



St John's Primary School

ENGLISH WRITING CURRICULUM MAP



English Writing Curriculum Map - Autumn Term						
Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Familiar Settings: Family Stories (4 weeks) Knuffle Bunny by Mo Willems</p> <p>Unit Outcome: To write their own version of the story using a structured writing frame.</p> <ul style="list-style-type: none">Capital lettersFull stopsSpaces between wordsBegin to use 'and' <p>Labels, Lists and Signs: Getting and Giving Information (3 weeks) Not a Stick by Antoinette Portis Billy's Bucket by Kes Gray and Garry Parsons</p> <p>Unit Outcome: To plan write descriptive sentences about an object.</p> <ul style="list-style-type: none">Adjectives <p>Information Texts: Big Machines (3 weeks) The Usborne Books of Big Machines</p> <p>Unit Outcome: To create an information book about machines.</p> <ul style="list-style-type: none">Adding –s and –es <p>Humorous Poems: Funny Poems (3 weeks) Oi Frog! and Oi Dog! by Kes Grave and Jim Field</p> <p>Unit Outcome: To plan and write a funny poem.</p> <ul style="list-style-type: none">Prefix un-Suffix –ing and –ed	<p>Postcards (1 week) Wish You Were Here Extracts from Meerkat Mail Real life examples</p> <p>Unit Outcome: To write a recount (postcard) of a real life event</p> <ul style="list-style-type: none">Capital letters and full stopsSentences are linkedSentence sense <p>Character Description/ write a story ending (2 weeks) The Squirrels who Squabbled</p> <p>Unit Outcome To write a character description/ story ending.</p> <ul style="list-style-type: none">AdjectivesNoun phrasesSimple co-ordination conjunctions <p>Compare 2 characters from different books by the same author/ write a diary entry from a characters point of view (2 weeks) The Squirrels who Squabbled The koala who could Unit Outcome Compare characters/ diary entry</p> <ul style="list-style-type: none">Past tenseSimple subordination 'because' <p>Poetry – write and perform different poems (2 weeks) Poems by Pie Corbett, Kit Wright and Michael Rosen Unit Outcome To write non-rhyming repeating poem, poem in style of London's Burning and rhyming poem in style of 'Don't'</p> <ul style="list-style-type: none">Adjectives/ noun phrasesPresent continuous verbsCommas/ apostrophes for contractions/ exclamation marks <p>Write own story with a twist (3 weeks) The Cave Unit Outcome To write own story based on one read</p> <ul style="list-style-type: none">Adjectives/ noun phrasesPast tenseCommasExclamation/ questions marksConjunctionsSimilesSentence starters <p>GD Unit outcome To change main characters and setting and edit own work Instructions (3 weeks) Various non-fiction books showing instructions Unit Outcome To write set of instructions on a product made</p> <ul style="list-style-type: none">Present tenseImperative verbsSentence types – command, statementTime conjunctionsAdverbs	<p>Stories by the same author (4 weeks) I'll Take you to Mrs Cole – Michael Foreman</p> <p>Unit Outcome: Write a new version of the story.</p> <ul style="list-style-type: none">Story mapping <ul style="list-style-type: none">Recap capital letters and full stopsPowerful verbsAdjectivesConjunctionsInverted commas <p>Instructions and Explanations (3 weeks) Countdown Pointless Who Wants to be a Millionaire</p> <p>Unit Outcome: write clear explanations and instructions.</p> <ul style="list-style-type: none">Bossy verbs – imperative verbs.First or third person.Express time place and cause using coordinating and subordinating conjunctions <p>Fiction Fantasy narrative (4 weeks) Dreamgiver – video</p> <p>Unit Outcome: Write their own newspaper report(Purple mash)</p> <ul style="list-style-type: none">Word classes – adjectivesExpanded noun phrasesFronted adverbials <p>Letter writing (2 weeks) Dear Father Christmas – Alan Durrant</p> <p>Unit Outcome: Write a letter to Father Christmas.</p> <ul style="list-style-type: none">Powerful verbsTwinkl listsParagraphsInteresting OpenersFirst or third person	<p>Stories: Fables (Cycle 1) or Stories from India (Cycle 2) (3 weeks) Aesop's Fables by AFulvio Testa Usborne Stories from India by Anna Milbourne</p> <p>Unit Outcome: To write their own version of a fable or an Indian tale with a moral/lesson to be learnt</p> <ul style="list-style-type: none">Use inverted commas to indicate direct speechConjunctions to extend sentences <p>Information Texts (3 weeks) Who were the first people? by Usborne We're from India by Heinemann Library – need to find a better text suitable for KS2</p> <p>Unit Outcome: To write an information text linking to their topic (Stone Age or India)</p> <ul style="list-style-type: none">Use fronted adverbialsApostrophe for possession and understanding the difference between plural s and possessive <p>Poetry: Christmas Poems (3 weeks) Please Mrs Butler by Allan Ahlberg (introduction to unit) then Various Christmas poems</p> <p>Unit Outcome: To identify different types of poems and features of each To write own Christmas or winter poem.</p> <ul style="list-style-type: none">Plan by discussing similar writingDraft, write and editConfidently read own work aloud	<p>Information Texts (2 days - year intro) Animals texts (first week) Introduction activity. Recounts –Diary (3 weeks) Tutankhamun's Discovery – Howard Carter's Diary Unit Outcome To write a diary entry (informal) Linked to Ancient Egyptian Discovery</p> <ul style="list-style-type: none">Date/DayOpening (Dear Diary)Use of 1st personInformal style/languageSubordinate clausesTime adverbialsExpanded noun phrasesSemi colons/colons <p>GD Unit outcome Use different verb forms, including tenses mostly accurately, with consideration for audience and purpose.</p> <p>National Poetry Day – Topic Themed (1/2 week) Theme and style specific to NPD. Counting – Making it count</p> <ul style="list-style-type: none">AdjectivesSimilesMetaphorsNounsAlliterationPersonification <p>News Reports (2 weeks) Ancient Egyptian Discovery Unit Outcome To write a news based upon the previous Ancient Egyptian discovery in Diary writing</p> <ul style="list-style-type: none">Introduction using 5wsUse direct speech to give quotes and indirect speech to give opinion.Relative clausesConclusion looking forwards. <p>GD Unit outcome Use organisational and presentation devices to engage and guide the reader Letter writing -persuasive War Game (3 weeks) Unit Outcome Write a formal persuasive letter To know the key features of formal language</p> <ul style="list-style-type: none">Formal languageRelative clauseNo contractionsConjunctions – e.g. furthermore, consequently, subsequently,Rhetorical questionsEmotive language <p>GD Unit outcome Consistent formal tone Experiment with semi-colons</p> <p>Just so Stories (3 week) Just so stories Unit Outcome Planning, writing and publishing own Just So story Editing and improving To write a narrative keeping the flow throughout writing</p> <ul style="list-style-type: none">ISPACE openers (adverb/ly, similes and prepositions)Using cohesive devices to help writing flowUsing speech to show character and punctuating direct speech.	<p>Information Texts (2 days - year intro) Animals texts (first week) Introduction activity</p> <p>Setting Description (1 week) The Explorer and/or Oranges in No Man's Land (also guided reading)</p> <p>Unit Outcome To write a setting description.</p> <ul style="list-style-type: none">Preposition openersRecap relative clauses and expanded noun phrases <p>Formal/Informal (1 week) Clip – Chaperone Rouge Twinkl Police/football examples</p> <p>Unit Outcome To know the key features of formal and formal language.</p> <ul style="list-style-type: none">Formal – no contractions, semi-colons, colons and passive sentencesInformal - contractions, question tags, slang, idioms, ellipses and dashes <p>Discussions/Balanced Arguments (3/4 weeks) 'Should there be tourism in Antartica'</p> <p>Unit Outcome Write a discussion text</p> <ul style="list-style-type: none">Intro – giving brief ideaof both sidesArguments forArguments againstConclusion summarising key points/author's opinionAdverbial conjunctions and present tense. <p>Fiction - tension, action, characterisation and cohesion (5 weeks) Man in house extract and Alice and the Jabberwock Short story</p> <p>Unit Outcome To write a story including action and tension and creating atmosphere with links between and within paragraphs.</p> <ul style="list-style-type: none">Tension/action - repetition, 3 verbs, give a clue. Present and past progressive tenseCohesion within - prepositions, adverbs, conjunctionsDialogue and actions show character. <p>Explanation texts (2 weeks) How Can the snoozatron help you sleep? (Twinkl) Unit Outcome To a write well-structured explanation text</p> <ul style="list-style-type: none">start to use colons and semi-colonsTechnical languageCausal conjunctions and adverbials and time conjunctions and adverbials.

English Writing Curriculum Map – Spring Term						
Spring	<p>Wellbeing: Colours and Monsters (1 week) The Colour Monster by Anna Llenas</p> <p>Unit Outcome: To write a letter to the colour monster suggesting ways to stop feeling sad.</p> <p>Traditional Tales: Little Red Riding Hood (4 weeks) Little Red Riding Hood Twinkl version</p> <p>Unit Outcome: To plan and write their own version of the story changing the setting and some characters.</p> <p>Instructions (4 weeks) Don't Let the Pigeon Stay Up Late! by Mo Willems Don't Let the Pigeon Drive the Bus! by Mo Willems</p> <p>Unit Outcome: To plan and write a set of commands for pigeons.</p> <p>Explorers: We're Going on a Bear Hunt (4 weeks) We're Going on a Bear Hunt by Michael Rosen</p> <p>Unit Outcome: To plan and write their own version of the story changing the obstacles.</p>	<p>Information Texts (3 weeks) A Christmas Collar Various texts/ non-fiction books</p> <p>Unit Outcome: To write an information leaflet about reindeers</p> <ul style="list-style-type: none"> Question marks First person Factual Sub-headings <p>Traditional Tales (3 weeks) The Gingerbread Man (various) The Chapatti Man</p> <p>Unit Outcome: To write own story in the style of the Gingerbread Man</p> <ul style="list-style-type: none"> Speech bubbles Imperative verbs Time conjunction Adjectives Past tense <p>GD Unit outcome: to choose own characters and write own repeating rhyme</p> <p>Recounts (Real/ Imaginary) (3 weeks) Toby and the Great Fire of London</p> <p>Unit Outcome: To write a recount as the main character from the book</p> <ul style="list-style-type: none"> Speech bubbles Imperative verbs Time conjunction Adjectives Past tense Speech marks Possessive apostrophes <p>GD Unit outcome: To include speech and group ideas into paragraphs</p> <p>Recount of school trip – all</p> <p>Modern Fairy Tales (2 weeks) The Tear Thief The Lost Happy Endings</p> <p>Unit Outcome: To write an excerpt from the middle of the story as the Tear Thief</p> <ul style="list-style-type: none"> Punctuation of sentences Adjectives Noun phrases Similes First person Past tense Adverbs 	<p>Performance poetry (2 weeks) Tony Mitton – To Write a Rap</p> <p>Unit Outcome: To write a rap poem in the style of Tony Mitton</p> <ul style="list-style-type: none"> To write and edit their own descriptive rap. Descriptive clauses Homophones <p>Non Chronological reports (3 weeks) Harry Potter and the Philosophers Stone</p> <p>Unit Outcome: Write their own report based on a visit to Harry Potter world</p> <ul style="list-style-type: none"> Write a report about a Harry Potter Studio using the features of a non chronological report. <p>Diaries and recounts (3 weeks) Diary of a killer Cat by Anne Fine</p> <p>Unit Outcome: Write their own diary entry based on the structure of the story.</p> <ul style="list-style-type: none"> Discuss and record ideas. Build a varied and rich vocabulary and range of sentence structures. Discuss writing similar to that which they will write to understand and learn from its structure, vocabulary and grammar.Organise paragraphs around a theme. <p>Persuasive writing Advertising (3 weeks) Selection of adverts</p> <p>Unit Outcome: Explore the power of persuasion in advertising and write a piece of persuasive writing.</p> <ul style="list-style-type: none"> Features of persuasive writing Create adverts to persuade people to buy a toy Consider what makes a toy good Create a second advert to encourage people not buy a toy Persuasive phrases Rhetorical questions 	<p>Explanation text or Letters (3 weeks) Text TBA</p> <p>Unit Outcome: To write</p> <ul style="list-style-type: none"> To draft and write non-narrative material, using simple organisational devices Make the appropriate choice of pronoun to aid cohesion and avoid repetition <p>Poetry: Kennings (2 weeks) Hamilton based resources: examples of Kennings</p> <p>Unit Outcome: To identify the style of a Kenning poem and to write their own.</p> <ul style="list-style-type: none"> Plan by discussing similar writing Draft, write by composing and rehearsing sentences orally Evaluate and edit work Confidently read own work aloud <p>Stories: Greek Myths and Legends (3 weeks) The Orchard Book of Greek Myths by Geraldine McCaughrean Also Twinkl adapted version</p> <p>Unit Outcome: To write a Greek myth</p> <ul style="list-style-type: none"> To include a character description Use expanded noun phrases To practise and embed speech punctuation 	<p>Instructions (2-3 weeks) How to Groom your dog and save money. Mind Blowing Chocolate covered apples Unit Outcome To a write well-structured set of instructions (how to train your dragon)</p> <ul style="list-style-type: none"> Adverbs, adverbial phrases Modal verbs Colons and semi-colons for lists Reasons why/why not you should do things – including using conjunctions brackets <p>GD Unit outcome • ?dashes to add information</p> <p>Information texts (3 weeks) Alpine and mountain holiday guide (Snowdonia) Unit Outcome To write an engaging and detailed travel guide.</p> <ul style="list-style-type: none"> use subordinate clauses to start sentences Use fronted adverbials Keep to purpose Sub-headings Powerful vocabulary (adjectives, adverbs, noun phrases) <p>GD Unit outcome Consider audience and purpose throughout</p> <p>Play scripts – (2 weeks) Greek Myths Unit Outcome: To write a play script</p> <p>Look at example play scripts - Shakespeare - HP & cursed child Writing on the scripts, Identify and label the following features: - Scene headings - Action - Character Name - Dialogue - Parenthesis - Transitions Create own playscript of chosen Myth/legend using features</p> <p>Spooky stories (3/4 weeks) Based upon Greek myths and legends Unit Outcome To write a spooky story and use language to create tension and suspense.</p> <ul style="list-style-type: none"> Show not tell senses Vary sentence length Pause for effect Repetition Relative clauses Figurative language ISPACE openers verbs/ing Questions <p>GD Unit outcome Keep to purpose and audience use features</p> <p>Poetry – (2 weeks) Seasonal Theme – Spring Children can create their own poems using poetic devices.</p> <ul style="list-style-type: none"> read and discuss an increasingly wide range of poetry learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform it clearly. use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus identifying the audience for and purpose of the writing. Figurative language 	<p>News/Journalistic Writing (3/4 weeks)</p> <p>'Monopoly' Murder Report</p> <p>Unit Outcome Write a well-discussion text</p> <ul style="list-style-type: none"> Structure Intro (5ws, paragraphs with details conclusion looking forward) Use direct speech to give quotes from witnesses and indirect speech to give 'expert' opinion. Use passive sentences. <p>Persuasive writing (3 weeks) Billy Goats Gruff letter</p> <p>Unit Outcome Write a well-structured persuasive letter</p> <ul style="list-style-type: none"> Introduction includes a list punctuated with colon and semicolons, modal verb - chosen for impact. Dare to disagree <p>Poetry - Figurative Language (2 weeks) To be decided</p> <p>Unit Outcome - Use a variety of figurative language for effect</p> <ul style="list-style-type: none"> Similes, metaphor, personification, alliteration and onomatopoeia <p>Fiction –Figurative language (2weeks)</p> <p>To be decided (Link to Guided reading – write chapter 36 of 'Holes')</p> <p>Unit Outcome Write a s tory which engages the reader</p> <ul style="list-style-type: none"> Use figurative language to create atmosphere Use dialogue to move a story on Use passive sentences for suspense

English Writing Curriculum Map - Summer Term						
Summer	<p>Information Texts: Comparing Non-Fiction and Fiction (4 weeks) There's a Tiger in the Garden by Lizzie Stewart Tigress by Nick Dowson Big Blue Whale by Nicola Davies and Nick Maland Ice Bear by Nicola Davies Rainbow Bear by Michael Morpurgo Surprising Sharks by Nicola Davies</p> <p>Unit Outcome: To create an information book about fierce animals.</p> <ul style="list-style-type: none"> Using a variety of punctuation <p>Traditional Tales and Fables: Fairy Tales (4 weeks) Cinderella Snow White Snow White in New York by Fiona French The Three Billy Goats Gruff</p> <p>Unit Outcome: To plan and write an alternative version of a fairy tale using adjectives and correctly used punctuation.</p> <p>Stories on a Theme: Superheroes (4 weeks) Super Daisy by Kes Gray and Nick Sharrett Superhero ABC by Bob McLeod</p> <p>Unit Outcome: To create a comic book strip using.</p> <ul style="list-style-type: none"> Using the endings –ing, –ed, –er and –est 	<p>Quest Stories (3 weeks) The Paperbag Princss Lost and Found The Way Back Home We're Going on a bear Hunt</p> <p>Unit Outcome: To write a Quest Story</p> <ul style="list-style-type: none"> Synonyms Past tense Question/ exclamation marks Speech (speech marks) Suffixes Coordination Verbs in continuous form <p>GD Unit outcome: To group ideas into paragraphs and include speech.</p> <p>Traditional Poems/ Riddles (3 weeks) The Owl and the Pussycat Edward Lear Poems Various</p> <p>Unit Outcome: To write a riddle (cross curricular)</p> <ul style="list-style-type: none"> Alliteration Adjectives Rhyming words Question marks <p>GD Unit outcome: To extended sentences in riddle</p> <p>Letter Writing (3weeks) Dragon Post Beast Post The day the crayons quit</p> <p>Unit Outcome: To write a letter</p> <ul style="list-style-type: none"> Address Opening/ closing of letter Past/ present tense Possession apostrophe Expanded noun phrases <p>GD Unit outcome: To write a letter using expanded noun phrases, giving point of view</p> <p>2 weeks of Teacher Assessment for end of KS1</p>	<p>Modern Fiction (3 weeks) The Hodgeheg by Dick King Smit</p> <p>Unit Outcome: Write a new animal adventure story.</p> <ul style="list-style-type: none"> Reading a text and writing a recount in the first person based on an animal. To write a recount based on a story. Adverbs Adverbial phrases <p>Non Fiction reports – Video Games (3 weeks) Hamilton based resources</p> <p>Unit Outcome: Read/write informal and formal reports. Design and present a new game.</p> <ul style="list-style-type: none"> Identify and annotate features of reviews. Make notes for a report about a video/computer game. Use notes to write a review. Write a balanced review. <p>Information Texts (3 weeks)</p> <p>Guinness book of records Unit Outcome: Read, research and write information texts about amazing world records.</p> <ul style="list-style-type: none"> Plan a news report and use a range of features in my report planning. Use inference, prediction and imagination. Use simple devices to organise my writing. Compose sentences using the present perfect form. Use conjunctions to incorporate why, when, where information. Write a report about an event that has happened. <p>Poems on a theme (2 weeks)</p> <p>Shape Poems</p> <p>Unit Outcome: Write, improve and present your own shape poems.</p> <ul style="list-style-type: none"> Explore different shape poems.Draft and write a spiral poem. Look at different examples, make their own calligrams on word art, explore different ways of extending sentences etc. 	<p>Persuasive Writing (3 weeks) Twinkl resources about holidays</p> <p>Unit Outcome: To write a persuasive leaflet for a holiday destination.</p> <ul style="list-style-type: none"> Plan by discussing similar writing Draft, write and edit Embed speech punctuation Embed apostrophes <p>Stories: Fantasy stories (3 weeks) Shrunk! by F.R. Hitchcock?? <i>Not very inspiring – need to find another text or Mrs Pepperpot</i></p> <p>Unit Outcome: To write a fantasy adventure story based on being shrunk.</p> <ul style="list-style-type: none"> Plan by discussing similar writing Draft, write and edit Confidently read own work aloud <p>Poetry: Kennings(3 weeks)</p> <p>Animal kenning poems</p> <p>Unit Outcome: To identify the style of a Kenning poem and to write their own.</p> <ul style="list-style-type: none"> Plan by discussing similar writing Draft, write by composing and rehearsing sentences orally Evaluate and edit work Confidently read own work aloud 	<p>Biographies (3-4 Weeks) Topic related content – WW2 Unit Outcome: To write a biography</p> <ul style="list-style-type: none"> Headings Past tense 3rd person Openers – identify which sort Facts and biographical details in chronological order Words to look up or technical words <p>GD Unit Outcome: Vary sentence types, engaging the reader and punctuation including () : ; -</p> <p>Short Stories -Fantasy (4 weeks) Shaun Tan inspired short stories Unit Outcome To write a science fiction short story</p> <ul style="list-style-type: none"> Show not tell descriptions ISPACE openers Relative clauses 3rd person Modal verbs Dialogue to show character and move stories on. <p>GD Unit outcome:</p> <p>Poetry – Narrative Poetry (3 Weeks) Highwayman Unit Outcome: To write a narrative poem</p> <ul style="list-style-type: none"> Read, discuss and evaluate poetic language; Ensure performance shows understanding through intonation, tone and volume Discuss and identify a range of poetic conventions Imitate a whole poem using nonsense/portmanteau words <p>GD Unit Outcome: Analyse language used in a poem. Suggest replacement words which make sense in the context of the poem. Know words by heart when performing in front of an audience. Give examples of a range of poetic conventions. Imitate a poem, thinking about shape, syllables, narrative structure & punctuation.</p> <p>Persuasive writing - balanced (3-4 weeks) Sustainability Unit Outcome To write a balanced report</p> <ul style="list-style-type: none"> Intro – giving brief idea of issue Arguments for Arguments against Conclusion summarising key points/opinion Adverbials, conjunctions and present tense. <p>GD Unit outcome</p>	<p>Diary Writing - could be linked to topic or Holes (1 week)</p> <p>To be decided</p> <p>Unit Outcome Write a diary entry – expected level year 6</p> <ul style="list-style-type: none"> Focus will depend on strengths/weaknesses and needs of the class (groups within class) and evidence required <p>Fiction – story (1 week)</p> <p>Where the Wild Things are (or science fiction story) or Holes chapter</p> <p>Unit Outcome Write a story – expected level year 6</p> <ul style="list-style-type: none"> Focus will depend on strengths/weaknesses and needs of the class (groups within class) and evidence required <p>Persuasive Writing (1 week)</p> <p>Dog waste letter</p> <p>Unit Outcome Write a persuasive letter – expected level year 6</p> <ul style="list-style-type: none"> Focus will depend on strengths/weaknesses and needs of the class (groups within class) and evidence required <p>Information Text - (1 week)</p> <p>Unit Outcome Write a an information text – expected level year 6</p> <ul style="list-style-type: none"> Focus will depend on strengths/weaknesses and needs of the class (groups within class) and evidence required <p>Poetry - Performance (linked to reading) (2 weeks) Possibly: Jabberwocky by Lewis Carroll , Turkey by Benjamin Zephania and/orMichael Rosen performed poems.</p> <p>Unit Outcome To learn a poem and perform it. To Write own poem and perform it.</p> <ul style="list-style-type: none"> Tone of voice Emphasis Speed/pace Sound effects Expression and movements repetition

Subject Intent	Statement
Children speak with confidence and are able to articulate ideas, accessing and utilising a broad range of vocabulary. They are immersed in a range of high quality texts as a stimulus for their own creativity and innovation. Children read for pleasure across different genres, and as such develop fluency and understanding using a range of skills. They are stimulated and engaged to create purposeful writing across the curriculum, with a clear understanding of the power of editing and refinement to develop their skills.	