

# Writing Curriculum Overview



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	How many nursery rhymes do you know?	Where does the day go at night?	Who went to Grandma's house?	What can we see on land, sea and air?	Who goes to the ugly bug ball?	Who do you want to be?
Reception	Myself and my family	People who help us	Once upon a time	Growth	Transport	Under the sea
EYFS Overview	<p><b>Ages &amp; Stages -</b></p> <ul style="list-style-type: none"> <li>22-36 months - Distinguishes between the different marks they make.</li> <li>30-50 months -                             <ul style="list-style-type: none"> <li>Sometimes gives meaning to marks as they draw and paint.</li> <li>Ascribes meanings to marks that they see in different places.</li> </ul> </li> <li>40-60+ months -                             <ul style="list-style-type: none"> <li>Gives meaning to marks they make as they draw, write and paint.</li> <li>Begins to break the flow of speech into words.</li> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> </li> </ul> <p>• Early Learning Goal - Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>					
Year 1	<b>Lost and Found by Oliver Jeffers</b> Fiction: adventure story based on the structure of the text	<b>Nibbles by Emma Yarlett</b> Recount: diary entry	<b>Lion Inside by Rachel Bright</b> Fiction: story based on the structure of the text	<b>The curious case of the missing mammoth by Ellie Hattie</b> Fiction: story based on the structure of the text	<b>Toys in Space by Mini Grey</b> Fiction: story based on the structure of the text	<b>Goldilocks and Just the one bear by Leigh Hodgkinson</b> Fiction: story based on the structure of the text
Key Learning	<p><b>Range of Writing during year 1:</b> Fiction: adventure story based on the structure of the text Recount: diary entry Fiction: story based on the structure of the text</p>					
	<p><b>Vocabulary, Grammar &amp; Punctuation -</b></p> <ul style="list-style-type: none"> <li>Use plural noun suffixes -s and -es</li> <li>Add suffixes to verbs where no change is needed to the root</li> <li>Change the meaning of verbs and adjectives by adding the prefix un-</li> <li>Combine words to make sentences</li> <li>Leave spaces between words</li> <li>Join words and clauses using and</li> <li>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Use a capital letter for names of people, places, the days of the week and the personal pronoun I</li> <li>Use simple description</li> <li>Spell words containing phonemes already taught</li> <li>Spell common exception words</li> <li>Make phonically plausible attempts to spell words that have not yet been learnt</li> </ul>	<p><b>Composition: Planning, Drafting, Evaluating, Editing and Writing -</b></p> <ul style="list-style-type: none"> <li>Compose a sentence orally before writing it</li> <li>Sequence sentences to form short narratives</li> <li>Re-read what they have written to check that it makes sense</li> <li>Discuss what they have written with the teacher or other pupils</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher                             <ul style="list-style-type: none"> <li>Say out loud what is going to be written about</li> <li>Compose a sentence orally before writing it</li> <li>Sequence sentences to form short narratives</li> <li>Re-read what they have written to check that it makes sense</li> <li>Discuss what has been written with the teacher or other pupils</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul> </li> </ul>			<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>Listen and respond</li> <li>Ask relevant questions</li> <li>Build vocabulary</li> <li>Articulate and justify answers</li> <li>Give well-structured descriptions, explanations and narratives</li> <li>Maintain attention and participate actively in collaborative conversations</li> <li>Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>Speak audibly and fluently</li> <li>Use Standard English</li> <li>Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>Gain, maintain and monitor the interest of the listener(s)</li> <li>Consider and evaluate different viewpoints</li> <li>Select and use appropriate registers for effective communication</li> </ul>	

Year 2	<u>Troll Swap by Leigh Hodgkinson</u> Outcome - Fiction: focus on characters	<u>The Owl who was afraid of the dark by Jill Tomlinson</u> Outcome - Non-chronological report	<u>Dragon Machine by Helen Ward</u> Outcome - Fiction: adventure focus	<u>Major Glad, Major Dizzy by Jan Oke</u> Outcome - Recount: diary entry	<u>The Last Wolf by Mini Grey</u> Outcome - Letter: letter in role	<u>Grandad's Secret Giant by David Litchfield</u> Outcome - Fiction: moral focus
Key Learning	<u>Range of Writing during Year 2:</u> <ul style="list-style-type: none"> <li>Fiction: focus on characters <ul style="list-style-type: none"> <li>Non-chronological report</li> <li>Fiction: adventure focus</li> <li>Recount: diary entry</li> <li>Letter: letter in role</li> <li>Fiction: moral focus</li> </ul> </li> </ul>					
	<u>Vocabulary, Grammar &amp; Punctuation -</u> <ul style="list-style-type: none"> <li>Form nouns and adjectives using suffixes</li> <li>Ad -er and -est to adjectives</li> <li>Add -ly to turn adjectives into adverbs</li> <li>Use punctuation correctly: full stops, capital letters, exclamation marks, question marks</li> <li>Use punctuation correctly: commas for lists</li> <li>Use punctuation correctly: apostrophes for contracted forms</li> <li>Use punctuation correctly: apostrophes for the possessive (singular)</li> <li>Write sentences with different forms: statement, questions, exclamation, command</li> <li>Use expanded noun phrases to describe and specify</li> <li>Use present and past tenses correctly and consistently</li> <li>Use the progressive form of verbs in the present and past tense</li> <li>Use sub-ordination (using when, if, that or because)</li> <li>Use co-ordination (using or, and so, but)</li> <li>Use homophones and near homophones</li> </ul>	<u>Composition: Planning, Drafting, Evaluating, Editing and Writing -</u> <ul style="list-style-type: none"> <li>Write narratives about personal experiences and those of others (real or fictional)</li> <li>Write about real events</li> <li>Write poetry</li> <li>Write for different purposes</li> <li>Plan or say aloud what is going to be written about</li> <li>Write down ideas, key words, new vocabulary</li> <li>Encapsulate what is to be written, sentence by sentence</li> <li>Make simple additions, revisions and corrections</li> <li>Evaluate writing with the teacher and other pupils</li> <li>Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>Proof-read to check for errors in spelling, grammar and punctuation</li> <li>Read aloud with intonation</li> </ul>	<u>Spoken language:</u> <ul style="list-style-type: none"> <li>Listen and respond</li> <li>Ask relevant questions</li> <li>Build vocabulary</li> <li>Articulate and justify answers</li> <li>Give well-structured descriptions, explanations and narratives</li> <li>Maintain attention and participate actively in collaborative conversations</li> <li>Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>Speak audibly and fluently</li> <li>Use Standard English</li> <li>Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>Gain, maintain and monitor the interest of the listener(s)</li> <li>Consider and evaluate different viewpoints</li> <li>Select and use appropriate registers for effective communication</li> </ul>			
Year 3	<u>Seal Surfer by Michael Foreman</u> Outcome - Recount: letter in role	<u>Winter's Child by Graham Baker-Smith</u> Outcome - Fiction: fantasy	<u>Stone Age Boy by Satoshi Kitamura</u> Outcome - Fiction: historical narrative	<u>Big blue whale by Nicola Davies</u> Outcome - Information text	<u>Journey by Aaron Becker</u> Outcome - Fiction: adventure story	<u>Zeraffa Giraffa by Dianne Hofmeyr</u> Outcome - Persuasion: leaflet
Key Learning	<u>Range of Writing during Year 3:</u> <ul style="list-style-type: none"> <li>Recount: letter in role <ul style="list-style-type: none"> <li>Fiction: fantasy</li> <li>Fiction: historical narrative</li> <li>Information text</li> <li>Fiction: adventure story</li> <li>Persuasion: leaflet</li> </ul> </li> </ul>					
	<u>Vocabulary, Grammar &amp; Punctuation -</u> <ul style="list-style-type: none"> <li>Use adverbs to express time, place and cause <ul style="list-style-type: none"> <li>Use prepositions to express time, place and cause</li> </ul> </li> <li>Use conjunctions to express time, place and cause (when, before, after, while, so because)</li> <li>Use inverted commas to punctuate direct speech</li> <li>Group related ideas into paragraphs</li> <li>Use the present perfect form of verbs in contrast to the past tense</li> <li>Build an increasing range of sentence structures</li> <li>Form nouns with a range of prefixes</li> <li>Use a or an according to whether the next word begins with a vowel or consonant</li> <li>Build a varied and rich vocabulary</li> </ul>	<u>Composition: Planning, Drafting, Evaluating, Editing and Writing -</u> <ul style="list-style-type: none"> <li>Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>Discuss and record ideas</li> <li>Compose and rehearse sentences orally</li> <li>Assess the effectiveness of own and others' writing</li> <li>Propose changes to grammar and vocabulary to improve consistency</li> <li>Proof-read for spelling and punctuation errors</li> <li>Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>In narratives, create settings, characters and plot</li> <li>In non-narrative, use simple organisational devices, such as headings and sub-headings, to aid presentation</li> </ul>	<u>Spoken language:</u> <ul style="list-style-type: none"> <li>Listen and respond</li> <li>Ask relevant questions</li> <li>Build vocabulary</li> <li>Articulate and justify answers</li> <li>Give well-structured descriptions, explanations and narratives</li> <li>Maintain attention and participate actively in collaborative conversations</li> <li>Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>Speak audibly and fluently</li> <li>Use Standard English</li> <li>Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>Gain, maintain and monitor the interest of the listener(s)</li> <li>Consider and evaluate different viewpoints</li> <li>Select and use appropriate registers for effective communication</li> </ul>			

Year 4	<u>Gorilla by Anthony Browne</u> Outcome - Fiction: fantasy story	<u>Leon and the place between by Graham Baker-Smith</u> Outcome - Recount: diary	<u>Escape from Pompeii by Christina Balit</u> Outcome - Fiction: historical narrative	<u>When the Giant stirred by Celia Godkin</u> Outcome - Fiction: adventure story from POV of the boy	<u>Where the Forest Meets the Sea by Jeannie Baker &amp; Rainforests in 30 seconds by Jen Green</u> Outcome - Non-chronological report	<u>Blue John by Berlie Doherty</u> Outcome - Letters & Explanation
Key Learning	Range of Writing during Year 4: <ul style="list-style-type: none"> <li>• Fiction: fantasy story</li> <li>• Recount: diary</li> <li>• Fiction: historical narrative</li> <li>• Fiction: adventure story from POV of the boy</li> <li>• Non-chronological report</li> <li>• Letters &amp; Explanation</li> </ul>					
	<u>Vocabulary, Grammar &amp; Punctuation -</u> <ul style="list-style-type: none"> <li>• Recognise the grammatical difference between plural and possessive 's'</li> <li>• Use Standard English forms for verb inflections</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions (including: when, if, because, although)</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases</li> <li>• Use fronted adverbials</li> <li>• Use commas after fronted adverbials</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns</li> <li>• Use inverted commas and other punctuation to punctuate direct speech</li> </ul>	<u>Composition: Planning, Drafting, Evaluating, Editing and Writing -</u> <ul style="list-style-type: none"> <li>• Organise paragraphs around a theme</li> <li>• Build a varied and rich vocabulary</li> <li>• Use present and past tenses correctly and consistently, including the progressive form and the present perfect form</li> <li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• Build an increasing range of sentence structures</li> <li>• In narratives, create settings, characters and plot</li> <li>• In non-narrative material, use simple organisational devices</li> <li>• Assess the effectiveness of own and others' writing</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<u>Spoken language:</u> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently</li> <li>• Use Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints</li> <li>• Select and use appropriate registers for effective communication</li> </ul>			
Year 5	<u>Queen of the falls by Chris Van Allsburg</u> Outcome - Recount: series of diary entries	<u>The Lost Happy Endings by Carol Ann Duffy</u> Outcome - Fiction: traditional tale	<u>Arthur and the Golden Rope by Joe Todd-Stanton</u> Outcome - Fiction: myth	<u>The Darkest Dark by Chris Hadfield</u> Outcome - Recount: biography	<u>The Paperbag Prince by Colin Thompson</u> Outcome - Persuasion/ information: hybrid leaflet	<u>The Hunter by Paul Geraghty</u> Outcome - Fiction: journey story
Key Learning	<u>Range of Writing during Year 5:</u> Recount: series of diary entries Fiction: traditional tale Fiction: myth Recount: biography Persuasion/ information: hybrid leaflet Fiction: journey story					
	<u>Vocabulary, Grammar &amp; Punctuation -</u> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>• Use devices to build cohesion within a paragraph</li> <li>• Link ideas across paragraphs using adverbials of time, place and number</li> <li>• Link ideas using tense choices</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Variety of verb forms used correctly and consistently including the present perfect form</li> <li>• Use commas after fronted adverbials (Y4)</li> <li>• Organise paragraphs around a theme (Y4)</li> </ul>	<u>Composition: Planning, Drafting, Evaluating, Editing and Writing -</u> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> <li>• Précis longer passages</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Use organisational and presentational devices to structure text</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Use consistent and correct tense</li> <li>• Distinguish between the language of speech and writing</li> <li>• Choose the appropriate register</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>	<u>Spoken language:</u> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently</li> <li>• Use Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints</li> </ul>			

	Use inverted commas and other punctuation to punctuate direct speech (Y4) Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)		<ul style="list-style-type: none"> <li>Perform own compositions using appropriate intonation, volume and movement</li> </ul>		<ul style="list-style-type: none"> <li>Select and use appropriate registers for effective communication</li> </ul>	
Year 6	<u>Star of Fear, Star of Hope by Jo Hoestlandt</u> Outcome - Fiction: flashback story & Information text	<u>Can we save the tiger? by Martin Jenkins</u> Outcome - Information and Explanation: hybrid text	<u>Selfish Giant by Oscar Wilde and Ritva Voutila</u> Outcome - Fiction: classic fiction & Explanation	<u>Jemmy Button by Alix Barzelay</u> <u>The Island by Jason Chin</u> Outcome - Recount: journalistic writing & Discussion	<u>Manfish by Jennifer Berne</u> Outcome - Fiction: Narrative & Biography	<u>Sky Chasers by Emma Carroll</u> Outcome - Narrative
	<b>Range of Writing during Year 6:</b> <ul style="list-style-type: none"> <li>Fiction: flashback story &amp; Information text <ul style="list-style-type: none"> <li>Information and Explanation: hybrid text</li> <li>Fiction: classic fiction &amp; Explanation</li> <li>Recount: journalistic writing &amp; Discussion</li> <li>Fiction: Narrative &amp; Biography</li> <li>Narrative</li> </ul> </li> </ul>					
Key Learning	<b>Vocabulary, Grammar &amp; Punctuation -</b> <ul style="list-style-type: none"> <li>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms <ul style="list-style-type: none"> <li>Use passive verbs</li> <li>Use the perfect form of verbs</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition, adverbials, ellipsis)</li> <li>Use hyphens to avoid ambiguity</li> <li>Use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>Use a colon to introduce a list and use of semi-colons within lists</li> <li>Punctuate bullet points consistently</li> <li>Link ideas across paragraphs using a wide range of cohesive devices (Y5)</li> <li>Use modal verbs or adverbs to indicate degrees of possibility (Y5)</li> <li>Use brackets, dashes or commas to indicate parenthesis (Y5)</li> <li>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</li> </ul> </li> </ul>		<b>Composition: Planning, Drafting, Evaluating, Editing and Writing -</b> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of writing</li> <li>Note and develop initial ideas, drawing on reading and research</li> <li>Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>Describe settings, characters and atmosphere</li> <li>Précis longer passages</li> <li>Integrate dialogue to convey character and advance the action</li> <li>Use organisational and presentational devices to structure text</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Use consistent and correct tense</li> <li>Distinguish between the language of speech and writing</li> <li>Choose the appropriate register</li> <li>Proof-read for spelling and punctuation errors</li> <li>Perform own compositions using appropriate intonation, volume and movement</li> </ul>		<b>Spoken language:</b> <ul style="list-style-type: none"> <li>Listen and respond</li> <li>Ask relevant questions</li> <li>Build vocabulary</li> <li>Articulate and justify answers</li> <li>Give well-structured descriptions, explanations and narratives</li> <li>Maintain attention and participate actively in collaborative conversations</li> <li>Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>Speak audibly and fluently</li> <li>Use Standard English</li> <li>Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>Gain, maintain and monitor the interest of the listener(s)</li> <li>Consider and evaluate different viewpoints</li> <li>Select and use appropriate registers for effective communication</li> </ul>	