauses Expanded Noun Phrases Simile sentence starters and subordinating conjunction sentence starters</p> <p><b>Writing to entertain</b></p>	<p><b>Ancient Egyptian Myths</b> Story of Osiris &amp; Isis <b>Key skills:</b> Identify the features of myths Write a myth based on the sky Sentence starters: 2A, Sub conj, simile, expanded –ing and expanded –ed Semi-colons</p> <p><b>Writing to entertain</b></p>	<p><b>World War 1 - Letter writing</b> Literacy Shed films: The Piano &amp; Beyond the Lines <b>Key skills:</b> Understand symbolism and discuss meanings in a film Identify and explore characters' emotions without dialogue or text. Writing an emotional letter to a loved one Metaphors Sentence lengths for effect Show not tell sentences</p> <p><b>Writing to inform</b></p>
Y6	<p><b><u>Mystery story - write next part of story</u></b> David Guetta music video ‘Titanium’ and model story starter. <b>Key skills:</b> Different sentence starters Expanded noun phrases Cohesion Dialogue for action/character Sentence length for effect</p> <p><b>Writing to entertain</b></p>	<p><b><u>Police report - formal third person recount</u></b> <b><u>**MOST FORMAL REGISTER**</u></b> David Guetta music video ‘Titanium’ &amp; model police report. <b>Key skills:</b> Modal verbs Active/passive voice Parenthesis Multi-clausal sentences</p> <p><b>Writing to inform</b></p>	<p><b><u>Online review/blog post about a residential</u></b> Trip to Whitemoor Lakes (*timing will vary depending on trip dates – units may swap order year on year)</p> <p><b>Key skills:</b> Colons and semi-colons Parenthesis Maintaining tense &amp; relative clauses Active and passive voice Exaggeration Rhetorical questions</p> <p><b>Writing to discuss/persuade</b></p>	<p><b><u>Suspense story</u></b> Literacy Shed - Francis <b>Key skills:</b> Developing atmosphere/mood in writing (including figurative language) Show not tell sentences Dialogue for character Sentence length for effect Dashes for effect</p> <p><b>Writing to entertain</b></p>	

Year group	Summer Term 1			Summer Term 2		
Nurs	<u>The Teeny Weeny Tadpole</u>  Sequence story. Describe food that was eaten use adjectives to different movements. Sequences changes in life cycle. Mark make to show growth & change.  Non-fiction - mini-beast and butterfly lifecycle books	<u>Christopher Nibbles</u> Recall events from story sequencing events Understand emotions introduce fed up / frustrated Follow direction of the text left to right top to bottom Draw pictures from story with increasing detail Model writing seed packets Name writing – forming letters correctly Representational drawing of plant growth Non-fiction - growing and bean/plant lifecycle books		<u>Coming To England</u> Cvc oral blending my turn your turn games Initial sounds – suggest words that begin with the same sound as countries in the story/ Sequence events from the story Emotions throughout the story Comparisons between countries Mark making to represent flags pf countries and tickets Non-fiction books from Caribbean countries and maps	<u>Billy’s Bucket</u> Cvc oral blending my turn your turn games Write lists of creatures that were in the story Initial sound find other creatures that begin with the same sound as a creature in the story  Make predictions about other animals in the bucket – describe and create creatures  Sea Creatures compare ocean to land habitat	<u>The Train Ride</u> Cvc oral blending my turn your turn games  Re-inforce concepts of where and who and why Future tense discussions and plans Make own map of journey. Initial sounds suggest other words that start with the same sound as things seen from the train Non-fiction - transport books – what other ways can we travel link to own experiences  Non-fiction books about new experiences such as starting school
Rec	<b>Theme: Magical Adventures Zog and the Flying Doctors</b>  <b>Key skills:</b> Picture map for potion recipe, innovate recipe. Writing instructions how to make a magic potion.	<b>Theme: Magical Adventures The Knight who wouldn’t fight</b>  <b>Key skills:</b> Sentence writing / CVC / creative writing / design creature and describe.  Read story to halfway- predict who / what made such a mess in the town by drawing a picture and writing about it. Create a picture map up to that point. Immerse in story through acting out / helicopter stories. Retell story in own words. Innovate the dragon into a creature of the chn’s design (two animals combined like the griffin). Create class creature using chn’s ideas and scribe adjectives. Innovate changes on picture map and discuss possible new events for the character	<b>Theme: Magical Adventures The Something</b> <b>Key skills:</b> Story vocab, CVC , sentence writing, design magical creature, innovate events, invent new story ending. Engage in story, ask questions, share ideas.Predict who lives down hole? Doing what? Act- helicopter stories. Colourful semantics- who / where / doing what? – discuss ideas for what is happening down the hole and discuss the ‘doing what’s’. Sentence writing to match main events. Create class magical creature- name and describe it. Innovate one of the ‘doing what’s’ to match it. Brainstorm new endings for the story. Chn to invent ideas in continuous provision. Use of story vocabulary and wow words.	<b>Theme: Summer Splash What the ladybird heard</b>  PSED- Stealing, rights/wrongs- police link to previous ‘people who help us.  <b>Key skills:</b> Engage in story, retell in own words, ask questions, recap rhyming words, create picture map to represent the cunning plan. Innovate what is stolen, brainstorm ideas and choose one for a shared write. Innovate x3 settings on the plan to reflect the stolen item. Act out with innovated changes. Invent a new cunning plan writing instructions / direction, Circle time: discuss what happened next? possible next events after story ending.	<b>Theme: Summer Splash The boy on the beach</b>  Predict how the stranded boat got there, who it belongs to, explore ideas. Message in a bottle from a pirate- chn write letter to inform him of rescue plan, features of a letter ‘to / from’. Chn invent own rescue ideas- illustrate and write.  <b>Key skills:</b> Retell with actions, helicopter stories, crate story map to aid retell, innovate the purpose of the golden pants- what magical power does it have? Invent new pants- sentence writing to describe the new magical power.	<b>Theme: Summer Splash Transition to Year 1</b>  <b>Key skills:</b> Sentence writing linked to reflecting upon Reception e.g. what they have enjoyed, writing their strengths (linked to self-portrait ), writing hopes and dreams for Year 1.

Y1	<b><u>Narrative/traditional tales</u></b> The three Little Wolves and the Big Bad Pig  <b>Key skills:</b> er and est suffix, un prefix, adjectives, conjunctions, adjectives, sequencing story, retell story, editing, full stops, capital letters, adjectives, plurals 's' and 'es', verbs  Innovation, change characters, settings  <b>Writing to entertain</b> !		<b><u>Instruction writing</u></b> How to make a pizza  <b>Key skills:</b> capital letter, finger space, full stop, verbs, new instruction new line  <b>Writing to inform</b>	<b><u>Poetry</u></b> Going on a Bear Hunt  <b>Key skills:</b> Suffix 'est' Capital letter, full stop, exclamation mark, adjectives, nouns.  <b>Writing to entertain</b>	<b><u>Narrative</u></b> Mr Big  <b>Key Skills:</b> nouns, adjectives, verbs, Sequencing, Retell, 'ed' suffix, 'un' prefix words,  <b>Writing to Entertain</b>	
Y2	<b><u>Explanation /Ultimatum</u></b> The Day the Crayon Quit <b>Key skills:</b> Conjunctions Questions Commands  <b>Writing to persuade/inform</b>	<b><u>Poetry</u></b> Nonsense poetry by Michael Rosen (books and videos) <b>Key skills:</b> Rhyming words Vocabulary for effect Sentence length  <b>Writing to entertain</b>	<b><u>Informal /Humorous Diary Entry</u></b> Diary of a Wombat <b>Key skills:</b> Expanded noun phrases Conjunctions Suffixes Questions Past tense Vocabulary /word choice for effect  <b>Writing to entertain</b>	<b><u>Alternative Character's Point of View</u></b> Handa's Surprise and model text (what the goat saw) <b>Key skills:</b> Expanded noun phrases Suffixes Questions Exclamations Commas in a list  <b>Writing to entertain</b>	<b><u>Writing a Letter Home</u></b> Geography work and If You Were Me and Lived In Kenya <b>Key skills:</b> Expanded noun phrases Questions Exclamations Vocabulary choice for effect  <b>Writing to inform</b>	<b><u>Adventure Story – innovation</u></b> The Dragon Machine <b>Key skills:</b> Expanded noun phrases Conjunctions Suffixes Questions Vocabulary /word choice for effect.  <b>Writing to entertain</b>
Y3	<b><u>Biography of David Attenborough</u></b> Model text of Steve Backshall Watch TV documentaries <b>Key skills:</b> No apostrophes for contraction Maintaining Formality- INDRODUCTION TO FORMALITY Paragraphing/chronology Sentence starters/conjunctions for cohesion. Write Biography of David Attenborough  <b>Writing to inform</b>	<b><u>Animal Poetry – write own version</u></b> What am I? <b>Key skills:</b> Personification Simile Metaphor Alliteration  <b>Writing to entertain</b>		<b><u>Character Description</u></b> Fantastic Mr Fox Wanted Poster <b>Key skills:</b> Present Tense Past Tense Paragraphing Character descriptions – expanded noun phrases  <b>Writing to entertain</b>		<b><u>Persuasive Letter Writing</u></b> ***MOST FORMAL REGISTER*** Fantastic Mr Fox <b>Key skills:</b> Letter presentation Writing to persuade Persuasive Features Rhetorical Questions Question Marks Perfect Form Prepositions  <b>Writing to persuade</b>

Y4	<p><b><u>Narrative - The Black Hat – invention of story</u></b></p> <p>Video clip The Black Hat (Literacy Shed)</p> <p>Text deconstruction</p> <p>Drama activities</p> <p><b>Key skills:</b></p> <p>Dialogue including said synonyms and adverbs</p> <p>Fronted adverbials</p> <p>Subordinate clauses</p> <p><b>Writing to entertain</b></p>	<p><b><u>Poetry – based around ‘The Black Hat’</u></b></p> <p>Poetry deconstruction</p> <p>Poetry features PPT</p> <p><b>Key skills:</b></p> <p>Verse/line</p> <p>Rhyme</p> <p>Onomatopoeia</p> <p>Alliteration</p> <p><b>Writing to entertain</b></p>	<p><b><u>Instructions – How to make a sandwich – UNIT TO BE UPDATED</u></b></p> <p>Video clip Chef’s making recipes</p> <p>Text deconstruction</p> <p><b>Keys Skills:</b></p> <p>Find features of instructions in the text</p> <p>Time adverbs, adverbs</p> <p>imperative verbs, chronological order</p> <p>Write instructions for how to make a sandwich of your choice.</p> <p><b>Writing to inform</b></p>	<p><b><u>Explanation of a process - The Shirt Machine</u></b></p> <p>Video clip The Shirt Machine</p> <p>Text deconstruction</p> <p><b>Key skills:</b></p> <p>Causal language</p> <p>Formal sentence structures</p> <p>Fronted adverbials</p> <p><b>Writing to inform</b></p>	<p><b><u>Narrative – Dreamgiver –</u></b></p> <p>Video clip for Dreamgiver</p> <p>Text deconstruction</p> <p>Character inference</p> <p><b>Key skills:</b></p> <p>Show not tell</p> <p>Speech punctuation and verbs</p> <p>Adverbial phrases</p> <p><b>Writing to entertain</b></p>
Y5	<p><b><u>Invention narrative of first few chapters of The LWW</u></b></p> <p>The Lion, the Witch and The Wardrobe by C.S. Lewis</p> <p><b>Key skills:</b></p> <p>Personification</p> <p>Dialogue for advancing the action</p> <p>Dialogue for conveying character</p> <p><b>Writing to entertain</b></p>	<p><b><u>Formal Report</u></b> – Professor Kirke</p> <p>The Lion, the Witch and The Wardrobe by C.S. Lewis</p> <p><b>Key skills:</b></p> <p>Features of formal report using Model Text: Formal report about C.S. Lewis</p> <p>Gather information about the Professor using text/film/artefacts-set up a SECRET MISSION TASK.</p> <p>Formal language and sentence structures</p> <p>Active and passive voice</p> <p>Commas</p> <p><b>Writing to inform</b></p>	<p><b><u>Formal persuasive letter</u></b></p> <p><b>**MOST FORMAL REGISTER**</b></p> <p>The Lion, the Witch and The Wardrobe by C.S. Lewis</p> <p><b>Key skills:</b></p> <p>Persuasive features using model persuasive letters from/ to characters in LWW (both formal and informal)</p> <p>Writing a formal persuasive letter from Mr Beaver to the White Witch</p> <p>Formal adverbials e.g. moreover, in addition, etc</p> <p>Write a persuasive speech with a partner/group to say if White Witch is danger/not to Narnia.</p> <p>Rhetorical questions</p> <p>Modal verbs</p> <p>Hyphens</p> <p><b>Writing to persuade</b></p>	<p><b><u>Persuasive argument (debate) – Should the White Witch be allowed to stay in Narnia or be banished from the kingdom?</u></b></p> <p><b>Key skills:</b></p> <p>Features of a persuasive argument (debate)</p> <p>Writing a formal persuasive speech</p> <p>Parliamentary Debate to deliver speech.</p> <p>Formal language</p> <p>Prepositions &amp; prepositional phrases</p> <p><b>Writing to persuade (oral discussion)</b></p>	
Y6	<p><b><u>SAT’s revision focus</u></b></p> <p><b><u>And complete Francis/WML blog review from Spring term (if not finished)</u></b></p>	<p><b><u>Refugee week – free write</u></b></p> <p>Series of model texts in theme of refugee week and theme of ‘Our home’ (suspense story, comedy story, series of letters, diary entry, non-chron report, instructions).</p> <p>Children evaluate the different texts and plan their own ‘free’ write for refugee week – could be in a range of styles and for different purposes/audiences.</p> <p><b>Varied writing purposes/audiences</b></p>	<p><b><u>The Assassin – short story</u></b></p> <p>Model text.</p> <p><b>Key skills to demonstrate:</b></p> <p>SNT</p> <p>Dialogue for action/character</p> <p>Range of punctuation</p> <p>Atmosphere and tension</p> <p><b>Writing to entertain</b></p>	<p><b><u>Rap Poems</u></b></p> <p>Collection of poems by the black poet Karl Nova (link to BHM)</p> <p><b>Key skills:</b></p> <p>Rhyme/rhythm</p> <p>Performance poetry</p> <p>Metaphor/simile</p> <p>Personification</p> <p>Alliteration</p> <p><b>Writing to entertain</b></p> <p><b>*Completed in Spring term in 2024 due to number of weeks in term</b></p>	<p><b><u>Suspense story/free write unit</u></b></p> <p>Literacy Shed Alma</p> <p><b>Key skills:</b></p> <p>Developing atmosphere/mood in writing (including figurative language)</p> <p>Show not tell sentences</p> <p>Dialogue for character</p> <p>Sentence length for effect</p> <p>Dashes for effect</p> <p><b>Writing to entertain</b></p>

## Year group writing objectives

Year 1	Year 2 (End of Key Stage Teacher Assessment Framework)	Year 3
<ul style="list-style-type: none"> <li>• Write simple narratives about personal experiences and those of others (real or fictional)</li> <li>• Begin to write coherently using:               <ul style="list-style-type: none"> <li>○ adjectives to describe and inform (adding detail)</li> <li>○ simple sentence that make sense</li> <li>○ statements, commands and questions as appropriate</li> </ul> </li> <li>• Demarcate capital letters and full stops to demarcate sentences with increasing accuracy</li> <li>• Capital letters for names, places, days of the week and the personal pronoun I</li> <li>• Begin to use question marks and exclamation marks</li> <li>• Use the simple present and past tense accurately</li> <li>• Use co-ordination to join clauses e.g. and</li> <li>• Segment spoken words into phonemes and represent them with graphemes, spelling some of these words correctly and making phonically-plausible attempts at others</li> <li>• Spell many Y1 common exception words accurately</li> <li>• Add suffixes to spell some words correctly e.g. ed – ing, s/es, -er, -est</li> <li>• Add prefixes to spell some words correctly e.g. un-</li> <li>• To consistently form lowercase and capital letters correctly, starting and finishing in the right place.</li> <li>• To write letters on the line with descenders and ascenders used accurately</li> <li>• To use appropriate sizing of lowercase letters and capital letters in relation to each other in most of the writing</li> <li>• Use spacing between words.</li> </ul>	<p>The expected pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• write about real events, recording these simply and clearly</li> <li>• demarcate most sentences in their writing with capital letters and full stops, and use</li> <li>• question marks correctly when required</li> <li>• use present and past tense mostly correctly and consistently</li> <li>• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• spell many common exception words*</li> <li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Write for a range of purposes and audiences by:               <ul style="list-style-type: none"> <li>○ Some use of the right language for the genre</li> <li>○ Beginning to be able to write formally (choosing contraction use)</li> <li>○ Some evidence of extended writing (several paragraphs)</li> </ul> </li> <li>• In narratives, describe settings and characters               <ul style="list-style-type: none"> <li>○ Beginning to use mixed sentence lengths for effect (Longer for build-up, shorter for action)</li> <li>○ Expanded noun phrases with pre-modifiers and prepositional phrases (post-modifier)</li> <li>○ Figurative Language (e.g. similes)</li> </ul> </li> <li>• In narratives, integrate dialogue that uses different verbs for said</li> <li>• Use a range of cohesive devices within and across sentences and paragraphs:               <ul style="list-style-type: none"> <li>○ Conjunctions (subordinating &amp; co-ordinating)</li> <li>○ Use paragraphs to organise ideas</li> <li>○ Pronouns (Mark/he/his) and adverbials (today, this afternoon..)</li> <li>○ Non-fiction: Heading/subheading, introduction and conclusion sentence/paragraph</li> </ul> </li> <li>• Select vocabulary and grammatical structures that reflect the formality of the writing               <ul style="list-style-type: none"> <li>○ Beginning to select some ambitious appropriate vocabulary</li> <li>○ Some evidence of a range of different sentence openers e.g. adverbs, subordinate conjunction, 2 adjectives</li> <li>○ Adverbials to show time, place, manner and reason</li> </ul> </li> <li>• Use verb tenses mainly consistently and correctly throughout the writing (beginning to use present perfect tense and subject verb agreement)</li> <li>• Year 1-3 Punctuation used mainly correctly:</li> <li>• Inverted commas/Speech marks               <ul style="list-style-type: none"> <li>○ Commas for clarity (e.g after subordinate Clauses starter)</li> <li>○ Use apostrophes for singular possession and beginning to use apostrophes for plural possession</li> <li>○ Commas in a list</li> </ul> </li> <li>• Use the correct the determiner ('a' or 'an') depending on the following word</li> <li>• Spell most Year 2 common exception words correctly</li> </ul>

		<ul style="list-style-type: none"> <li>• Spell correctly some words from the Year 3 / 4 spelling list</li> <li>• Improving writing by making additions and revisions</li> <li>• Begin to use legible joined up handwriting for most letters (correct size etc)</li> </ul>
<b>Year 4</b>	<b>Year 5</b>	<b>Year 6 (end of Key Stage Teaching Assessment Framework)</b>
<ul style="list-style-type: none"> <li>• Write for a range of purposes and audiences by <ul style="list-style-type: none"> <li>◦ Choosing the right language for the genre (entertain/inform/persuade)</li> <li>◦ Some evidence of formal writing</li> <li>◦ Some evidence of extended writing (one page of A4 or more)</li> </ul> </li> <li>• In narratives, describe settings, characters and atmosphere <ul style="list-style-type: none"> <li>◦ Mixed sentence lengths for effect (Longer for build-up, shorter for action)</li> <li>◦ Expanded noun phrases with pre-modifiers and prepositional phrases (&amp; some quantifiers)</li> <li>◦ Show not tell sentences</li> <li>◦ Figurative Language (e.g. similes)</li> </ul> </li> <li>• In narratives, integrate dialogue that: <ul style="list-style-type: none"> <li>◦ Uses different verbs and adverb verb combinations for 'said' and has NSNL</li> </ul> </li> <li>• Use some indirect speech e.g. He told me that...</li> <li>• Use a range of cohesive devices within and across sentences and paragraphs <ul style="list-style-type: none"> <li>◦ Pronoun or noun to aid cohesion</li> <li>◦ Conjunctions (subordinating &amp; co-ordinating)</li> <li>◦ Paragraphs to organise ideas</li> <li>◦ Non-fiction: Heading/subheading/columns &amp; intro/conclusion paragraph</li> <li>◦ Adverbials to show time, place, manner and reason (in different locations)</li> </ul> </li> <li>• Select vocabulary and grammatical structures that reflect the formality of the writing <ul style="list-style-type: none"> <li>◦ Ambitious appropriate vocabulary</li> <li>◦ Range of different sentence openers e.g. -ing starter, fronted adverbials, sub clause starter, adjective/-ed starter, simile starter</li> <li>◦ Some use of formal adverbials in appropriate genre/audience (e.g. Moreover)</li> </ul> </li> <li>• Use verb tenses mostly consistently and correctly throughout the writing (including some evidence of present perfect tense and subject verb agreement)</li> <li>• Capital letters, full stops, exclamation marks and question marks used correctly.</li> <li>• Year 1-4 Punctuation used mainly correctly                      Inverted commas &amp; NSNL <ul style="list-style-type: none"> <li>◦ Commas for clarity (Clauses, fronted adverbials, Speech) and lists</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write for a range of purposes and audiences by: <ul style="list-style-type: none"> <li>◦ Confidently selecting structure, language and organisation of a text depending on audience and purpose</li> <li>◦ Chose level of formality for a piece of writing and sustain it across the majority of the work</li> <li>◦ Evidence of extended writing (one page of A4 or more)</li> </ul> </li> <li>• In narratives, describe settings, characters and atmosphere to consciously engage the reader <ul style="list-style-type: none"> <li>◦ Single and multi-clause sentence lengths for effect (Longer for build-up, shorter for action)</li> <li>◦ Expanded noun phrases with pre and post-modifiers and prepositional phrases</li> <li>◦ Use show not tell sentences to create mood</li> <li>◦ Figurative Language (e.g. similes/metaphors/personification)</li> </ul> </li> <li>• In narratives, integrate indirect speech and dialogue that begins to convey character</li> <li>• Use a range of cohesive, organisation and presentational devices within and across sentences and paragraphs that are relevant to text type: <ul style="list-style-type: none"> <li>◦ Pronouns &amp; synonyms</li> <li>◦ Conjunctions</li> <li>◦ lexical cohesion</li> <li>◦ Paragraphs to organise ideas and suitably linked</li> <li>◦ Non-fiction: Heading/subheading/bullet points/columns (&amp; intro/concl paragraph)</li> <li>◦ Adverbials to show time, place, manner and reason (including fronted)</li> </ul> </li> <li>• Select vocabulary and grammatical structures that reflect the formality of the writing <ul style="list-style-type: none"> <li>◦ Ambitious appropriate vocabulary and technical/subject specific vocabulary to reflect the formality</li> <li>◦ Range of different sentence openers e.g. -ing starter, fronted adverbial, Subordinate conjunction, -ed starter, simile starter</li> <li>◦ Formal Adverbials in appropriate genre/audience (e.g. Moreover)</li> <li>◦ Use relative clauses beginning with a relative pronoun</li> </ul> </li> <li>• Use verb tenses mostly consistently and correctly throughout the writing</li> <li>• (including some evidence of perfect tense and subject verb agreement)                      Use adverbs and modal verbs to indicate degrees of possibility</li> <li>• Year 1-5 punctuation used correctly <ul style="list-style-type: none"> <li>◦ Capital letters and full stops</li> <li>◦ Exclamation marks and question marks</li> </ul> </li> </ul>	<p>The expected pupil can:</p> <ul style="list-style-type: none"> <li>• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>• in narratives, describe settings, characters and atmosphere</li> <li>• integrate dialogue in narratives to convey character and advance the action</li> <li>• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>• use verb tenses consistently and correctly throughout their writing</li> <li>• use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>• spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary</li> <li>• to check the spelling of uncommon or more ambitious vocabulary</li> <li>• maintain legibility in joined handwriting when writing at speed.</li> </ul>

<ul style="list-style-type: none"> <li>○ Apostrophes for contraction, singular possession and some use of apostrophes for plural possession</li> <li>• Spell most words correctly (Year 3-4)</li> <li>• Spell simple homophones and near homophones mostly correctly</li> <li>• Improving writing by making additions and revisions</li> <li>• Evidence of legible joined up handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1-5 Punctuation used mainly correctly <ul style="list-style-type: none"> <li>○ Inverted commas and other punctuation to punctuate direct speech (e.g. a comma after the reporting clause; NSNL; end punctuation within inverted commas)</li> <li>○ Commas for clarity (Clauses, fronted adverbials, Speech) and to avoid ambiguity with increasing accuracy</li> <li>○ Apostrophes for singular possession and some use of apostrophes for plural possession</li> <li>○ Use brackets, dashes or commas to indicate parenthesis (,, () - -)</li> <li>○ Beginning to use : and ; and dashes</li> </ul> </li> <li>• Spell correctly most words from the year Y3/4 word list</li> <li>• Spell correctly some words from the year Y5/6 word list</li> <li>• Evidence of legible joined up handwriting</li> <li>• Improve writing by making additions and revisions to vocabulary, grammar and punctuation.</li> </ul>	
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