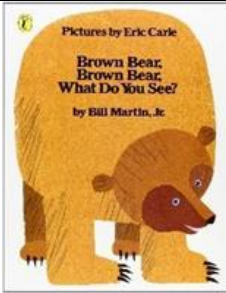
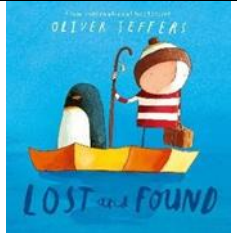
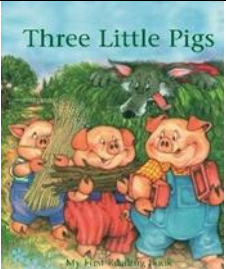
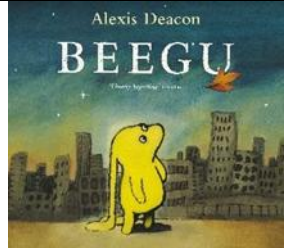
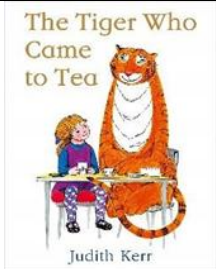
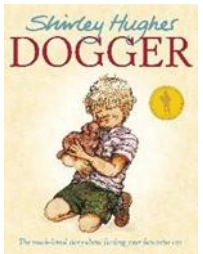
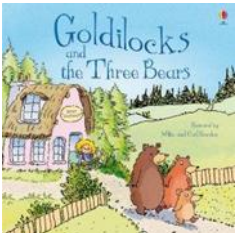
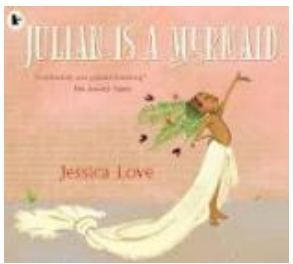
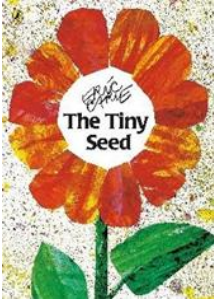
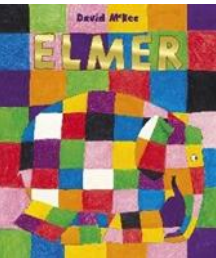
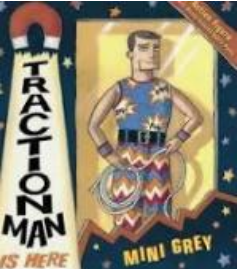
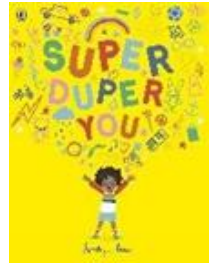
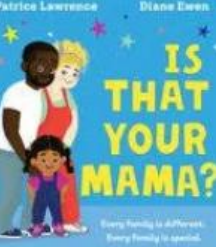


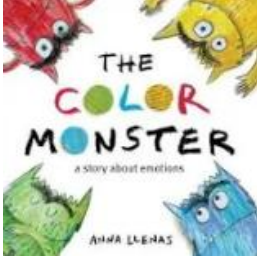
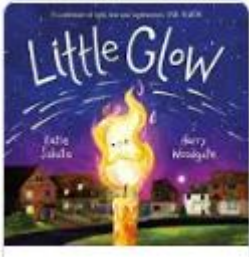
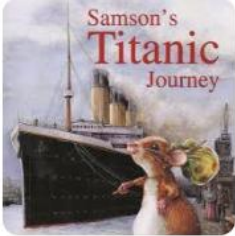
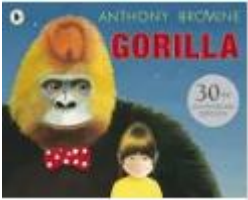
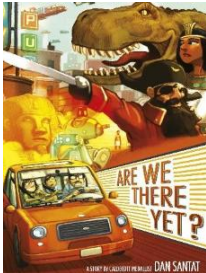
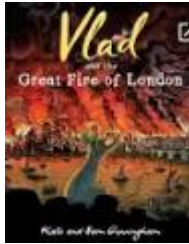
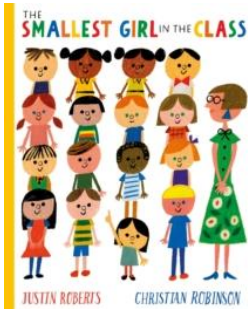
Genres/ Outcomes	Family picture	Who is the Leaf Thief? (Poster)	Wanted poster of the wolf from Little Red Riding Hood	Food diary for the caterpillar	What am I? Lift the flap riddle	Postcard from the snail
	Self portrait	Speech bubbles		Instructions on how to plant a seed	Fact file about a bug	Animal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

Year 1 Writing Curriculum Map

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text	 Brown Bear, Brown Bear, What Do You See?	 Room on the Broom	 Lost and Found	 Three Little Pigs	 Beegu	 The Tiger Who Came to Tea
	 We're Going on a Bear Hunt	 Dogger	 Goldilocks and the Three Bears	 Julian is a Mermaid	 The Tiny Seed	 Elmer
	 Black History Month Text: Hair Love	 Mrs Mole- I'm Home!	 Traction Man		 Super Duper You	 Is That Your Mama?

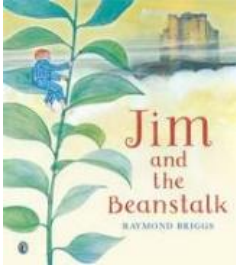
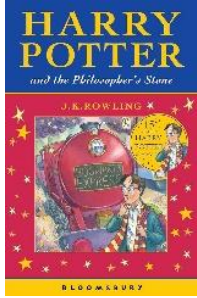
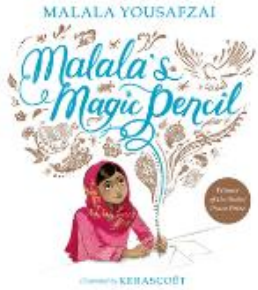
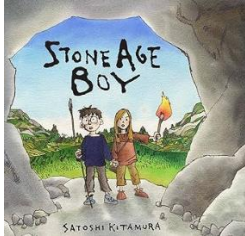
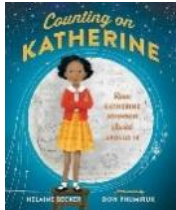
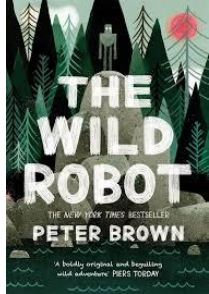
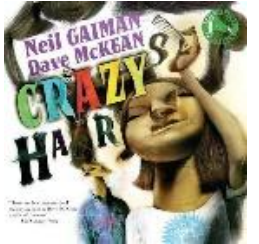
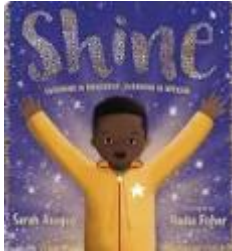
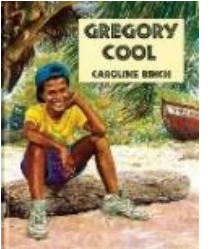
Genres/ Outcomes	1. Story map 2. Captions based on Brown Bear 3. Cross curricular link: retelling stories through role play (We're Going on a Bear Hunt) 4. Character description (Hair Love) 5. Setting description	1. Captions and sentences (Room on the Broom) 2. Narrative: rewriting part of a story (Room on the Broom) 3. Descriptive writing (Mrs Mole, I'm Home!) 4. Fact cards (Mrs Mole, I'm Home!)	1. Wanted poster (Lost and Found) 2. Fact file (Lost and Found) 3. Recipe on how to make porridge (Goldilocks and the Three Bears) 4. Wanted poster 5. Character description	1. Diary in the role of the wolf 2. Instructions on how to catch the Big Bad Wolf 3. Diary entry (Julian is a Mermaid)	1. Speech bubbles (Beegu) 2. Lost poster (Beegu) 3. Character description (Beegu) 4. Information text: how plants grow (The Tiny Seed) 5. Superhero character description (Super Duper You)	1. Invitation to a tea party (The Tiger Who Came to Tea) 2. Narrative: adapting a character (The Tiger Who Came to Tea) 3. Character description of Elmer 4. Book review for a peer 5. Narrative writing (Is That Your Mama?)
Grammar, punctuation and vocabulary	· Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. · Combining words to make sentences; joining words and joining clauses using 'and'. · Sequencing sentences to form short narratives. · Separable words; capital letters, full stops, question marks and demarcating sentences. · Capital letters for names and the personal pronoun 'I'. Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark					

Year 2 Writing Curriculum Map

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text	 The Colour Monster	 Little Glow	 Samson's Titanic Journey	 Lila and the Secret of Rain	 The Pirates Next Door	 Meerkat Mail
	 Marshmallows	 Gorilla	 Are We There Yet?	 Amelia Earhart	 Vlad and the Great Fire of London	 Flat Stanley
			 The Smallest Girl in the Class		 Sulwe	

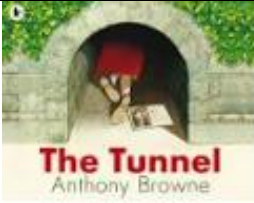
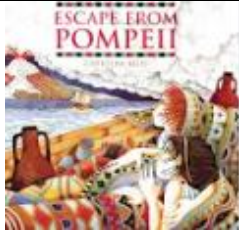
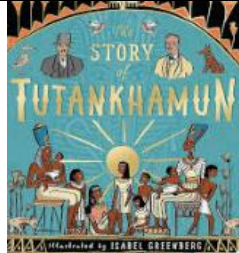
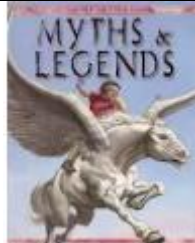
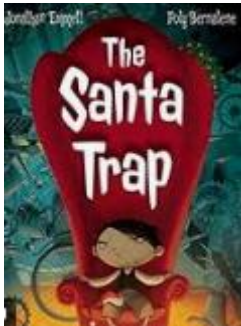
Genres/ Outcomes	1.Descriptive poetry (The Colour Monster) 2.Acrostic Poem 3.Setting description (Marshmallows)	1.Explanation text (Little Glow) 2.Character description of Gorilla) 3.Fantasy (Gorilla)	1.Recount (Samson's Titanic Journey) 2. Diary entry (Are We There Yet?) 3. Diary entry (The Smallest Girl in the Class)	1.Rewrite 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.Rhyming poem (Vlad and the Great Fire of London) 3. Character description (Sulwe) 4.Persuasive writing	1.Fact file (Meerkat Mail) 2.Postcards/ Letters (Flat Stanley) 3.Instructions on how to look after Flat Stanley
Grammar and Punctuation	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. · 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. · 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. · 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. <u>Terminology:</u> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma.					

Year 3 Writing Curriculum Map

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text	 Jim and the Beanstalk	 Where the Poppies Now Grow	 My Name is Not Refugee	 Harry Potter and the Philosopher's Stone	 Malala's Magic Pencil	 Hike
	 Stone Age Boy	 Counting on Katherine	 The Fox Who Stole The Moon		 The Wild Robot	 Crazy Hair
	 Black History Month Text: Shine	 One Christmas Wish	 George's Marvellous Medicine			 Gregory Cool

Genres/Outcomes	1. Narrative 2.Diary entry (Stone Age Boy) 3. Recount of 'Stone Age Discovery day' 4. Instructions 5. Recount (Shine)	1.Setting description 2.Diary entry 3.Play script (Counting on Katherine) 4.Narrative (One Christmas Wish)	1.Dairy entry 2.Newspaper report (The Fox Whole Stole The Moon) 3.Instructions (George's Marvellous Medicine)	1.Character description 2.Setting description 3.Instructions	1.Speech 2.Setting description 3.Chronological report (The Wild Robot)	1.Diary entry 2.Poetry (Crazy Hair) 3.Postcard (Gregory Cool)
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. <u>Terminology:</u> 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
Class Text	 The Tunnel	 Escape from Pompeii	 Tutankhamun	 Myths and legends	 The Night Bus	 The Iron Man
	 Tuesday	 The Santa Trap	 How to Train Your Dragon	 When the Storm Comes	 The Pavee and the Buffer Girl	
Genres/Outcomes	1.Setting description (The Tunnel) 2. Balanced argument (The Tunnel) 3.Newspaper article/ interview (Tuesday) 4.Adventure/ Fantasy story (Tuesday)	1.Fact file (Escape from Pompeii) 2. Instruction text (The Santa Trap)	1.Diary entry (Tutankhamun) 2.Non-chronological report 3.Story writing (How to Train Your Dragon) 4. Design a dragon	1.Myth and Legends 2.Information report 3.First person recount (When the Storm Comes)	1.Letter writing (The Night Bus) 2.Diary entry 3.Narrative/ Mystery story 4.Letter writing (The Pavee and the Buffer Girl)	1. Recount (The Iron Man) 2.Persuasive advert 3.Character description

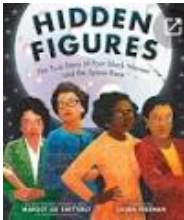
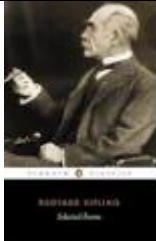
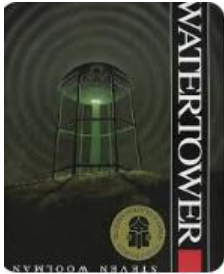
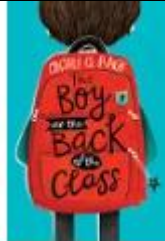
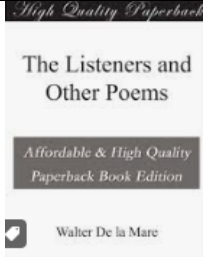
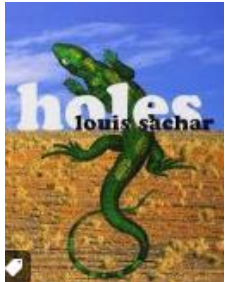
**Grammar,
punctuation and
vocabulary**

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.

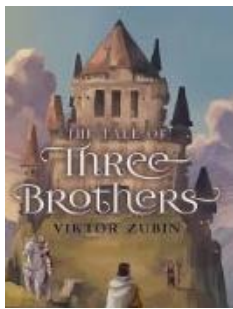
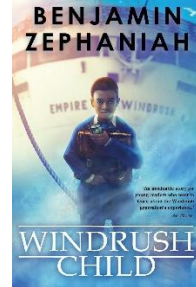
Terminology: determiner, pronoun, possessive pronoun, adverbial.

Year 5 Writing Curriculum Map

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text	 My Path  The World of Wonder  Black History Month Text: Hidden Figures	 The Bear and the Hare (film)	 Rudyard Kipling  The Water Tower	 The Boy in the Tower	 The Boy at the Back of the Class	 The Listeners and Other Poems  Holes
Genres/Outcomes	1.Descriptive writing (My Path) 2. Poetry (The World of Wonder) 3. Direct and Indirect Speech (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 poems) 2.Setting description (Holes) 3.Non-chronological report

	4.Newspaper report (Hidden Figures) 5.Persuasive letter (Hidden Figures)					4.Informal letter
Grammar, punctuation and vocabulary	Retrieval: consolidate grammar, punctuation and vocabulary from Years 3 and 4 ·Converting nouns of adjectives intro 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
Class Text	 The Arrival	 The Tale of the Three Brothers  Can we Save the Tiger?	 The Rain Player  Macbeth	 Goodnight Mr Tom	 Windrush Child	 The Final Year
Genres/Outcomes	1.Setting description (The Arrival) 2.Persuasive advert (The Arrival) 3. Non-chronological report (The Arrival)	1.Poetry (The Tale of the Three Brothers) 2. Setting description 3. Non-chronological report (Can we Save the Tiger?) 4.Fact file 5.Poster	1.Instructions (Rain Player) 2. Persuasive writing 3. Diary 4. Report writing 5. Narrative (Goodnight Mr Tom)	1.Writing a sequel (Shakespeare) 2.Diary entry (Romeo and Juliet) 3.Monologue	1.Mystery 2.Book review 3.Leaflet	1.Poetry 2.Short Series

**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.