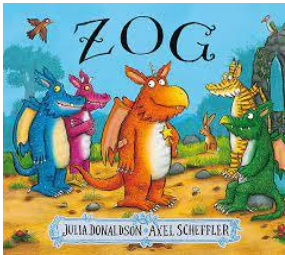
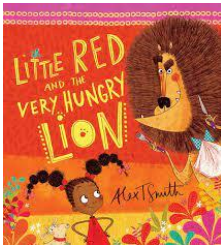
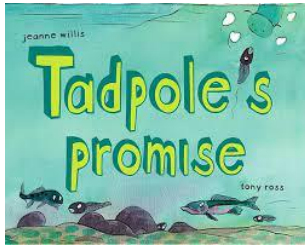


Curriculum Overview: Writing

All writing will be developed following on from real life experiences and well-known texts where possible. Other stimuli may be used to enhance the authenticity of the experiences as appropriate e.g music, videos.

- Each learning sequence will include activities which support vocabulary development and understanding. This will be through the use of various activities which promote oracy.
- As part of the writing process, spelling, punctuation and grammar will be taught as integral parts which will be linked to the extended writing task.
- All lesson sequences will include teachers modelling the writing process and allow an element of collaborative writing in the form of a shared write.
- Teachers will use their modelling to explicitly explain writing choices linked to the purpose and audience of writing
- Children will be encouraged to develop their own voice as writers by using all experiences from previous sessions.

EYFS

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text							
	<ul style="list-style-type: none"> • Children will be given opportunities to develop their communication and language through reading, storytelling, singing and role play. • Writing will be developed in relation to the individual children's development. This will support children with transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). • Children will be drawing upon their phonic knowledge to develop their writing. • All writing attempts will be celebrated to develop children who enjoy writing. 						

Curriculum Overview: English writing cycle a 2022-23



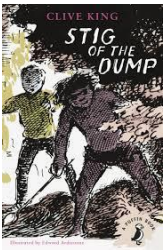


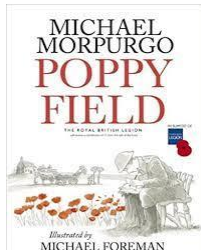
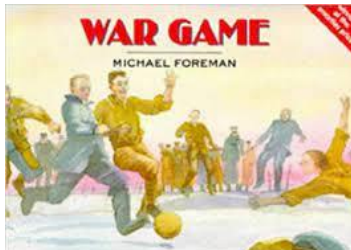
Year 1/2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text							
Writing genre		<p>We are story writers, explainers, describers and conversationalist</p> <ul style="list-style-type: none"> • Story telling of what a tree sees over time (link to what did the tree see) • Fact file/book about how homes have changed over time • Create a flap book- Imagining what is in the hole- describing this speculation • Create phone conversations telling someone about the hole 	<p>We are storytellers, reporters and diary writers</p> <ul style="list-style-type: none"> • Information text- Great fire of London • Report about a natural wonder of the world or a disaster – Great Fire of London • Diary writing from someone in Pudding Lane 	<p>We are advertisers, poster designers, poets and advisors</p> <ul style="list-style-type: none"> • Create a poster for aliens about our world • Advert for Earth • Poetry linked to a key theme from the text • Advice to humankind/people linked to a key theme 	<p>We are persuaders, describers and narrative writers</p> <ul style="list-style-type: none"> • Create a persuasive piece, to the sky, - to stop sun shine and get the rain. • Develop descriptions of the settings when sun shone vs when the rain came • Make a story, in the style of the author/similar in plot 	<p>We are non-fiction writers and poets</p> <ul style="list-style-type: none"> • Fact-file writing about predators/prey • Create telephone conversation of complaint about the animal received • Develop complaint into formal letter writing • Poetry about predator/prey 	<p>We are letter writers, instructional writers and narrative writers</p> <ul style="list-style-type: none"> • Letter of complaint regarding zoo experience • Instructions on how to look after an animal • Narrative writing from perspective of a character
Punctuation		<ul style="list-style-type: none"> • Capital letters (proper nouns- y2) • Full stops • Commas for lists- y2 	<ul style="list-style-type: none"> • Rhetorical questions- question marks • Exclamation marks- y2 	<ul style="list-style-type: none"> • Apostrophes – y2 	<p>Consolidation of previously taught punctuation</p>		
Grammar		<ul style="list-style-type: none"> • Nouns and noun phrases • Adverbs/adverbials of place 	<ul style="list-style-type: none"> • Cohesive devices (adverbs/adverbials of time and place) • Past and present tense 	<ul style="list-style-type: none"> • Positional language • sequenced, chronological steps 	<ul style="list-style-type: none"> • adjectives (using ful/less suffix) • recap parts of a story • 	<p>secure grammar related to text genres</p>	

Curriculum Overview: English writing cycle a 2022-23



<ul style="list-style-type: none"> Coordinating (y1) and subordinating conjunctions (y2) parts of a story 		<ul style="list-style-type: none"> Direct address to the reader- 2nd person pronoun 'you' Figurative devices (similes) Structure of written pieces linked to genre (paragraphs) 		<ul style="list-style-type: none"> figurative devices- onomatopoeia, similes, alliteration synonyms and antonyms 	<ul style="list-style-type: none">
<p>word, phrase, clause, letter, capital letter, singular, plural, full stop, question mark, exclamation mark, noun, noun phrase, statement, question, exclamation, command, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>					

Year 3/4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text						
Writing genre	<p>We are describers, advertisers and reporters</p> <ul style="list-style-type: none"> Develop a description of the pit Persuade someone to live in Stig's den Create police report (missing property) 	<p>We are informers, recounters, reviewers and story tellers</p> <ul style="list-style-type: none"> Historical writing linked to stone age topic Review of linked tv show Create a sequel/prequel 	<p>We are informers, diary writers and storytellers</p> <ul style="list-style-type: none"> Develop an information piece about beetles develop folktale-style story 	<p>We are describers, letter writers and instructors</p> <ul style="list-style-type: none"> Describing a setting in the style of an author Write a letter from Flat Stanley about his Egyptian adventure Develop instructions about mummification 	<p>We are poets, informers and recounters</p> <ul style="list-style-type: none"> Develop poem using 5 senses of soldiers on the poppy field (link to Flanders Field) Create an information text about soldiers in the war Recount of the truce (diary/letters/story) 	<p>We are biographers, playwrights and story tellers</p> <ul style="list-style-type: none"> Create biographies of famous soldier/ writers of books Develop a scene showing a part of the character's journey to/in war (dialogue to a playscript) Imagine a journey, like characters in the book and share that story

Curriculum Overview: English writing cycle a 2022-23



Punctuation	<ul style="list-style-type: none"> Capital letters and full stops Commas in a list (expanded noun phrases) commas for fronted adverbials – y4 	<ul style="list-style-type: none"> inverted commas Commas for subordinate clauses Exclamation sentences Question marks Bullet points to list items Capital letters for proper nouns 	<ul style="list-style-type: none"> Apostrophes for possession commas for lists & for fronted adverbials – y4 dashes for emphasis (y4) secure inverted comma use 	<ul style="list-style-type: none"> Use of parenthesis Colon to introduce bullet point list 	<p>Consolidation of previously taught punctuation</p> <ul style="list-style-type: none"> Colons to introduce spoken word brackets to show stage directions <p>Consolidation of previously taught punctuation</p>	
Grammar	<ul style="list-style-type: none"> sentence structure expanded noun phrases (modifying adjectives) adverbs / adverbials (fronted- y4) conjunctions 	<ul style="list-style-type: none"> speech headings / subheadings paragraphs (tiptopto) nouns / pronouns (cohesion) subordinate clauses present perfect tense 	<ul style="list-style-type: none"> precise nouns expanded noun phrases (modifying adjectives) figurative language (similes, metaphors, personification) use of speech tags text organisation/ golden thread 	<ul style="list-style-type: none"> imperative verbs adverbs / adverbials of time / manner detailed information (prepositions, quantifiers, precise vocabulary) writing from different perspectives (1st, 2nd...) adverbs to show possibility or degree 	<ul style="list-style-type: none"> synonyms and antonyms shades of meaning alliteration and assonance figurative language consolidate present perfect expanded noun phrase (superlatives / comparatives) 	<ul style="list-style-type: none"> figurative language (similes, metaphors, personification, onomatopoeia, assonance, consonance) adverbs (how actors to deliver line) <p>secure grammar transferable to storytelling</p>

full stops, capital letters, commas, exclamation marks, question marks, preposition, conjunction word family, prefix, word, phrase, clause, main clause, subordinate clause, determiner, noun, verb, adjective, pronoun, possessive pronoun, adverbial, subject, verb, object

Year 5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text						

Curriculum Overview: English writing cycle a 2022-23



Writing genre	<p>We are prophets, persuaders and narrative writers</p> <ul style="list-style-type: none"> Prophecy and spell writing using the model texts (Macbeth and Viking Boy) Longhouse advertising Developing writing from a character's perspective 	<p>We are reporters, and activists</p> <ul style="list-style-type: none"> News report about attacks on Heorot Hall Speech to/from King Create obituary for a character studied 	<p>We are explainers, poets, journal keepers, letter writers and informers</p> <ul style="list-style-type: none"> Water cycle/river formation writing Rainforest poetry Diary entries documenting Mia's days (journey overseas) Letter home from Mia Non-chronological reports about rainforest/animal Tale of how the animal got... 	<p>We are debaters (eristics), documentarians (film makers/travel writers) biographers and survival writers</p> <ul style="list-style-type: none"> Develop a piece of writing which shows how the Carters treat people is wrong. Create a transcript about an animal in the rainforest/journey there Write a biography of famous explorer/traveller Develop 'how to survive...' guide (link to either text) 	<p>We are narrative writers, persuaders, influencers, and revisers</p> <ul style="list-style-type: none"> Retell events in the Porsche showroom Develop a scenario where Liam Digby is again confused for an adult Persuasive letter/email to Florida Persuasive advert for theme park (film-youtuber). Revise and edit previous written work. 	<p>We are informers, Vloggers, interviewers / reporters and story tellers</p> <ul style="list-style-type: none"> Information text linked to space/astronomer... Develop a vlog of Dad's mission to space News report about Dad lost in space/strange alien signal/break-in at telescope Tell event through a different character's perspective
Punctuation	<ul style="list-style-type: none"> Revise basic punctuation commas for lists / meaning inverted commas ellipsis colons and semi-colons (listing features/structure repetition) brackets/dashes for parenthesis 	<ul style="list-style-type: none"> colon and bullet point lists commas for fronted adverbials direct speech-inverted commas dashes 	<ul style="list-style-type: none"> hyphenated words revise brackets, commas and dashes semi-colons and colons to punctuate, including clauses 	<ul style="list-style-type: none"> parentheses semi-colons- colons directed speech-inverted commas 	<ul style="list-style-type: none"> commas for clarity <p>Consolidation of previously taught punctuation and applied in previous work</p>	<p>Consolidation of previously taught punctuation and applied in previous work eristics</p>
Grammar	<ul style="list-style-type: none"> revise subject, verb, object subordinating clauses subordinating and coordinating conjunctions prepositional phrases adverbs for certainty imperative and modal verbs rhetorical questions subjunctive form 	<ul style="list-style-type: none"> headlines and organisational features of newspaper passive voice- y6 coordinating and subordinating conjunctions expanded noun phrases adverbs of manner / time / evaluation/ cause and effect 	<ul style="list-style-type: none"> subordinating conjunctions sentence structure text organisation-linked to poetry pathetic fallacy Figurative devices active voice- y6 subjunctive form relative clauses synonyms and antonyms 	<ul style="list-style-type: none"> passive voice- y6 subjunctive form <p>secure grammar transferable to text type</p>	<ul style="list-style-type: none"> secure pathetic fallacy secure figurative devices <p>secure grammar transferable to text type</p>	<p>secure grammar transferable to text type</p>

Curriculum Overview: English writing cycle a 2022-23



	<ul style="list-style-type: none"> •revise paragraph (tiptopto) • emotive language • figurative devices(hyperbole) •triples 	<ul style="list-style-type: none"> • subjunctive form • informal vs formal writing • present/past tense • direct and indirect speech 				
<p>full stops, capital letters, commas, exclamation marks, question marks, preposition, conjunction, word family, word, phrase, clause, main clause, subordinate clause, determiner, noun, verb, adjective, pronoun, possessive pronoun, adverbial, subject, verb, object, cohesion / cohesive devices, ambiguity, formal and informal, synonym, antonym, ellipsis</p>						