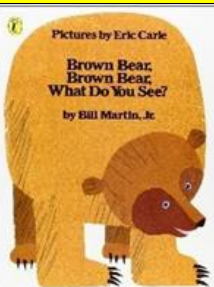
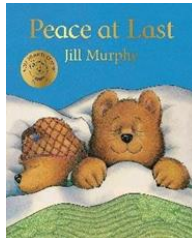
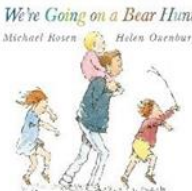
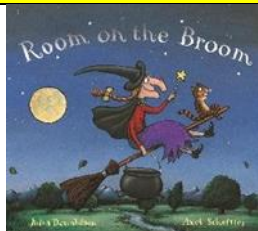

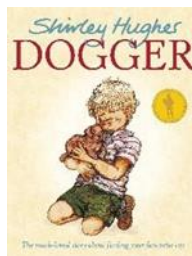
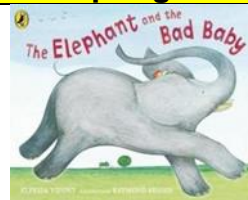
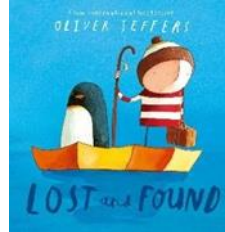
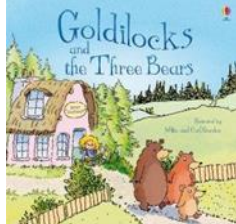



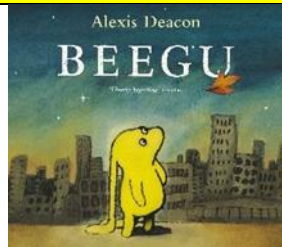
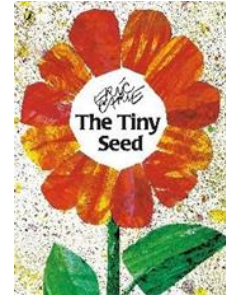
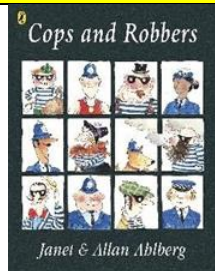
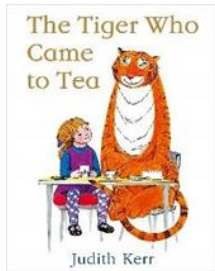
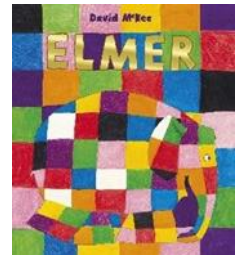


# EYFS Writing Curriculum Map

EYFS	Autumn 1 'Marvellous Me'	Autumn 2 'Weather and Celebrations'	Spring 1 'Traditional Tales'	Spring 2 'Growing and Changing'	Summer 1 'Animals'	Summer 2 'Fantasy and Adventure'
Class Text	 <p><b>The Colour Monster</b></p>  <p><b>Owl Babies</b></p>  <p><b>Black History Month Text: Coming to England</b></p>	 <p><b>The Leaf Thief</b></p>  <p><b>Tree: Seasons Come, Seasons Go</b></p>  <p><b>The Nativity Story</b></p>  <p><b>Dear Santa</b></p>	 <p><b>Little Red Riding Hood</b></p>  <p><b>Three Little Pigs</b></p>  <p><b>The Three Billy Goats Gruff</b></p>	 <p><b>The Very Hungry Caterpillar</b></p>  <p><b>Jasper's Beanstalk</b></p>	 <p><b>Mad About Minibeasts</b></p>  <p><b>Farmer Duck</b></p>  <p><b>Gruffalo</b></p>	 <p><b>Supertato</b></p>  <p><b>Superworm</b></p>

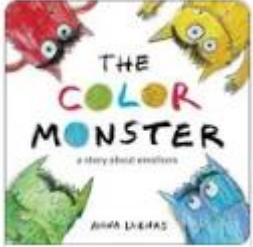
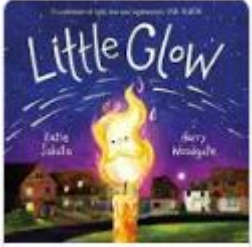
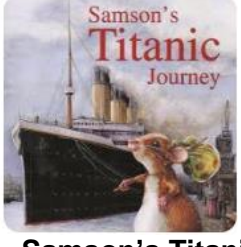




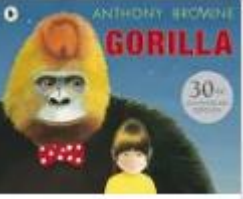


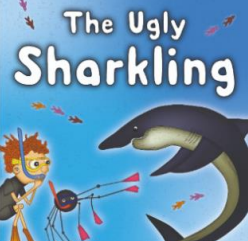


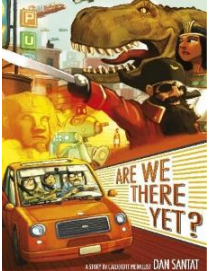
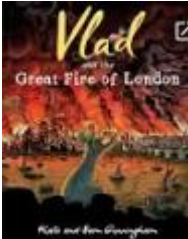
<b>Genres/ Outcomes</b>	<p>Family picture</p> <p>Self portrait</p> <p>Sequence pictures</p> <p>Name writing</p>	<p>Who is the Leaf Thief? (Poster)</p> <p>Speech bubbles</p> <p>Creating a calendar about the Seasons</p> <p>Letter to Santa</p> <p>Christmas cards</p>	<p>Wanted poster of the Wolf from Little Red Riding Hood</p> <p>Shopping list of Little Red Riding Hood's basket</p> <p>Character description of the Big Bad Wolf</p> <p>Captions/ labels</p>	<p>Food diary for the caterpillar</p> <p>Instructions on how to plant a seed</p> <p>Sequence pictures from the story 'Jasper's Beanstalk and add captions/ short sentences</p>	<p>What am I? Lift the flap riddle</p> <p>Fact file about a bug</p> <p>Letter to Farmer Duck</p> <p>Gruffalo Character description</p>	<p>Missing poster</p> <p>Create your own vegetable character</p> <p>Superhero power</p>
<b>Skills</b>	<p>Gives meaning to marks</p> <p>Hears and says initial sounds in words</p> <p>Knowing that when I say a word you can write it down and that the letters you use make up the word I have said</p> <p>Write the letters to their name correctly</p>	<p>Include letters in their mark making, beginning to write some sounds in sequence</p> <p>Segments sounds in words</p> <p>Re-read what they have written to check it makes sense</p> <p>Begin to form recognisable letters</p>	<p>Use phonic knowledge to write words which match their spoken sounds</p> <p>Write CVC words correctly</p> <p>Re-read what they have written to check it makes sense</p> <p>Form lowercase letters correctly</p>	<p>Attempts to write short phrases/ sentence in meaningful contexts.</p> <p>Spells some words correctly, others match their spoken sounds</p> <p>Re-read what they have written to check it makes sense</p> <p>Form lower case upper case letters correctly</p>	<p>When writing letters they usually start and finish in the right place</p> <p>Write simple phrases and sentences that can be read by others</p> <p>Re-read what they have written to check it makes sense</p> <p>Form lower case upper case letters correctly</p> <p>Spell some of the 100 high frequency words correctly</p> <p><b>ELG:</b>  <b>Write recognisable letters, most of which are correctly formed;</b>  <b>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</b>  <b>Write simple phrases and sentences that can be read by others.</b></p>	<p>Links sounds to letters, naming and sounding the letters of the alphabet</p> <p>Write some of the tricky words correctly</p>
	<p>Write more of the tricky words correctly</p>					

# Year 1 Writing Curriculum Map

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Text</b>	 <p style="text-align: center;"><b>Brown Bear, Brown Bear, What Do You See?</b></p>  <p style="text-align: center;"><b>Peace at Last</b></p>  <p style="text-align: center;"><b>We're Going on a Bear Hunt</b></p>	 <p style="text-align: center;"><b>Room on The Broom</b></p>  <p style="text-align: center;"><b>One Day on Our Blue Planet: in The Savannah</b></p>  <p style="text-align: center;"><b>Dogger</b></p>	 <p style="text-align: center;"><b>The Elephant and the Bad Baby</b></p>  <p style="text-align: center;"><b>Lost and Found</b></p>  <p style="text-align: center;"><b>Goldilocks and the Three Bears</b></p>	 <p style="text-align: center;"><b>Three Little Pigs</b></p>  <p style="text-align: center;"><b>The Three Little Wolves and the Big Bad Pig</b></p>  <p style="text-align: center;"><b>Super Duper You</b></p>	 <p style="text-align: center;"><b>Beegu</b></p>  <p style="text-align: center;"><b>The Tiny Seed</b></p>	 <p style="text-align: center;"><b>Cops and Robbers</b></p>  <p style="text-align: center;"><b>The Tiger Who Came to Tea</b></p>  <p style="text-align: center;"><b>Elmer</b></p>

<b>Genres/ Outcomes</b>	<ol style="list-style-type: none"> <li>1. Story map</li> <li>2. Character description based on Brown Bear</li> <li>3. Story sequencing (Peace at last)</li> <li>4. Setting description (Peace at Last)</li> <li>5. Cross curricular link: retelling stories through role play (We're Going on a Bear Hunt)</li> </ol>	<ol style="list-style-type: none"> <li>1. Captions and sentences (Room on the Broom)</li> <li>2. Narrative: rewriting part of a story (Room on the Broom)</li> <li>3. Fact card (One Day on Our Blue Planet: in the Savannah)</li> <li>4. Missing Poster (Dogger)</li> </ol>	<ol style="list-style-type: none"> <li>1. Story mapping and sequencing</li> <li>2. Character description (The Elephant and the Bad Baby)</li> <li>3. Wanted poster (Lost and Found)</li> <li>4. Fact File (Lost and Found)</li> <li>5. Recipe on how to make porridge (Goldilocks and the Three Bears)</li> <li>6. Wanted Poster</li> </ol>	<ol style="list-style-type: none"> <li>1. Diary in the role of the wolf</li> <li>2. Instructions on how to catch a Big Bad Wolf</li> <li>3. Superhero Character description (Super Duper You)</li> </ol>	<ol style="list-style-type: none"> <li>1. Persuasive letter (Beegu)</li> <li>2. Lost Poster (Beegu)</li> <li>3. Character description (Beegu)</li> <li>4. Information text: how plants grow (The Tiny Seed)</li> </ol>	<ol style="list-style-type: none"> <li>1. Invitation to a tea party (the Tiger who came to Tea)</li> <li>2. Narrative: adapting a character (The Tiger who came to Tea)</li> <li>3. Character description of Elmer</li> <li>4. Book review for a peer</li> </ol>
<b>Grammar, punctuation and vocabulary</b>	<ul style="list-style-type: none"> <li>· Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word.</li> <li>· Combining words to make sentences; joining words and joining clauses using 'and'.</li> <li>· Sequencing sentences to form short narratives.</li> <li>· Separable words; capital letters, full stops, question marks and demarcating sentences.</li> <li>· Capital letters for names and the personal pronoun 'I'.</li> <li>· <b>Terminology:</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</li> </ul>					

# Year 2 Writing Curriculum Map

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Text</b>	 <b>The Colour Monster</b>	 <b>Little Glow</b>	 <b>Samson's Titanic Journey</b>	 <b>Lila and the Secret of Rain</b>	 <b>The Pirates Next Door</b>	 <b>Meerkat Mail</b>
	 <b>The Monster Machine</b>	 <b>Gorilla</b>	 <b>Zeraffa Giraffa</b>	 <b>Amelia Earhart</b>	 <b>The Ugly Sharkling</b>	 <b>Flat Stanley</b>
	 <b>Marshmallows</b>		 <b>Are We There Yet?</b>		 <b>Vlad and the Great Fire of London</b>	

<b>Genres/ Outcomes</b>	1.Poetry (The Colour Monster) 2.Instructions (The Monster Machine) 3.Setting description (Marshmallows)	1.character description of Gorrila 2.Explanation text (Little Glow) 3.Fantasy (Gorrila)	1.Recount (Samson's Titanic Journey) 2.Newspaper report (Zeraffa Giraffa) 3. Diary entry (Are We There Yet?)	1.Re-write story ending (Lila and the Secret of Rain) 2.Report (Amelia Earhart) 3. Diary entry (Amelia Earhart)	1.Adventure story (The Pirates Next Door) 2. Recount (The Ugly Sharkling) 3.Rhyming poem (Vlad and the Great Fire of London)	1.Fact file (Meerkat Mail) 2.Postcards/ letters (Flat Stanley) 3.Instrctions on how to look after Flat Stanley
<b>Grammar and Punctuation</b>	<p>Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs.</p> <ul style="list-style-type: none"> <li>· Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>· Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress.</li> <li>· Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</li> <li>· <b><u>Terminology:</u></b> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma.</li> </ul>					

# Year 3 Writing Curriculum Map

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Class Texts</b></p>	 <p style="text-align: center;"><b>Stone Age Boy</b></p>  <p style="text-align: center;"><b>Black History Month Text: Coming to England</b></p>	 <p style="text-align: center;"><b>George's Marvellous Medicine</b></p>	 <p style="text-align: center;"><b>Charlie and the Chocolate Factory</b></p>	 <p style="text-align: center;"><b>The Dancing Bear</b></p>	 <p style="text-align: center;"><b>Dream Giver</b></p>	 <p style="text-align: center;"><b>Stig of the Dump</b></p>  <p style="text-align: center;"><b>Operation Gadgetman</b></p>
<p><b>Genres/Outcomes</b></p>	<ol style="list-style-type: none"> <li>1.Diary entry</li> <li>2. Recount of 'Stone Age Discovery day'</li> <li>3.Instructions</li> <li>4. Recount on Floella's journey from Trinidad to England</li> </ol>	<ol style="list-style-type: none"> <li>1.Character description (George's Marvellous Medicine)</li> <li>2.Poetry</li> <li>3.Recount</li> <li>4.Recipe</li> </ol>	<ol style="list-style-type: none"> <li>1.Narrative: retelling events from a story</li> <li>2.Letter writing</li> <li>3.Poster for Mr Wonka's factory</li> </ol>	<ol style="list-style-type: none"> <li>1.Debate</li> <li>2.Diary entry</li> <li>3.Persuasive writing</li> </ol>	<ol style="list-style-type: none"> <li>1.Playscript</li> <li>2.Fantasy narrative</li> <li>3.Setting description</li> <li>4.Newspaper Report</li> </ol>	<ol style="list-style-type: none"> <li>1.Character description</li> <li>2.Instructions</li> <li>3.Recount writing</li> <li>4.Mystery Narrative (Operation Gadgetman)</li> </ol>

**Grammar,  
punctuation and  
vocabulary**

**Retrieval: consolidate grammar, punctuation and vocabulary from Year 2**

- Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning.
- Expressing time, place and cause using conjunctions, adverbs or prepositions.
- Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past.
- Introduction to inverted commas to punctuate direct speech.
- Terminology:** preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.

# Year 4 Writing Curriculum Map


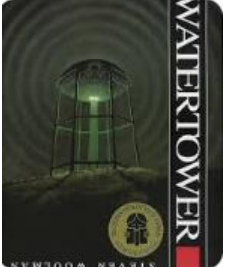
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Class Texts</b></p>	 <p><b>The Tunnel</b> Anthony Browne</p>  <p><b>Tuesday</b> David Wiesner</p>	 <p><b>Escape from Pompeii</b></p>  <p><b>The Santa Trap</b></p>	 <p><b>Tutankhamun</b></p>  <p><b>How To Train Your Dragon</b></p>	 <p><b>Myths and legends</b></p>	 <p><b>The Night Bus</b></p>	 <p><b>The Iron Man</b></p>
<p><b>Genres/Outcomes</b></p>	<ol style="list-style-type: none"> <li>1. Setting description (The Tunnel)</li> <li>2. Balanced argument (The Tunnel)</li> <li>3. Newspaper article/ interview (Tuesday)</li> <li>4. Adventure/ fantasy story (Tuesday)</li> </ol>	<ol style="list-style-type: none"> <li>1. Fact file (Escape from Pompeii)</li> <li>2. Instruction Text (Santa Trap)</li> </ol>	<ol style="list-style-type: none"> <li>1. Diary entry (Tutankhamun)</li> <li>2. Non-chronological report</li> <li>3. Story writing (How to Train your Dragon)</li> <li>4. Design a dragon</li> </ol>	<ol style="list-style-type: none"> <li>1. Myth and Legends</li> <li>2. Information report</li> </ol>	<ol style="list-style-type: none"> <li>1. Letter writing (The Night Bus)</li> <li>2. Diary entry</li> </ol>	<ol style="list-style-type: none"> <li>1. Recount (The Iron Man)</li> <li>2. Persuasive advert</li> </ol>

**Grammar,  
punctuation and  
vocabulary**

**Retrieval: consolidate grammar, punctuation and vocabulary from Year 3**

- Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections.
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. · Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.
- Terminology:** determiner, pronoun, possessive pronoun, adverbial.

# Year 5 Writing Curriculum Map


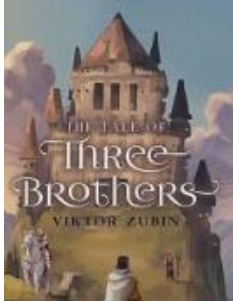





Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Text</b>	 <b>My Path</b>   <b>Black History Month Text: Hidden Figures</b>	 <b>The Bear and the Hare (film)</b>	 <b>Rudyard Kipling</b>   <b>The Water Tower</b>	 <b>The Boy in the Tower</b>	 <b>The Boy at the Back of the Class</b>	 <b>The Listeners and Other Poem</b>   <b>Holes</b>
<b>Genres/Outcomes</b>	1.Descriptive writing (My Path) 2. Direct and Indirect Speech (Hidden Figures) 3.Newspaper Report (Hidden Figures) 4.Persuasive letter (Hidden Figures)	1. Poetry Competition ( I Have a Dream) 2. Descriptive writing (The Bear and the Hare) 3. Recount (The Bear and the Hare)	1.Poetry (Rudyard Kipling) 2.Diary entry (The Water Tower) 3.Descriptive writing (The Water Tower)	1.Newspaper report 2. Diary entry 3. Dialogue 4. Story writing	1.Character description 2. Diary entry 3.Newspaper report 4.Letter writing	1.Descriptive writing (The Listeners and Other poem) 2.Setting description (Holes) 3.Non-chronological report 4.Informal letter

**Grammar,  
punctuation and  
vocabulary**

**Retrieval: consolidate grammar, punctuation and vocabulary from Years 3 and 4**

- Converting nouns of adjectives into verbs using suffixes; verb prefixes.
- Relative clauses; indicating degrees of possibility using adverbs or modal verbs.
- Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices.
- Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity.
- Terminology:** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

# Year 6 Writing Curriculum Map

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Text</b>	 <b>The Arrival</b>	 <b>The Tale of the Three Brothers</b>   <b>Can we Save the Tiger?</b>	 <b>The Rain Player</b>	 <b>Goodnight Mr Tom</b>	 <b>Holes</b>	 <b>The Final Year</b>
<b>Genres/Outcomes</b>	<ol style="list-style-type: none"> <li>1.Setting description (The Arrival)</li> <li>2.Persuasive advert (The Arrival)</li> <li>3. Non-chronological report (The Arrival)</li> </ol>	<ol style="list-style-type: none"> <li>1.Poetry (The Tale of the three Brothers)</li> <li>2. Setting description</li> <li>3. Non-chronological report (Can we Save the Tiger?)</li> <li>4.Fact file</li> <li>5.Poster</li> </ol>	<ol style="list-style-type: none"> <li>1.Instructions (Rain Player)</li> <li>2. Persuasive writing</li> <li>3. Diary</li> <li>4. Report writing</li> <li>5. Narrative (Goodnight Mr Tom)</li> </ol>	<ol style="list-style-type: none"> <li>1. writing a sequel (Shakespeare)</li> <li>2.Diary entry (Romeo and Juliet)</li> <li>3.Monologue</li> </ol>	<ol style="list-style-type: none"> <li>1.Mystery</li> <li>2.Book review</li> <li>3. leaflet</li> </ol>	<ol style="list-style-type: none"> <li>1.Poetry</li> <li>2.Short Series</li> </ol>

**Grammar,  
punctuation and  
vocabulary**

**Retrieval: consolidate grammar, punctuation and vocabulary from Years 3, 4 and 5**

- Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms.
  - Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech (using question tags in informal writing) and structures appropriate for formal speech and writing, or the use of subjunctive forms.
  - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices.
  - Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity.
- Terminology** ·To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.