

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) <i>Knuffle Bunny</i> 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 letters • Full stops • Spaces between words • Begin to use 'and' <p>Labels, Lists and Signs: <u>Getting and Giving Information</u> (3 weeks) <i>Not a Stick</i> by Antoinette Portis <i>Billy's Bucket</i> 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) <i>The Usborne Books of Big Machines</i></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) <i>Oi Frog! and Oi Dog!</i> by Kesgrave 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) <i>Wish You Were Here</i> Extracts from <i>Meerkat Mail</i> 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 stops • Sentences are linked • Sentence sense <p>Character Description/ write a story ending (2 weeks) <i>The Squirrels who Squabbled</i></p> <p>Unit Outcome To write a character description/ story ending.</p> <ul style="list-style-type: none"> • Adjectives • Noun phrases • Simple 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) <i>The Squirrels who Squabbled</i> <i>The koala who could</i></p> <p>Unit Outcome Compare characters/ diary entry</p> <ul style="list-style-type: none"> • Past tense • Simple subordination 'because' <p>Poetry – write and perform different poems (2 weeks) <i>Poems by Pie Corbett, Kit Wright and Michael Rosen</i></p> <p>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 phrases • Present continuous verbs • Commas/ apostrophes for contractions/ exclamation marks <p>Write own story with a twist (3 weeks) <i>The Cave</i></p> <p>Unit Outcome To write own story based on one read</p> <ul style="list-style-type: none"> • Adjectives/ noun phrases • Past tense • Commas • Exclamation/ questions marks • Conjunctions • Similes • Sentence starters <p>GD Unit outcome To change main characters and setting and edit own work</p> <p>Instructions (3 weeks) Various non-fiction books showing instructions</p> <p>Unit Outcome To write set of instructions on a product made</p> <ul style="list-style-type: none"> • Present tense • Imperative verbs • Sentence types – command, statement • Time conjunctions • Adverbs 	<p>Stories by the same author (4 weeks) <i>I'll Take you to Mrs Cole</i> – Michael Foreman</p> <p>Unit Outcome: Write a new version of the story.</p> <ul style="list-style-type: none"> • Story mapping • Recap capital letters and full stops • Powerful verbs • Adjectives • Conjunctions • Inverted commas <p>Instructions and Explanations (3 weeks) <i>Countdown</i> <i>Pointless</i> <i>Who Wants to be a Millionaire</i></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) <i>Dreamgiver</i> – video</p> <p>Unit Outcome: Write their own newspaper report(Purple mash)</p> <ul style="list-style-type: none"> • Word classes – adjectives • Expanded noun phrases • Fronted adverbials <p>Letter writing (2 weeks) <i>Dear Father Christmas</i> – Alan Durrant</p> <p>Unit Outcome: Write a letter to Father Christmas.</p> <ul style="list-style-type: none"> • Powerful verbs • Twinkl lists • Paragraphs • Interesting Openers • First or third person 	<p>Stories: Fables (Cycle 1) or Stories from India (Cycle 2) (3 weeks) <i>Aesop's Fables</i> by A Fulvio Testa <i>Usborne Stories from India</i> 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 speech • Conjunctions to extend sentences <p>Information Texts (3 weeks) <i>Who were the first people?</i> by Usborne</p> <p>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 adverbials • Apostrophe for possession and understanding the difference between plural s and possessive <p>Poetry: Christmas Poems (3 weeks) <i>Please Mrs Butler</i> by Allan Ahlberg (introduction to unit) then <i>Various Christmas poems</i></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 writing • Draft, write and edit • Confidently read own work aloud 	<p>Information Texts (2 days - year intro) Animals texts (first week) Introduction activity.</p> <p>Recounts – Diary (3 weeks) <i>Tutankhamun's Discovery</i> – Howard Carter's Diary</p> <p>Unit Outcome To write a diary entry (informal) Linked to Ancient Egyptian Discovery</p> <ul style="list-style-type: none"> • Date/Day • Opening (Dear Diary) • Use of 1st person • Informal style/language • Subordinate clauses • Time adverbials • Expanded noun phrases • Semi 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.</p> <p>Counting – Making it count</p> <ul style="list-style-type: none"> • Adjectives • Similes • Metaphors • Nouns • Alliteration • Personification <p>News Reports (2 weeks) Ancient Egyptian Discovery</p> <p>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 5ws • Use direct speech to give quotes and indirect speech to give opinion. • Relative clauses • Conclusion looking forwards. <p>GD Unit outcome Use organisational and presentation devices to engage and guide the reader</p> <p>Letter writing -persuasive</p> <p>War Game (3 weeks) Unit Outcome Write a formal persuasive letter</p> <p>Unit Outcome To know the key features of formal language</p> <ul style="list-style-type: none"> • Formal language • Relative clause • No contractions • Conjunctions – e.g. furthermore, consequently, subsequently, • Rhetorical questions • Emotive language <p>GD Unit outcome Consistent formal tone Experiment with semi-colons</p> <p>Just so Stories (3 week) Just so stories</p> <p>Unit Outcome Planning, writing and publishing own Just So story Editing and improving</p> <p>Unit Outcome 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 flow • Using 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 openers • Recap 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 sentences • Informal - contractions, question tags, slang, idioms, ellipses and dashes <p>Discussions/Balanced Arguments (3/4 weeks) 'Should there be tourism in Antarctica'</p> <p>Unit Outcome Write a discussion text</p> <ul style="list-style-type: none"> • Intro – giving brief idea of both sides • Arguments for • Arguments against • Conclusion summarising key points/author's opinion • Adverbial 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 tense • Cohesion within - prepositions, adverbs, conjunctions • Dialogue and actions show character. <p>Explanation texts (2 weeks) How Can the snoozatron help you sleep? (Twinkl)</p> <p>Unit Outcome To write well-structured explanation text</p> <ul style="list-style-type: none"> • start to use colons and semi-colons • Technical language • Causal conjunctions and adverbials and time conjunctions and adverbials.

English Writing Curriculum Map – Spring Term

<p>Spring</p>	<p>Wellbeing: Colours and Monsters (1 week) <i>The Colour Monster</i> 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) <i>Little Red Riding Hood</i> 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) <i>Don't Let the Pigeon Stay Up Late!</i> by Mo Willems <i>Don't Let the Pigeon Drive the Bus!</i> 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) <i>We're Going on a Bear Hunt</i> 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) <i>A Christmas Collar</i> 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) <i>The Gingerbread Man</i> (various) <i>The Chapatti Man</i></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) <i>Toby and the Great Fire of London</i></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) <i>The Tear Thief</i> <i>The Lost Happy Endings</i></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) <i>Harry Potter and the Philosophers Stone</i></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) <i>Diary of a killer Cat</i> 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) <i>Hamilton</i> 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) <i>The Orchard Book of Greek Myths</i> 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)</p> <p>How to Groom your dog and save money.</p> <p>Mind Blowing Chocolate covered apples</p> <p>Unit Outcome To 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</p> <ul style="list-style-type: none"> • ?dashes to add information <p>Information texts (3 weeks)</p> <p>Alpine and mountain holiday guide (Snowdonia)</p> <p>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</p> <p>Consider audience and purpose throughout</p> <p>Play scripts – (2 weeks)</p> <p>Greek Myths</p> <p>Unit Outcome:</p> <p>To write a play script</p> <p>Look at example play scripts</p> <ul style="list-style-type: none"> - Shakespeare - HP & cursed child <p>Writing on the scripts, Identify and label the following features:</p> <ul style="list-style-type: none"> - Scene headings - Action - Character Name - Dialogue - Parenthesis - Transitions <p>Create own playscript of chosen Myth/legend using features</p> <p>Spooky stories (3/4 weeks)</p> <p>Based upon Greek myths and legends</p> <p>Unit Outcome</p> <p>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</p> <p>Keep to purpose and audience use features</p> <p>Poetry – (2 weeks)</p> <p>Seasonal Theme – Spring</p> <p>Children can create their own poems using poetic devises.</p>	<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)</p> <p>Billy Goats Gruff</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)</p> <p>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 story 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	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	Quest Stories (3 weeks) The Paperbag Princess Lost and Found The Way Back Home We're Going on a bear Hunt	Modern Fiction (3 weeks) The Hodgeheg by Dick King Smit	Persuasive Writing (3 weeks) Twinkl resources about holidays	Biographies (3-4 Weeks) Topic related content – WW2 Unit Outcome: To write a biography <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 	Diary Writing - could be linked to topic or Holes (1 week) To be decided
	Unit Outcome: To create an information book about fierce animals. <ul style="list-style-type: none"> Using a variety of punctuation 	Unit Outcome: To write a Quest Story <ul style="list-style-type: none"> Synonyms Past tense Question/ exclamation marks Speech (speech marks) Suffixes Coordination Verbs in continuous form 	Unit Outcome: Write a new animal adventure story. <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 	Unit Outcome: To write a persuasive leaflet for a holiday destination. <ul style="list-style-type: none"> Plan by discussing similar writing Draft, write and edit Embed speech punctuation Embed apostrophes 	Unit Outcome: GD Unit Outcome: Stories: Fantasy stories (3 weeks) Shrunken by F.R. Hitchcock?? <i>Not very inspiring – need to find another text or Mrs Pepperpot</i>	Unit Outcome GD Unit Outcome: Unit Outcome Write a diary entry – expected level year 6 <ul style="list-style-type: none"> Focus will depend on strengths/weaknesses and needs of the class (groups within class) and evidence required
	Traditional Tales and Fables: Fairy Tales (4 weeks) Cinderella Snow White Snow White in New York by Fiona French The Three Billy Goats Gruff	Traditional Poems/ Riddles (3 weeks) The Owl and the Pussycat Edward Lear Poems Various	Non Fiction reports – Video Games (3 weeks) Hamilton based resources	Unit Outcome: To write a fantasy adventure story based on being shrunk. <ul style="list-style-type: none"> Plan by discussing similar writing Draft, write and edit Confidently read own work aloud 	Unit Outcome: Short Stories -Fantasy (4 weeks) Shaun Tan inspired short stories	Unit Outcome Persuasive Writing (1 week)
	Unit Outcome: To plan and write an alternative version of a fairy tale using adjectives and correctly used punctuation.	Unit Outcome: To write a riddle (cross curricular) <ul style="list-style-type: none"> Alliteration Adjectives Rhyming words Question marks 	Unit Outcome: Read/write informal and formal reports. Design and present a new game. <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. 	Unit Outcome: Poetry: Kennings (3 weeks) <i>Animal kenning poems</i>	Unit Outcome: GD Unit outcome: Poetry – Narrative Poetry (3 Weeks)	Unit Outcome Persuasive Writing (1 week)
	Stories on a Theme: Superheroes (4 weeks) Super Daisy by Kes Gray and Nick Sharrett Superhero ABC by Bob McLeod	Letter Writing (3weeks) Dragon Post Beast Post The day the crayons quit	Information Texts (3 weeks) Guinness book of records	Unit Outcome: To identify the style of a Kenning poem and to write their own. <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 	Unit Outcome: GD Unit outcome: Poetry – Narrative Poetry (3 Weeks)	Unit Outcome Persuasive letter – expected level year 6 <ul style="list-style-type: none"> Focus will depend on strengths/weaknesses and needs of the class (groups within class) and evidence required
	Unit Outcome: To create a comic book strip using. <ul style="list-style-type: none"> Using the endings –ing, –ed, –er and –est 	GD Unit outcome: To write a letter using expanded noun phrases, giving point of view	2 weeks of Teacher Assessment for end of KS1	Unit Outcome: To write a letter <ul style="list-style-type: none"> Address Opening/ closing of letter Past/ present tense Possession apostrophe Expanded noun phrases 	Unit Outcome: Poetry - Performance (linked to reading) (2 weeks)	Unit Outcome Persuasive writing - balanced (3-4 weeks)
				Unit Outcome: Poems on a theme (2 weeks) Shape Poems	Poetry - Performance (linked to reading) (2 weeks)	Unit Outcome To learn a poem and perform it. To Write own poem and perform it. <ul style="list-style-type: none"> Tone of voice Emphasis Speed/pace Sound effects Expression and movements repetition
				Unit Outcome: Write, improve and present your own shape poems. <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. 	GD Unit outcome	

Subject Intent

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.

Statement