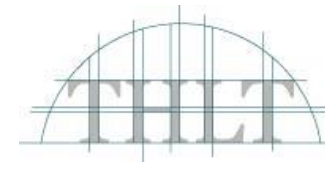




Writing Curriculum and Skills Progression Overview



THE
HAWKSMOOR
Learning Trust
Building Excellence

At The Radstone, as part of the Hawksmoor Learning Trust, our English curriculum aims to ensure that all pupils develop the required core skills and knowledge set out through the Early Years Framework and the English National curriculum.

Literacy Specific Areas of the Early Years Framework

- children can read and understand simple sentences
- they can use phonic knowledge to decode regular words and read them aloud accurately
- children can also read some common irregular words
- they can demonstrate understanding when talking with others about what they have read
- children use their phonic knowledge to write words in ways which match their spoken sounds
- they also write some irregular common words
- they write simple sentences which can be read by themselves and others
- some words are spelt correctly, and others are phonetically plausible

Aims of the English National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- gain a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



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Curriculum Intent

Speaking and Listening

All subjects across our curriculum play a significant role in developing key English skills, particularly speaking and listening. Subjects are planned with an emphasis on building vocabulary progressively, and understanding its meaning and application in context. We draw on the themes of our curriculum intent to provide pupils with opportunities to engage directly with our local and wider communities. For example, presenting at community events or planning and leading local initiatives in addition to interacting and interviewing a wide range of visitors to our school.

Writing

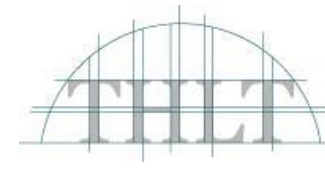
At Nicholas Hawksmoor we aim to ensure that all children leave us with the ability to confidently write at length across a range of genres, with a solid understanding of the grammatical skills required, in order to be clear and coherent in what they want to say.

Our children will write across a wide range of genres throughout their time at Nicholas Hawksmoor. High quality stimuli are integral to engage and inspire children to write for a variety of purposes and audiences. Extracts from modern and classic novels, poems and non-fiction texts along with video clips constitute a large part of these, however where possible we encourage the use of drama, music and first-hand experiences from trips and visitors to give writing a clear purpose for our children. As part of our curriculum offer, we ensure that our children are exposed to a diverse range of writing from many different cultures that broaden their understanding of the world that is both around them, and that lies ahead.

Key grammar skills are explicitly taught and understanding is embedded throughout our writing curriculum. In Key Stage 1, children are taught the basic skills to construct clear and accurate sentences to ensure they enter Key Stage 2 being able to access the rich curriculum before them.



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Throughout Key Stage 2, grammar skills are systematically taught and subsequently revisited to enable children to become confident in their use and manipulation.

Writing Progression

During their Reception year, children are taught to:

- start writing on the left, sitting letters on the lines;
- write simple phrases and sentences that can be read by others;
- re-read what they have written to check that it makes sense.

Within English lessons from Years 1 - 6, with increasing levels of difficulty and skill as they progress, children are taught to:

- develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional);
- develop positive attitudes towards and stamina for writing by writing about real events;
- develop positive attitudes towards and stamina for writing by writing poetry;
- develop positive attitudes towards and stamina for writing by writing for different purposes;
- consider what they are going to write before beginning by planning or saying out loud what they are going to write about;
- consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence;
- make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils;



Writing Curriculum and Skills Progression Overview



- make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form;
- make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly);
- read aloud what they have written clearly enough to be heard by their peers and the teacher and with appropriate intonation to make the meaning clear;
- write sentences by sequencing sentences to form short narratives;
- discuss what they have written with the teacher or other pupils;
- read aloud their writing.



Writing Curriculum and Skills Progression Overview



During their Reception year, children are taught to:

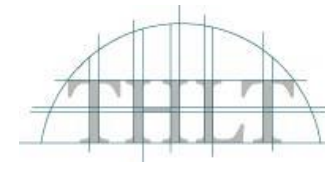
- ask questions to find out more and check they understand what has been said to them;
- listen to and talk about stories;
- use new vocabulary;
- articulate their ideas and feelings in well-formed sentences;
- participate in small group, class and one-to-one discussions, offering their own ideas.

Within English lessons from Years 1 - 6, with increasing levels of difficulty and skill as they progress, children are taught to:

- ask relevant questions to extend understanding and knowledge;
- use relevant strategies to build vocabulary;
- articulate and justify answers, arguments and opinions;
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;
- speak audibly and fluently with an increasing command of Standard English;
- participate in discussions, presentations, performances, role play, improvisations and debates;
- gain, maintain and monitor the interest of the listener(s);
- consider and evaluate different viewpoints, attending to and building on the contributions of others;
- select and use appropriate registers for effective communication.
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Writing Curriculum and Skills Progression Overview



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word structure/Spelling	<p>Know single sounds, sound blends (e.g. sp) and digraphs and trigraphs ("special friends") and be able to represent them with a letter or letters and combine them to write phonetically plausible words.</p> <p>To spell their own first name correctly.</p> <p>To begin to spell simple high frequency words (for examples see Reception's Useful Words documents)</p>	<p>Use knowledge of phonics to write phonetically plausible words (using Set 1, Set 2 and Set 3 sounds).</p> <p>Use regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.</p> <p>Add suffixes -ing, -ed, -er to verbs and -er and -est to adjectives where no change is needed in the spelling of root words.</p> <p>Know that the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].</p> <p>Spell simple compound words (e.g. sunlight, rainbow.)</p> <p>Spell words ending -y e.g. happy, Daddy</p> <p>spell Y1 common exception words</p> <p>Spell the days of the week.</p>	<p>Spell words using specific rules as outlined in the RWI spelling progression document.</p> <p>segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>Form nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman].</p> <p>Form adjectives using suffixes such as -ful, -less.</p> <p>Use the suffixes -er, -est in adjectives and -ly in Standard English to turn adjectives into adverbs.</p> <p>spell Y2 common exception words</p> <p>Spell their full name correctly.</p>	<p>Spell words using specific rules as outlined in the RWI spelling progression document.</p> <p>Form nouns using a range of prefixes [for example super-, anti-, auto-].</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].</p> <p>Recognise word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].</p> <p>add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly, -ation)*</p> <p>To apply some homophones and near homophones correctly in context e.g. their/there/they're, to/too/two, are/our</p> <p>spell correctly many words from the year 3 / year 4 spelling list,*</p>	<p>Spell words using specific rules as outlined in the RWI spelling progression document.</p> <p>Spell words with the prefixes super- and sub-</p> <p>Spell words with the suffixes -sion, -sure, and -ous</p> <p>To apply some homophones and near homophones correctly in context e.g. here/hear, which/witch</p> <p>spell correctly most words from the year 3 / year 4 spelling list,*</p>	<p>Spell words using specific rules as outlined in the RWI spelling progression document.</p> <p>Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Spell words with the suffixes -cial, -tial, -ent, -ence, -ent, -ant, -ance, -ancy</p> <p>Spell words with the sound /ee/ spelt ei</p> <p>Spell words with the silent letters b/t</p> <p>To apply some homophones and near homophones correctly in context e.g. current/currant, bear/bare, past/passed</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-</p> <p>spell correctly many words from the year 5 / year 6 spelling list</p>	<p>Spell words using specific rules as outlined in the RWI spelling progression document.</p> <p>Spell words with the suffixes -ible, -ibly, -able, -ably</p> <p>Spell words using the ough letter string</p> <p>Spell words with the silent letters k, g, l and n</p> <p>Distinguish between less common homophones e.g. practise/practice, stationery/stationary</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p> <p>spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of</p>



Writing Curriculum and Skills Progression Overview



		Name the letters of the alphabet.					uncommon or more ambitious vocabulary
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Structure	<p>Oral rehearsal: Say a simple sentence, remember it, then write it.</p> <p>Write simple sentences that can be read by others.</p> <p>Write a simple sentence that has been dictated.</p>	<p>Compose a sentence orally before writing it.</p> <p>Say out loud what you are going to write about.</p> <p>Re-read a sentence to ensure it makes sense.</p> <p>Write from memory simple sentences dictated by the teacher, including words using grapheme-phoneme correspondence and common exception words taught.</p>	<p>Know grammatical patterns in sentences to be able to write statements, questions, commands and exclamatives.</p> <p>Combine phrases and clauses to make more complex sentences.</p> <p>Write sentences using subordinate and co-ordinate conjunctions.</p> <p>Write from memory simple sentences dictated by the teacher, including words using grapheme-phoneme correspondence, common exception words and punctuation taught so far.</p>	<p>Write more complex sentences using, for example, adverbs, prepositions, conjunctions.</p>	<p>Write more complex sentences using, for example, expanded noun phrases, modifying adjectives, nouns and preposition phrases.</p> <p>Use fronted adverbials.</p>	<p>Write more complex sentences using, for example, relative clauses, modal verbs.</p>	<p>Write more complex sentences using, for example, passive and active, subjunctives.</p>



Writing Curriculum and Skills Progression Overview



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Write simple sentences that can be read by others.	Sequence sentences to form short narratives.	<p>Plan and write simple, sequenced, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Apply appropriate features to a range of text types.</p> <p>Make correct choices and consistently use present and past tense.</p>	<p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and using grammar taught within their writing.</p> <p>In narratives, create settings, character and plot.</p> <p>Organise paragraphs around a theme.</p> <p>In non-narrative material, using simple organisational devices e.g. headings and sub-headings.</p>	<p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and using grammar taught within their writing.</p> <p>In narratives, create detailed settings, character and plot.</p> <p>Make appropriate choices of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>To use formal and informal language appropriately.</p>	<p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and using grammar taught within their writing.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Select appropriate figurative language e.g. similes, metaphor or personification to suit the genre.</p> <p>Build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and using grammar taught within their writing.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Select appropriate figurative language e.g. symbolism or pathetic fallacy to create atmosphere, build themes or reflect mood.</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>To distinguish between the language of speech and writing and use an</p>



Writing Curriculum and Skills Progression Overview



						In non-narrative material, select and use organisational devices e.g. bullet points and underlining.	appropriate register and level of formality.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Editing	Correct any incorrect letter formation.	<p>Re-read what they have written to make sure it makes sense.</p> <p>Discuss what they have written with a teacher or other pupils.</p> <p>Read their writing aloud.</p> <p>With support from an adult:</p> <p>Begin to correct spellings that they already know.</p> <p>Correct missing capital letters and full stops at the beginning and end of sentences.</p> <p>Correct capital letters for names, including "I".</p>	<p>Make simple additions, revisions and proof-reading corrections to their own writing, checking the sense as well as sentence structure and punctuation.</p> <p>Use spelling mats, word banks and displays to check spellings.</p>	Independently make simple additions, revisions and proof-read in order to make corrections and improvements to their own writing.	Independently make additions, revisions and proof-read in order to make corrections and improvements to their own writing.	Independently make additions, revisions and proof-read in order to make corrections and improvements to their own writing to enhance effect and clarify meaning.	Assess the effectiveness of their own and others' writing.	<p>Independently make additions, revisions and proof-read in order to make corrections and improvements to their own writing to enhance effect and clarify meaning.</p> <p>Assess the effectiveness of their own and others' writing.</p>



Writing Curriculum and Skills Progression Overview



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar and Punctuation	<p>Separate words with spaces.</p> <p>Form lower case and capital letters correctly and use them to demarcate sentences.</p> <p>Begin to use full stops to demarcate sentences.</p>	<p>To understand and use nouns, adjectives and verbs within sentences.</p> <p>Joining words and clauses using “and”</p> <p>Separate words with spaces.</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use capital letters for names and for the personal pronoun ‘I’.</p>	<p>Use co-ordination (or, and, but) and subordination (when, if, that, because) to join clauses.</p> <p>Use expanded noun phrases.</p> <p>To use adverbs and adjectives to extend simple sentences.</p> <p>To use the progressive forms of verbs in the present and past tense.</p> <p>Use commas to separate items in a list.</p> <p>Use apostrophes for contractions and to mark singular possession in nouns [for example, the girl’s name].</p> <p>Make correct choices and consistently use the present tense and past tense throughout writing.</p>	<p>Use present perfect forms of verbs in contrast to the past tense</p> <p>Use a/an</p> <p>Use inverted commas to punctuate direct speech.</p> <p>Use fronted adverbials, including using a comma</p> <p>Express time, place and cause using conjunctions (e.g. when, before, because), adverbs (e.g. then, next soon, therefore) and prepositions (e.g. before, during, because of).</p>	<p>Know the grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].</p> <p>Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]</p> <p>Use apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] Use of commas after fronted adverbials.</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition</p>	<p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Use relative clauses beginning with who/which/when etc. or omitting the relative pronoun.</p> <p>Convert nouns or adjectives into verbs.</p> <p>Use the perfect form of verbs in the present and the past.</p> <p>Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, must)</p> <p>Punctuation of bullet points to list information</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> <p>Use passive and active verbs.</p> <p>To understand and use difference between formal and informal language and standard English.</p> <p>To use antonyms and synonyms.</p>



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					<p>phrases (e.g. the strict Maths teacher with curly hair)</p> <p>to identify the/an/a as determiners</p> <p>To use ellipsis</p>	<p>To use the subjunctive form (If I were...)</p> <p>To identify subject and object of sentences.</p> <p>To identify the range of determiners (e.g. few, all, some, three as well as the, a, an)</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terminology	letter capital letter word sentence full stop question exclamation mark	letter capital letter word singular plural sentence punctuation full stop question exclamation mark noun verbs adjectives	noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma	preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')	determiner pronoun possessive pronoun adverbial ellipsis	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity	subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet points determiners subjunctive formal, informal

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting and	Hold a pencil effectively in preparation for fluent writing – using a tripod grid in almost all cases. Separate words with spaces. Form lower case and capital letters correctly and use them to demarcate sentences.	Sit correctly at a table and hold a pen or pencil comfortably and correctly. form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative	form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters.	writing to be joined and legible	writing to be joined and legible	maintain legibility in joined handwriting when writing at speed	maintain legibility in joined handwriting when writing at speed



Writing Curriculum and Skills Progression Overview



	Start writing on the left.	<p>to one another in some of their writing</p> <p>form capital letters of the correct size and in the correct direction.</p> <p>form digits 0-9 correctly</p> <p>use spacing between words.</p>	<p>use the diagonal and horizontal strokes needed to join some letters</p>				
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Writing Overview

	Autumn	Spring	Summer
Year 1	<p>Phonics: Pirate Phonics <i>Transition activities to support the writing of simple sentences and consolidating phonetic understanding.</i></p> <p>Narrative: Not a Stick by Antoinette Portis Caption writing using images from this story to form a short narrative – It is not a stick. It is a...</p> <p>Narrative: Not a Box by Antoinette Portis Caption writing using images from this story to form a short narrative – It is not a box. It is a...</p> <p>Narrative: Character description Captain Snappy Beard (Grammarsaurus) / Captain Flinn and the Pirate Dinosaurs</p> <p>Poetry: Firework Night Nov 5th <i>Poetry writing based on the poem 'Firework Night' by Andrew Collett</i> Bonfires blazing children gazing fireworks flashing people dashing jumps gymnastic colours fantastic planet-chasing</p>	<p>Narrative: The Hungry Caterpillar by Eric Carle (Days of the week, writing numbers as words) (KP Unit)</p> <p>Narrative/Traditional Tale: Goldilocks and the 3 Bears (Grammarsaurus) (est) Retell the story.</p> <p>Non-Fiction: Our Trip to the Park <i>Recount. (KP adapted JC unit)</i></p> <p>Non-Fiction: All About Dinosaurs Riddle (KP unit) Factual clues of a dinosaur and then question to complete the riddle. Using the National History Dinosaur books – Dinosaur Roar! (Tyrannosaurus Rex), Dinosaur Stomp! (Triceratops). E.g. My teeth are as big as bananas. I walk on two legs. I am a carnivore. What am I?</p> <p>Poerty: (Rhyme) Mr Men and Little Miss poetry (KP unit) E.g. <i>Mr Bump has a lump</i> <i>Mr Tickle was in a pickle etc.</i></p>	<p>Narrative: The Smartest Giant in Town by Julia Donaldson <i>Descriptive writing based around a character - (-est, conjunctions, questions, adjectives)</i></p> <p>Narrative – Setting Description – Grandad's Island by Benji Davis</p> <p>Non-Fiction – Instructions – How to Grow a Plant (Grammarsaurus) – Also read Jasper's Beanstalk</p> <p>Narrative: The Queen's Hat (Look at Liz's Hat (G) to support) Cineliteracy - https://www.youtube.com/watch?v=MiCaZs3EbbE <i>Story writing based on the book 'The Queens Hat' by Steve Antony.</i></p> <p>Poetry: (Acrostic Poem) Summertime at the Beach/Sports Day (Grammarsaurus)</p>



Writing Curriculum and Skills Progression Overview



	<p><i>rocket-racing</i> <i>faces glowing</i> <i>crowds all growing!</i></p> <p><i>Stars in flight,</i> <i>on firework night</i></p> <p><i>(Adapted JC unit) and using the children's sense E.g. I can hear..., I can see..., I can feel etc</i></p> <p>Non-Fiction: Instructions How to make a gingerbread man (Grammarsaurus) (Xmas gift for parents)</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2</p>	<p>Narrative Fiction: Retelling a simple story using a story board. Sequencing days and what happened on each one. Text <i>Oliver's Vegetables</i></p> <p>Instructional Text: Recipe for Gratitude (National Gratitude Day 21st Sept) Children will write a recipe to teach others how to show thankfulness/respect/.</p> <p>Narrative Fiction: Children to write a story about the Great Fire of London from another perspective (beginning and middle). Links to History – knowledge of GFoL</p> <p>Non-Fiction: Recount Letter as Samuel Pepys. Links to History – knowledge of GFoL</p> <p>Non-fiction Recount writing Writing about out half term. (independent writing assessment) Teaching past tense, adjectives, prefix un, Recount write Fred's Kite Adventure using video to support. (1 week)</p> <p>Poem: Autumn descriptive poems, adjectives, similes, alliteration, shape poems. (2 weeks)</p> <p>Narrative Fiction: Paddington Bear Adventures Describing the characters, Writing the next Paddington Bear adventure (4 weeks)</p> <p>RTF 1 week with a Christmas themed focus Sentence types Questions Capital letters</p>	<p>Narrative Fiction: Little Red Riding Hood <i>Sharing a twisted fairytale 'Little Red Reading Hood' by Lucy Rowland.</i> <i>Reading</i> <i>Children to create their own twisted tale of Little Red Riding Hood by changing the characters and settling. (3 weeks)</i></p> <p>Non-Fiction: Recipe writing for Mr Wolf <i>Non-fiction unit – instructional writing for Mr Wolf to explain how to make a Pizza and broaden his food choices other than Pigs and Little Red Riding Hood! (Recipes with links to DT). (2 weeks)</i></p> <p><i>Write a letter to Mr Wolf (1 week)</i></p> <p>Non-Fiction: Big Cats <i>Non-fiction unit - non-chronological reports about Big Cats. (Links to trip to Safari Park)</i></p> <p>Fictional recount a mixed-up recount –Write a funny mixed-up recount of our trip to the Safari Park. Text to inspire – Field Trip to the Moon.</p> <p>Narrative Fiction: Wombat Goes Walkabout <i>Write the next chapter of the story based on the book 'Wombat goes Walkabout' by Michael Murpurgo</i></p>	<p>Non-Fiction: Letter and diaries Florence writes home about the conditions of the hospitals</p> <p>Narrative Poetry: If I were in Charge of the school <i>Poetry writing inspired by the poem 'If I were in Charge of the World.'</i></p> <p>Narrative Fiction: Writing a narrative with a problem and solution Seaside adventure story with links to caring for the Oceans Text - Harry Saves the Ocean, Dear Greenpeace.</p> <p>Non Fiction: Tourist Information posters on how to care for the oceans and beaches.</p>



Writing Curriculum and Skills Progression Overview



	Noun phrases		
Year 3	<p>FICTION: Stone Age Boy by Satoshi Kitamura <i>Narrative - fantasy (SAB & G)</i></p> <p>FICTION: Stone Age Boy v.s Om (G) <i>Characterising speech</i></p> <p>NON-FICTION: Boudicca Betrayed (G) <i>Letter – recount</i></p> <p>FICTION: Charlie and the Chocolate Factory by Roald Dahl & Golden Ticket Birthday Excitement! (G) <i>Narrative</i></p> <p>FICTION: Charlie and the Choc Factory by Roald Dahl <i>Playscript</i></p> <p>NON_FICTION: Is it better to live in Shiremoor or Newcastle city centre? (G) <i>Discussion</i> <i>(Link to Geography)</i></p>	<p>FICTION: Escape from Pompeii by Christina Ballit & A Day in Pompeii (G) <i>Setting description</i></p> <p>NON-FICTION: Peril in Pompeii! (G) <i>Newspaper report - recount</i></p> <p>NON_FICTION: Battle with the Best – Join the Roman Army (G) <i>Persuasive advert</i> <i>(All link to History)</i></p> <p>FICTION: The Last Bear by Hannah Gold <i>Narrative – adventure &/or character description</i></p> <p>NON_FICTION: How do Plants Grow? (G) <i>Explanation</i> <i>(Science link)</i></p> <p>POETRY: I Asked the Little Boy Who Cannot See by Anon <i>Structured poetry</i></p>	<p>FICTION: Fairytales (check which ones Y1/2 are doing twisted versions of)</p> <p>NON-FICTION: The Iron Man by Ted Hughes & How to Build an Iron Giant (G) <i>Instructions</i></p> <p>FICTION: Mary Anning’s Extraordinary Discovery (G) <i>Narrative</i> <i>(Science link)</i></p> <p>NON_FICTION: Europe (G) <i>Non-Chronological Report</i></p> <p>FICTION: A Fable – The Lion and the Mouse? (G)</p> <p>NON-FICTION: Thomas Edison (G) or other inventor <i>Biography</i> <i>(Science link)</i></p>
Year 4	<p>Autumn 1</p> <p>Fiction: Feast <i>Story writing based on the short Disney animation ‘Feast’.</i></p> <p>Fiction: The River Poetry unit based on the poem The River</p> <p>Autumn 2</p> <p>Non-Fiction – Vikings (G) Non-Chronological report - Link to History topic.</p> <p>Fiction – Christmasaurus Narrative based on the Tom Fletcher book – include character description, setting description and final story</p> <p>Non-Fiction:</p>	<p>Spring 1:</p> <p>Fiction: Aladdin and the Enchanted Lamp’ Story writing is based on the book ‘Aladdin and the Enchanted Lamp’ by Phillip Pullman.</p> <p>Diary entry – life as a Maya child (history link)</p> <p>Spring 2:</p> <p>Fiction - Roald Dahl: Police Report and Recipe Writing</p> <p>Non-Fiction: Bats (G) <i>information booklet about bats including persuasive writing</i></p> <p>Poetry: <i>Acrostic, haiku and kennings</i></p>	<p>Summer 1:</p> <p>Fiction: The Great Chocoplot <i>Newspaper report based on the book ‘The Great Chocoplot’ by Chris Callaghan</i></p> <p>Poetry: Still I Rise/Other poetry <i>Poetry writing based on the poem ‘Still I Rise’ by Maya Angelou.</i></p> <p>Summer 2:</p> <p>Non-Fiction: Holiday Brochure <i>Persuasive writing based on the ‘Sicilian Holiday brochure’.</i></p> <p><i>Non-Fiction: Monarchs</i> <i>Magazine article about a famous monarch coming to the throne</i></p>



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	<p><i>Non-fiction unit – formal letter writing. Link to Christmasaurus</i></p>		
Year 5	<p>A1 – Fiction: Setting Description – The Stormy Coast (Grammarsaurus) Link to geography Coasts unit</p> <p>A1 – Fiction- Narrative- The Storm Keeper’s Island- Link to class novel and Geography unit</p> <p>A1- Non-Fiction-</p> <p>A2 – Non-Fiction: <i>Non-fiction unit – Biographies. There is also a Tutankhamun model text on Grammarsaurus. Link to History ‘Ancient Egypt’.</i></p> <p>A2 – Non-Fiction: Diary – Howard Carter finding Tut’s tomb. Link to History ‘Ancient Egypt’.</p> <p>A2- Fiction</p>	<p>Sp1 - Fiction: One Small Step – Narrative <i>Story writing based on the short animation ‘One Small Step’. Link to Science ‘Space’ (Jane Considine)</i></p> <p>Sp1 - Poetry: The Highwayman <i>Poetry writing based on ‘The Highwayman’ by Alfred Noyes (Jane)</i></p> <p>Sp2 – Non-fiction: Newspaper report – Based on the highwayman.</p> <p>SP2- Fiction – time spent on I Spy – a novel set in Bletchley Park plus time with the author (alternate years)</p> <p><i>SP2- Non-fiction- Polar Bears. Information booklet about polar bears including persuasive writing and factual reports.</i> <i>SP2- Non-fiction- Persuasive writing on Greece (Grammasarus)</i></p>	<p>S1 - Non-Fiction: Discussion – Is 2030 soon enough to become Carbon Neutral? (Grammarsaurus) Link to Geography Energy and Sustainability.</p> <p>S1 - Fiction: Kensuke’s Kingdom - <i>Story writing based on the book ‘Kensuke’s Kingdom’ by Michael Morpurgo.</i></p> <p>S2 - Non-fiction: Instructions - How to be a Victorian criminal (Grammarsaurus) Link to History Industrial Revolution.</p> <p>S2 – Fiction: Narrative - Workhouse sorrow (Grammarsaurus) Link to History Industrial Revolution.</p> <p>Playscript based on Street Child (2023-24 only)</p>
Year 6	<p>Fiction: An adventure story based on The Explorer (Katherine Rundell) – 3 weeks</p> <p>Fiction: Interview with characters from The Explorer – 1-2 weeks (see Miss Benson’s Beetle epilogue for ideas)</p> <p>Non-fiction description of the rainforest based on descriptions in The Explorer and David Attenborough video clips (1-2 weeks)</p> <p>Non-fiction: Non-chronological report about mountains (Geography link) – 1-2 weeks following Mountains unit.</p> <p>Non-fiction: Recount based on Letters from the Lighthouse – 3 weeks</p>	<p>Non-fiction: How to be Happy (explanation and instructional text) based on “Live Green”</p> <p>Non-fiction: diary entries from various characters in WWII (History link)</p> <p>Fiction: describing character and setting (the Hexagriff and Saphira from Grammarsaurus)</p> <p>Fiction: short story The Piano (Literacy Shed)</p> <p>Fiction: Oktapodi (a descriptive story based on a short animation)</p> <p>Fiction – time spent on I Spy – a novel set in Bletchley Park plus time with the author (alternate years)</p>	<p>Non-fiction: a non-chronological report based on The Origin of Species.</p> <p>Fiction: free writing based on the beginning of Ember Shadows and the Fates of Mount Never by Rebecca King (focus on creativity – 2023-24 only due to needing to improve creativity. – 1 week</p> <p>Fiction: Character description, creation of inventions, ideas and new words, writing a new chapter of a story (based on The Ten Riddles of Eartha Quicksmith, including a day with the author.)</p> <p>Some short writes across different fiction and non-fiction genres, working independently and speedily with minimal adult input – using Pobble, Literacy Shed, Grammarsaurus and other sources – to provide independent portfolio for end of key stage assessment.</p>