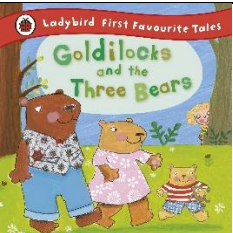
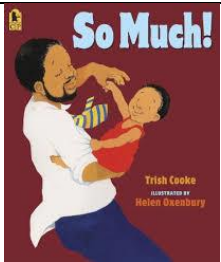
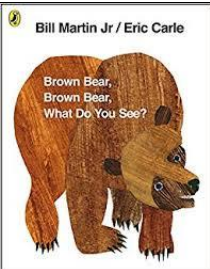
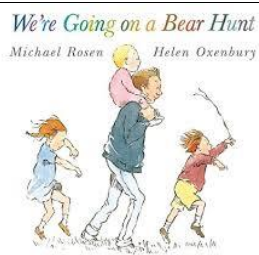


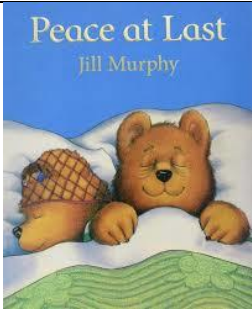
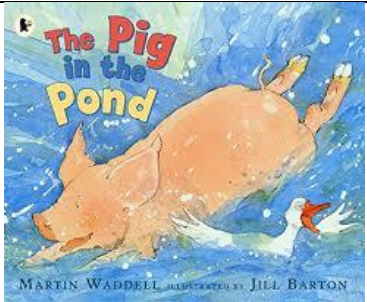
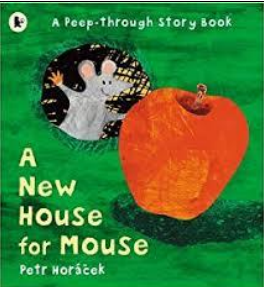
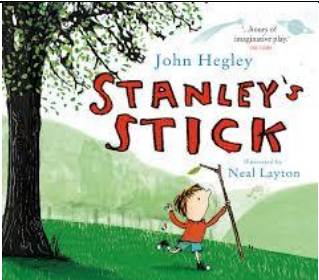
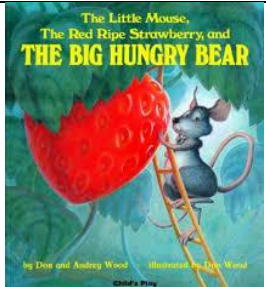

Writing Curriculum Overview

Nursery

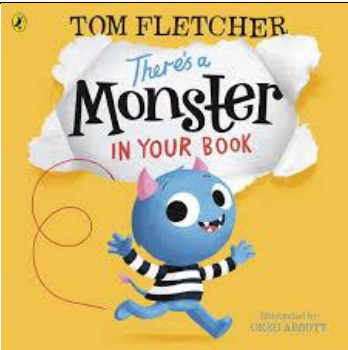
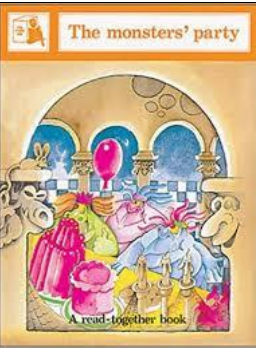

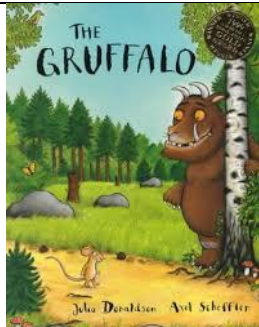
Autumn 1: Stories and Rhymes

<p>Settling in period</p> <ul style="list-style-type: none"> Encourage all children to mark make during play Baseline assessments of children's literacy skills 	 <p>Nursery Rhymes + Goldilocks</p> <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> Early Mark Making 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> Experiencing mark making tools 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> Making books 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> Story maps 	<p>Half Term</p>
--	---	--	--	--	------------------

Autumn 2: Stories and Rhymes

 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> Templates of story to sequence 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> Zig zag books 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> Peephole Books 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> Stick writing on a variety of surfaces 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> Disguising strawberry templates 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> Christmas cards/calenders 	<p>End of Autumn Term</p>
--	---	--	--	---	---	---------------------------

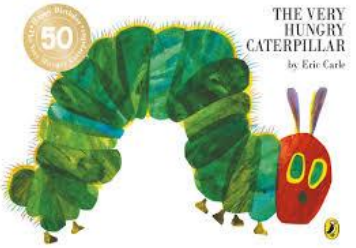
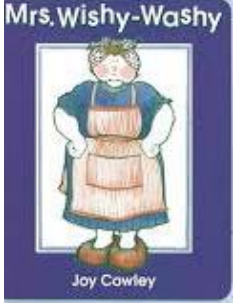
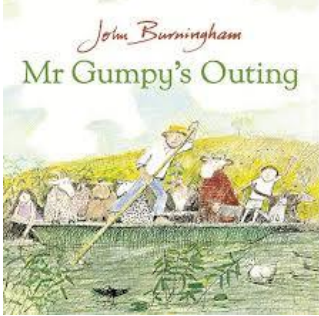

Spring 1: Where the Wild Things Are

 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> Mark making own monster books 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> Party Invitations 		<p style="text-align: center;">Chinese New Year</p> <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> Cards/envelopes 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> Exploring larger paper/large cardboard 	<p>Half Term</p>
---	--	---	--	--	------------------

Spring 2: Food and Festivals

 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> • Making book for our sandwich making 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> • Invitations to a tea party 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> • Story Characters to sequence and do own retell. 	End of Spring Term
---	--	---	--------------------

Summer 1: Splash!

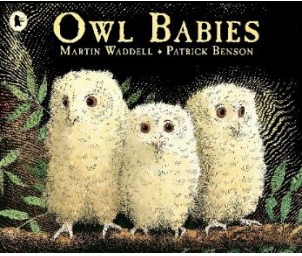
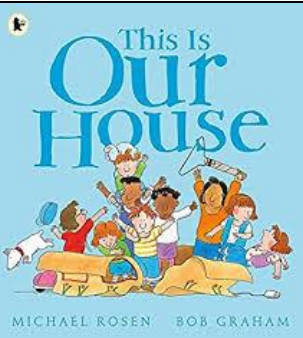
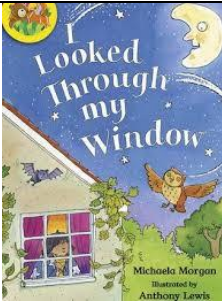
 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> • Spring pictures/sequencing life cycle 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> • Family books/name writing 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> • River Books 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> • Maps to find our way 	Half Term
--	---	--	---	-----------

Summer 2: Once Upon a Time

 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> • Drawing own fish and mark making about it. 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> • Hermit crab writing paper 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> • Shopping Lists 	End of Summer Term
--	---	--	--------------------

Reception

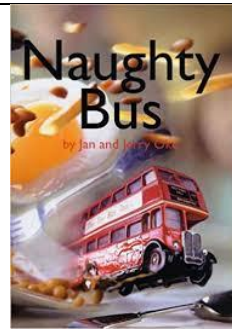
Autumn 1: My Little World

<p>Settling in period</p> <ul style="list-style-type: none"> • Encourage all children to mark make or write during play • Baseline assessments of children's literacy skills 	 <p><i>Power of Reading</i></p> <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> • Cards to Bill (or family members) • Drawing/labelling characters • Story maps • Oral/written retelling of story 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> • Oral/written retelling of story • Notes to George • Map drawing 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> • 'Through my window' books 	<p>Half Term</p>
---	--	---	---	------------------

Autumn 2: Night Time Stories

 <p><i>Power of Reading</i></p> <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> • Notes to Little Bear • Shared write bedtime stories • Story maps • Retelling story • Bear cave • Introduce helicopter stories – link to bedtime stories 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> • Drawing characters and labelling • Rhyming strings • Spells and potions • Wanted posters 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> • Messages for alien (helium balloon) • Shopping lists for tea party • Party invitations • Making/describing aliens • Space passports 	 <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> • Lists – what to take to the moon, picnics • Design + label space suit • Captions for illustrations • Helicopter stories 	<p>End of Autumn Term</p>
---	--	---	--	---------------------------

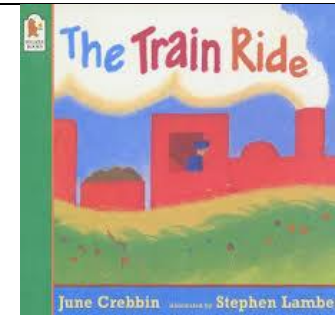
Spring 1: On the Move



Power of Reading

Possible Writing Outcomes:

- Story maps
- Retelling own version of story (shared writing or independently)
- Bus tickets and timetables
- Drawing and labelling different forms of transport (linked to local walk)
- Making road signs for small world play
- Maps of local area



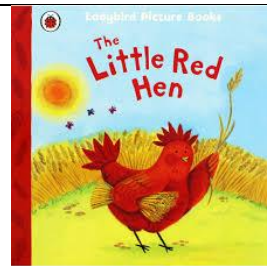
Power of Reading

Possible Writing Outcomes:

- Posters (where to visit on the train)
- Train maps
- Train tickets, timetables, departures boards
- Story maps
- Writing linked to trip (maps, lists, instructions)
- Independent/shared story writing

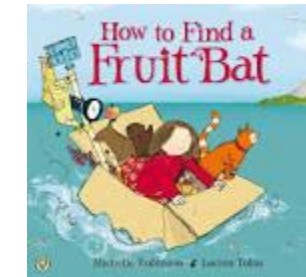
Half Term

Spring 2: Food, Glorious Food



Possible Writing Outcomes:

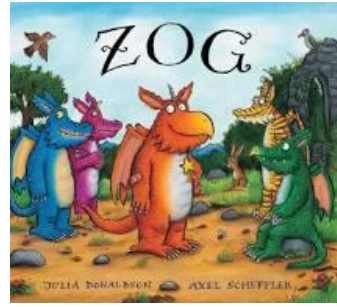
- Sequencing and story maps
- Retelling story
- Drawing and labelling characters
- Letters to animals
- Non-fiction writing about farm vehicles
- Shop role play – receipts, shopping lists etc.



Possible Writing Outcomes:
NEW TEXT 2022

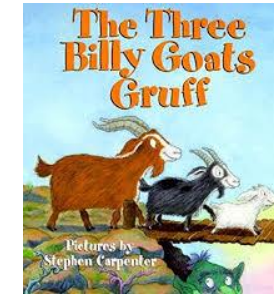
End of Spring Term

Summer 1: Once Upon a Time



Possible Writing Outcomes:

- Story mapping and sequencing
- Cards/letters to Zog
- Drawing and labelling dragons
- Writing linked to medical role play (prescriptions, appointment cards etc.)
- Retelling story – shared writing or independently

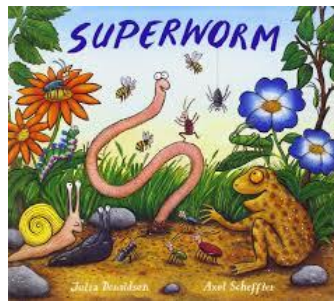


Possible Writing Outcomes:

- Story mapping and sequencing
- Letters to Billy Goats and Troll
- Drawing and labelling characters
- Telling own version of story e.g. Three Spidermen, Three Butterflies

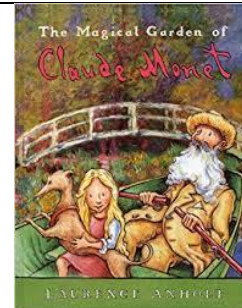
Half Term

Summer 2: In the Magical Garden



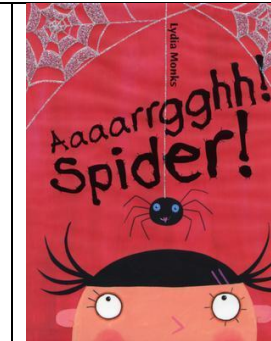
Possible Writing Outcomes:

- Sequencing and story maps
- Wanted posters for wizard lizard and crow
- Non-fiction books about different insects
- Maps
- Congratulations cards to Superworm
- Retelling story/own version



Possible Writing Outcomes:

- Recreating illustrations and adding own text
- Non-fiction writing about Claude Monet
- Signs and posters for art exhibition
- Invitations to art exhibition



NEW TEXT 2022

End of Summer Term

Year 1

Autumn 1 Earth and Space

Text	Key Writing Pieces	Teaching Points
	Postcards as Beegu to mum Character description To Entertain	How words can combine to make sentences. The separation of words with spaces. Introduction to capital letters, full stops , question marks and exclamation marks to demarcate sentences. Begin to use descriptive language
	Messages to friends Poster about how to be an astronaut To Inform	How words can combine to make sentences. Imperative verbs The separation of words with spaces. Recognise and write grammatically correct simple phrases and sentences, showing some control of word order.
	<i>Talk for writing</i> Writing in role – letter from the moon using first person Retelling the story To Entertain	Sequencing sentences to form short narratives. To use capital letters for names (proper noun) and the personal pronoun 'I'. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
	Description of a monster To Entertain Fact file – Malorie Blackman	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. To use and identify simple and appropriate nouns. Begin to use / name / identify adjectives. Begin to use descriptive language

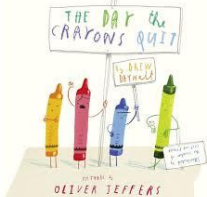


Autumn 2 We Are Builders

Text	Key Writing Pieces	Teaching Points
<p><i>Talk for Writing</i></p>	<p>Write an alternative version of the story (e.g. The 3 Little Pigs and the Big Bad Dragon)</p> <p>To Entertain</p>	<p>Identify and use regular plural noun suffixes (-s, -es), including the effects on the meaning of the noun.</p> <p>How words can combine to make sentences.</p> <p>Sequencing sentences to form short narratives.</p> <p>To begin to use simple regular, past and imperative tense.</p>
<p><i>Talk for Writing</i></p>	<p>Write an alternative version of the story with own characters/setting</p> <p>To Entertain</p>	<p>Identify and use regular plural noun suffixes (-s, -es), including the effects on the meaning of the noun.</p> <p>How words can combine to make sentences.</p> <p>Sequencing sentences to form short narratives.</p> <p>To begin to use simple regular, past and imperative tense.</p>

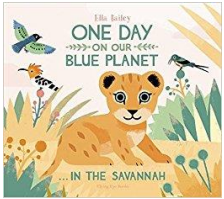
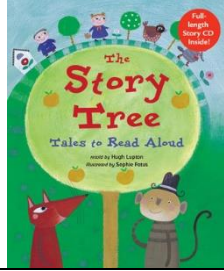
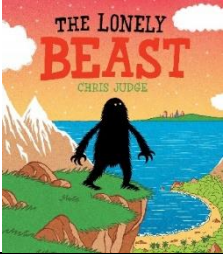
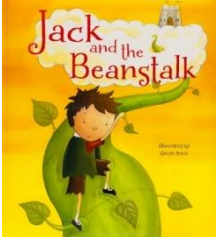
Spring 1 Heroes

Text	Key Writing Pieces	Teaching Points
<p><i>Talk for writing</i></p>	<p>Original character fact files</p> <p>Own story about a super vegetable</p> <p>To Entertain</p>	<p>Joining words and clauses using <i>and</i>.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Recognise and write grammatically correct simple phrases and sentences, showing some control of word order</p> <p>Sequences sentences to form short narratives.</p>
	<p>Fact file about everyday heroes</p> <p>To Inform</p>	<p>Recognise and write grammatically correct simple phrases and sentences, showing some control of word order</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>
	<p>Free verse poetry</p> <p>To Entertain</p>	<p>To use and identify simple and appropriate nouns.</p> <p>Begin to use / name / identify adjectives.</p> <p>Begin to use descriptive language</p> <p>The separation of words with spaces</p>

Spring 2 In the Secret Garden

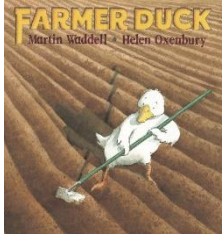
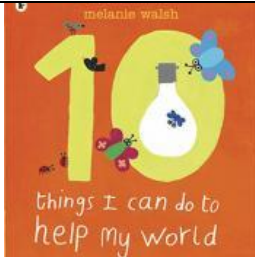
Text	Key Writing Pieces	Teaching Points
	Letter writing in role as the classroom To Inform	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Imperative verbs Joining words and clauses using 'and' 'because' 'so'
Instructions for fruit skewers <i>Talk for writing</i> 	Instructions for fruit skewers To Inform	To use and identify simple and appropriate nouns. To begin to use some conjunctions of time as openers e.g. 'first', 'next', 'then', 'soon', 'after that' and 'last'. To begin to use a simple range of prepositions (to indicate position) adding precision to writing. (through, over, under, in , on, next to, above, below). Recognise and write grammatically correct simple phrases and sentences, showing some control of word order Imperative verbs
	Letter writing about environmental issues To Inform	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>). To begin to use/ identify / name determiners correctly (a, an , the, my, his, her, its etc).

Summer Carnival of the animals/ travellers

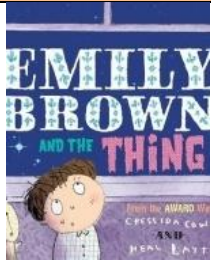
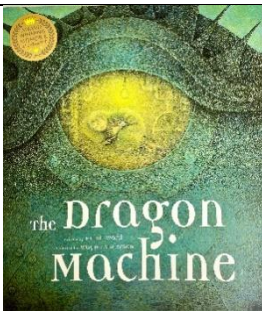
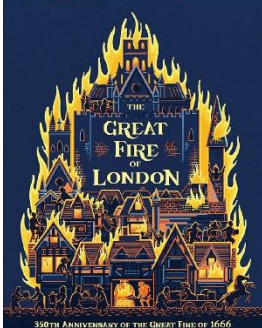
Text	Key Writing Pieces	Key Teaching Points
	Animal Fact File To Inform	Join words and clauses using 'and'. To use and identify simple and appropriate nouns. Begin to use / name / identify adjectives. Begin to use descriptive language.
	<i>Talk for Writing</i> Write own version of story with original characters/setting To Entertain	Joining words and clauses using <i>and</i> . Recognise and write grammatically correct simple phrases and sentences, showing some control of word order Sequences sentences to form short narratives.
	Map the story with added description Posters/advertising material about the Beast's island To Entertain	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat). Recognise and write grammatically correct simple phrases and sentences, showing some control of word order
<i>Talk for writing</i> 	Retell from a different perspective – <i>The Ogre and the Beanstalk</i> To Entertain	Sequencing sentences to form short narratives. To begin to use simple regular, past and imperative tense. Using a capital letter for people, places, the days of the week and the personal pronoun <i>I</i> .

Year 2

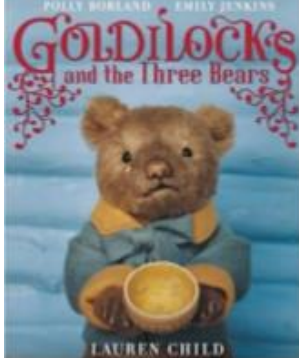
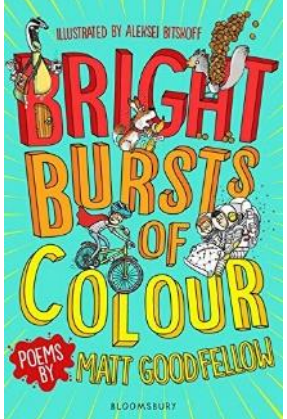

Autumn 1 The Great Fire of London

Text	Key Writing Pieces	Teaching Points
	Retell story – create own story book To Entertain	Plurals – regular/irregular Recognise and use simple prepositions to indicate position and space (next to, under, over) Recognise and write grammatically correct simple phrases and sentences, showing some control of word order
	Letter about environmental issues To Inform	Use of progressive form of verbs in the present and past tense to mark actions in progress.(Progressive verbs are on-going actions e.g she is drumming, he was shouting) Imperative verbs


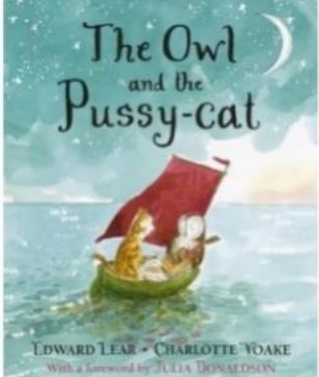
Autumn 2 Toys and Lego

Text	Key Writing Pieces	Teaching Points
	Letter to The Thing Retell Story To Entertain	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Replace proper nouns with pronouns. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (the girl's name)
	Letter of advice Own version of the story To Entertain	Prepositions Expanded noun phrases (2A sentences) Conjunctions to join sentences
	Diary entry as Samuel Pepys To Inform Non-chronological report about Great Fire of London To Inform	Time conjunctions Using suffixes to turn adjectives into nouns Headings and subheadings Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Expanded noun phrases

Spring By the Sea

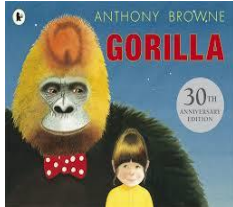

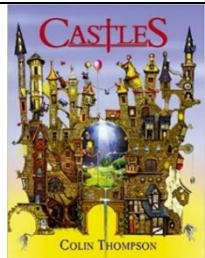
Text	Key Writing Pieces	Teaching Points
	Recount about fairy tale day To inform Sequel to Goldilocks To entertain	Fairy tale language Conjunctions Sentence openers
	Own poem To entertain	Repetition Rhyme Performance skills
Instructions linked to DT e.g. Creating plastic bottle sea creatures	Instructions To Inform	Conjunctions of time e.g. 'first', 'next', 'then', 'soon', 'after that' and 'last'. Imperative verbs Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list.
	Recount of Ruislip Lido To Inform	Recognise and use simple prepositions to indicate position and space (next to, under, over). Conjunctions of time e.g. first, next, last Use of suffixes -er, -est, in adjectives and -ly to turn adjectives into adverbs.

Summer Ancient Egypt

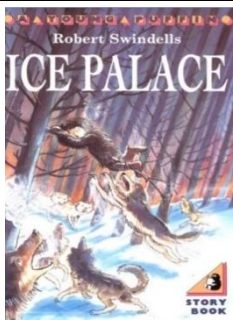
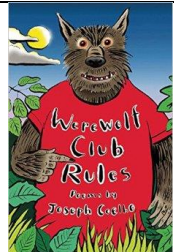
Text	Key Writing Pieces	Key Teaching Points
	Write own story To Entertain	Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Expanded noun phrases Formation of adjectives using suffixes such as -ful, -less Use capital letters, full stops, question marks and exclamation marks to demarcate sentences
	Diary entry first person Recount of events from different character's perspective e.g. receptionist, gerbil	
	Recount of Sports Day To Inform	Recognise and use simple prepositions to indicate position and space (next to, under, over). Conjunctions of time e.g. first, next, last Use of suffixes -er, -est, in adjectives and -ly to turn adjectives into adverbs.
	Retell story To Entertain	Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Expanded noun phrases Recognise and use simple prepositions to indicate position and space (next to, under, over).

Year 3

Autumn 1 Field to Fork

Text	Key Writing Pieces	Teaching Points
 <p>Gorilla – Anthony Browne</p>	<p>Writing their next adventure – sequel To entertain</p>	<p>Sentence marking 2A sentences Adverbs Capital letters for names and places Coordinating conjunctions – <i>and, or, but</i></p>
 <p>Dreamgiver – The Literacy Shed</p>	<p>Letter writing To persuade</p>	<p>Subordinating conjunctions – <i>when, if, that, because</i> Using the prefix –un to change the meaning of words</p>
 <p>Castles – Colin Thompson</p>	<p>Information text about their castle To inform</p>	<p>Headings and subheadings Expanded noun phrases</p>

Autumn 2 Victorian Schools

Text	Key Writing Pieces	Teaching Points
 <p>Ice Palace – Robert Swindells</p>	<p>Descriptive poetry To entertain</p> <p>Advice letter to Ivan To persuade</p> <p>Write own ending to the story To entertain</p>	<p>Word class Imperative verbs Noun phrases Introduce paragraphs</p> <p>Expanded noun phrases Powerful verbs Adverbs Inverted commas for speech Short sentences</p>
 <p>Werewolf Club Rules Joseph Coelho</p>	<p>Contrast with Victorian schools topic</p> <p>Poems about school – create a class anthology To entertain</p>	<p>Similes Metaphors Purposeful repetition</p>

Spring 1 & 2 Changing Planet

Text	Key Writing Pieces	Key Teaching Points
Spud Murphy – Eoin Colfer 	Letter to persuade Marty to behave To persuade Book recommendations To persuade Sequel – Spud Murphy Returns To entertain	2 nd person Imperative verbs Rhetorical questions Contracted forms Imperative verbs Rhetorical questions Noun phrases Inverted commas for speech 2A sentences Adverbs Question marks and exclamation marks
The Iron Man – Ted Hughes	Newspaper article about Iron Man saving the world To inform	Headlines Expanded noun phrases Conjunctions Prepositions of time and place – <i>after, before, during</i> Paragraphs

Summer 1 & 2 Britain from the air

Text	Key Writing Pieces	Key Teaching Points
Wolves – Emily Gravett 	First person letter from the rabbit To inform Own story of encounter with the wolves To entertain	Apostrophes for possession Progressive verbs to show something still happening – <i>she is shouting</i> Adverbs Short sentences Expanded noun phrases
Mousehole Cat – Antonia Barber	Descriptive writing of the storm To entertain Write own ending as Mowser To entertain	2A sentences Adverbs Short sentences 1 st person Fronted adverbials Conjunctions



Tourism leaflet for Mousehole / Cornwall
Katie in London stimulus

Tourist leaflet about London
To persuade

Imperative verbs
Expanded noun phrases
List sentences
Topic based paragraphs
Rhetorical questions




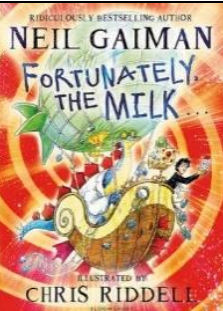
The Frog Prince Continued – Jon Scieszka

Writing their own ending to a fairy tale
To entertain


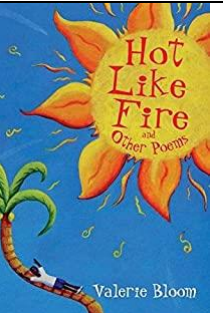
Expanded noun phrases
Adverbs
Inverted commas for speech
Short sentences
Progressive verb forms

Year 4

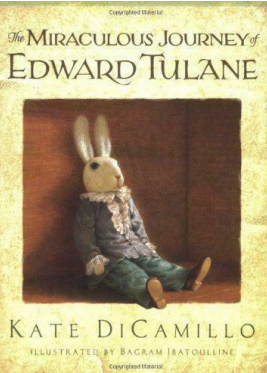

Autumn 1 The Romans & Electricity

Text	Key Writing Pieces	Teaching Points
 Into the Forest 3 weeks	Letter to dad to persuade him to come home. To persuade A new chapter with their own character To entertain	Structure of a letter Paragraphs Reason Coordinating conjunctions – <i>and, or, but, however, therefore</i> 2A sentences for description (expanded noun phrases) Speech punctuation – New line new speaker Present perfect and simple past tense. With an action, more action – <i>With a smile, Greg waved goodbye.</i>
 Fortunately the Milk – Neil Gaiman 4 weeks	Write the ending before reading it To entertain	Fronted adverbials and comma Tip Top Paragraphs Speech punctuation Expanded noun phrases With an action, more action

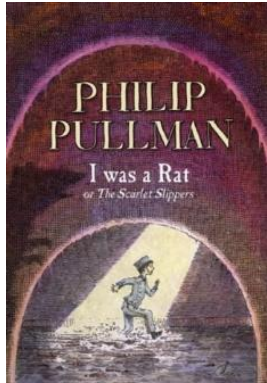
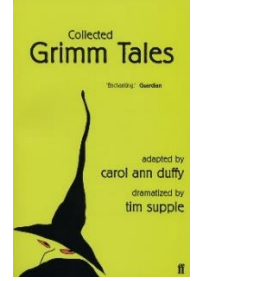
Autumn 2 The Romans & Animals Including Humans


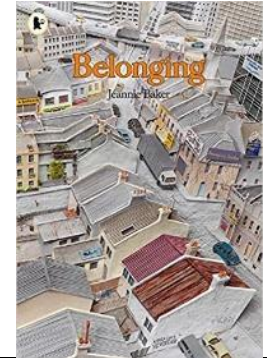
Text	Key Writing Pieces	Teaching Points
Black History Month Writing 1 week		
 The Roman Invasion information text. 3 weeks	Non-chronological report about the Roman army To inform	Headings and subheadings Organising information by topic Paragraphing Topic specific vocabulary Capital letters for proper nouns
 Hot Like Fire – Valerie Bloom 3 weeks	Biography of Valerie Bloom To inform	Apostrophes for possession e.g. <i>Valerie's life began...</i> Tip Top paragraphs Subordinating conjunctions – <i>when, if, because, although, while</i>

Spring 1 & 2 Europe & Changing States

Text	Key Writing Pieces	Key Teaching Points
 <p>Edward Tulane 5 weeks</p>	<p>Write the epilogue/ sequel to Edward's story To entertain</p>	<p>Fronted adverbials and comma Noun phrases Tip Top paragraphs Pronouns and synonyms to avoid repetition Coordinating and subordinating conjunctions</p>
 <p>Varjak Paw 6 weeks</p>	<p>Descriptive writing To entertain</p> <p>Narrative – rewrite the ending from a different character's perspective To entertain</p>	<p>Embed 2A sentences Fronted adverbials ____ing, ____ed. - <i>Walking in the bush, she stopped at the sight of a crocodile.</i></p> <p>Explode the moment – fight scene Speech punctuation ____ing, ____ed.</p>

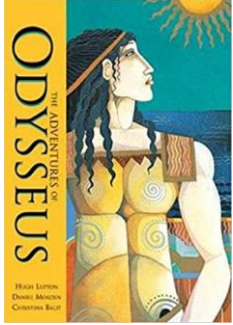
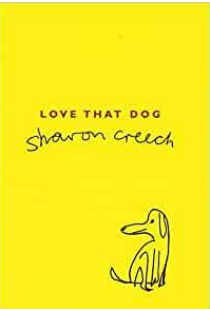
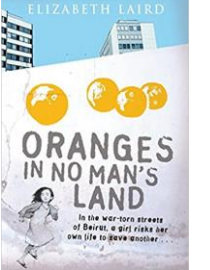
Summer 1 & 2 Steam and Sound/Habitats

Text	Key Writing Pieces	Key Teaching Points
 <p>I was a Rat – Phillip Pullman 4 weeks</p>	<p>Letter to the Daily Scourge to persuade them not to kill the boy To persuade</p> <p>Narrative – write the ending before reading it To entertain</p>	<p>Structure of a letter Imperative verbs Coordinating conjunctions to add reasons</p> <p>Show not tell Speech punctuation and said synonyms Pronouns and synonyms to avoid repetition Emotion, comma – <i>Desperate, she screamed for help.</i></p>
 <p>The Wishing Table, The Gold Donkey and the Cudgel in the Sack Adapted from Grimm Tales – Carol Ann Duffy 2 weeks + 1 week</p>	<p>Write a fairy tale of their choice as a play To entertain</p>	<p>Features of a play script, focus on deep understanding of direct speech and clear contrast with how it is written in prose.</p>

 <p>T4W: Newspaper unit</p>	<p>Newspaper Report To inform</p>	<p>Writing headlines Quotations Tip Top Paragraphs 5Ws in introduction Coordinating and subordinating conjunctions</p>
 <p>Belonging – Jeannie Baker 2 weeks</p>	<p>Persuasive letter to local community To persuade</p>	<p>Rhetorical question Imperative verbs Noun phrases Coordinating and subordinating conjunctions</p>
<p>2 weeks flexible</p>		

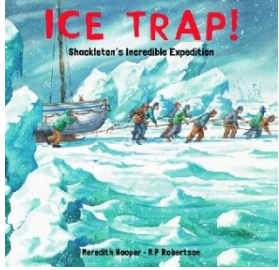

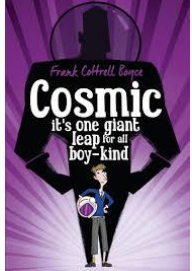
Year 5

Autumn Ancient Greece


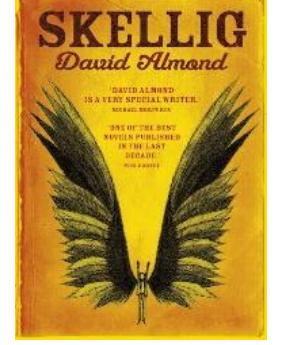

Text	Key Writing Pieces	Teaching Points
 <p>The Adventures of Odysseus (Pair with Usborne Greek Myths and Marcia Williams)</p>	<p>Balanced argument – Should Odysseus have sacrificed his men or warned them of the danger they faced? To discuss</p> <p>Own myth To entertain</p>	<p>Balanced argument structure: introduce, pros, cons, conclusion <i>On the other hand, in my opinion, some people think</i> Modal verbs Formal tone</p> <p>Tip Top paragraphs Adverbial phrases Pronouns and synonyms Expanded noun phrases The more, the more</p>
 <p>Love that dog – Sharon Creech</p> <p>Paired with Year 5 poetry anthology , poems from the back of the book</p>	<p>Class anthology of poems written in response To entertain</p> <p>Review of 'love that dog' To discuss</p>	<p>Poems about their city Shape poetry</p> <p>Summary, strengths, weaknesses, own opinion Modal verbs Relative clauses Some; others</p>
 <p>Oranges in No Man's Land - Elizabeth Laird</p>	<p>Letter from Ayesha to the Dr. Leila asking for medicine To persuade</p>	<p>Format of letter Emotive language Relative clauses and parenthesis punctuation Modal verbs</p>

Spring Shackleton



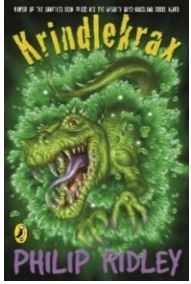
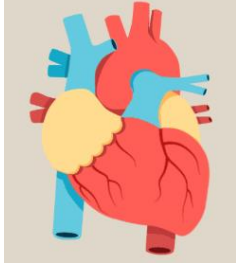
Text	Key Writing Pieces	Teaching Points
 <p>Ice Trap – Meredith Hooper</p>	<p>Descriptive writing about the setting To entertain</p> <p>Narrative – retelling the story from Shackleton’s perspective To entertain</p> <p>Biography of Shackleton To inform</p>	<p>2A sentences Similes Expanded noun phrases</p> <p>Sentence openers Tip Top paragraphs Speech punctuation Pronouns 3 ___ ed</p> <p>Relative clauses and parenthesis punctuation Formal tone</p>
 <p>resources Newspaper unit using Guardian News wise</p>	<p>Newspaper report To inform</p>	<p>Structure of a newspaper report 5Ws in opening Paragraphing and columns Quotations and reported speech Relative clauses and parenthesis punctuation</p>
 <p>Cosmic – Frank Cottrell Boyce</p>	<p>Balanced argument – Should Liam pretend to be Florida’s dad? To discuss</p> <p>Persuasive leaflet for their theme park To persuade</p>	<p>Balanced argument structure: introduce, pros, cons, conclusion Modal verbs Some; others</p> <p>Headings and subheadings Rhetorical questions Imperative verbs 2nd person Superlatives Quotes from visitors Synonyms</p>

Summer Invasions

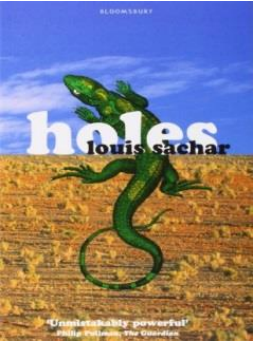

Text	Key Writing Pieces	Teaching Points
 <p>The Journey by Francesca Sanna</p>	<p>To entertain Describing setting (travelling through the forest to the border). Link with music lesson before the writing.</p> <p>Write a newspaper article about their refugee journey. Interview the mum – focus on her perspective.</p>	<p>Building tension - short sentences and explode the moment Outside. (Inside.) Speech punctuation</p>
 <p>Skellig</p>	<p>To inform Scientific diagram of Skellig</p> <p>To discuss Balanced argument opportunities:</p> <ul style="list-style-type: none"> • Should Michael tell people about Skellig? • Will Michael help Skellig? • Can Mina be trusted? 	<p>Diagram Headings and subheadings Labels Formal tone</p> <p>Balanced argument structure: introduce, pros, cons, conclusion Modal verbs Some; others Formal tone</p>
 <p>1066 T4W Unit</p>	<p>Non-chronological report To inform</p>	<p>Headings and subheadings Organising information into topic paragraphs Topic specific vocabulary Brackets, dashes and commas for parenthesis Colons to introduce something that follows e.g. a list</p>

Year 6

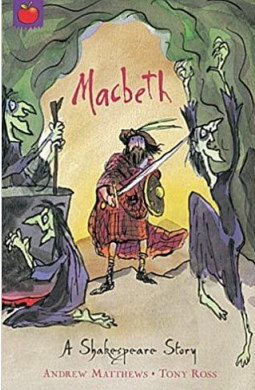
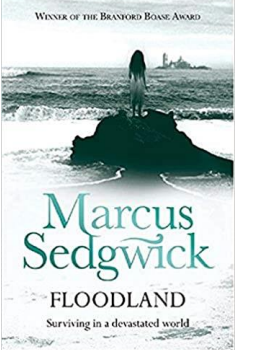
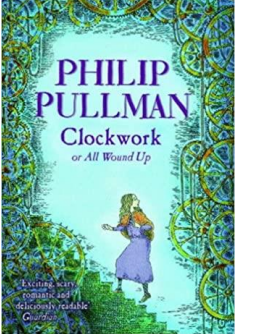
Autumn 1 Battle of Britain

Text	Key Writing Pieces	Teaching Points
 <p>Krindlekrax – Philip Ridley</p>	<p>Narrative – retell the story To entertain</p>	<p>Describe settings and characters (using expanded noun phrases, fronted adverbials, and 2 pair sentences). Speech punctuation and dialogue to show not tell Adverbial phrases Subordinating conjunctions (when, if, because, although, while). Shifting formality between Ruskin’s voice and description (contractions and question tags)</p>
 <p>The Heart</p>	<p>Non-chronological report about aspect of WW2 To inform</p>	<p>Organising information by subject Topic sentences Topic specific vocabulary Brackets, dashes and commas for parenthesis Relative clauses When to use colons and semi-colons Formal tone</p>


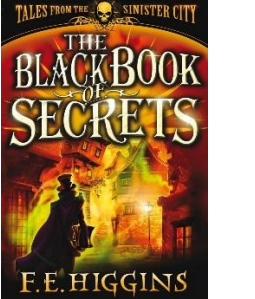
Autumn 2

Text	Key Writing Pieces	Teaching Points
 <p>Holes – Louis Sachar</p>	<p>Balanced argument discussing whether the camp should be closed. To discuss</p> <p>Retelling of key moments (Stanley stealing the water truck) To entertain</p> <p>Newspaper report about the Camp /Sam’s death. To inform</p>	<p>Formal tone Subjunctive Brackets, dashes and commas for parenthesis</p> <p>Describing settings. Stop and fast forward sentences to build tension in action.</p> <p>Relative clauses – brackets, dashes commas Passive voice</p> <p>Reading skills around following the three storylines and linking the themes and symbols.</p>
 <p>Replay (Literacy Shed)</p>	<p>Narrative (retell the film) To entertain</p>	<p>Describing settings, characters and atmosphere. Building tension – short short long sentences. <u>Imagine 3 sentences</u> Similes</p>

Spring 1 & 2 Disasters

Text	Key Writing Pieces	Teaching Points
 <p>Macbeth</p>	<p>Persuasive letter from Lady Macbeth to Macbeth To persuade</p> <p>Descriptive writing of Duncan's murder To entertain</p> <p>Newspaper report To inform</p> <p>Retell the banquet scene with the ghost To entertain</p>	<p>Rhetorical questions Subjunctive – <i>If I were you...</i> Imperative verbs Hyperbole</p> <p>Describe settings, characters and atmosphere De:de Similes</p> <p>Punctuation for parenthesis Relative clauses Quotations and reported speech (formality shift) Passive voice Some; others</p> <p>Descriptive techniques (de:de, similes, metaphors) Speech punctuation, mix dialogue with description Show not tell</p>
 <p>Floodland – Marcus Sedgwick</p>	<p>Explanation text – How to survive on Eel Island To inform</p> <p>Munchkin's story of getting off Eel Island To entertain</p>	<p>Modal verbs Subordinating and co-ordinating conjunctions Relative clauses Bullet points, semi-colons and colons for lists</p> <p>Describe settings and atmosphere Speech punctuation, mix dialogue with description.</p>
 <p>Clockwork – Philip Pullman</p>	<p>Descriptive writing To entertain</p> <p>Narrative – retelling the story To entertain</p>	<p>Build description of atmosphere Range of sentence types used for effect Adverbial phrases Similes Show not tell, in dialogue as well as description</p> <p>Synonyms Range of sentence types Speech punctuation, mix dialogue with description Explode the moment Hyphens</p>

Summer 1 & 2 The Silk Road

Text	Key Writing Pieces	Key Teaching Points
 <p>Alma (Literacy Shed)</p>	<p>Narrative – retell the story To entertain</p>	<p>Descriptive techniques: similes, metaphors, de:de. Focus on building atmosphere. Range of sentence lengths and types Subordinate clauses</p>
 <p>Biographies</p>	<p>Biographies Shared write Charles Darwin Independent write own choice To inform</p>	<p>Organising information by topic Technical vocabulary Relative clauses – brackets, dashes and commas Passive voice Colons to link related clauses</p>
 <p>The Land of Neverbelieve – Norman Messenger</p>	<p>Fantasy field guide To inform</p>	<p>Setting descriptions Relative clauses Personification Passive voice Some; others Formal tone</p>
 <p>The Black Book of Secrets – F.E. Higgins</p>	<p>Balanced argument – should Ludlow be punished for stealing? To discuss</p> <p>Write own confession To entertain</p>	<p>Some; others Passive voice Subjunctive Modal verbs</p> <p>Different sentence types and lengths Paragraphing Relative clauses De:de</p>