

Edward Francis Primary School



English Writing Skills Whole School Progression Map
&
Long Term Planning/ Text Map (working document)

EFPS English Writing Skills Whole School Progression Map

All underlined statements form the assessment criteria for writing for each year group (see assessment in writing) and are directly linked to the [National Curriculum](#) (2014). EYFS statements are taken from Development Matters and the ELGs. Please see [Spelling Shed](#) and Phonics Progressions for detailed overview of spelling and phonics at EFPS.

Writing	EYFS	KS1	
	Development Matters- 3 to 4 year olds Development Matters- Reception Early Learning Goals	Year 1 ***NOTE: Transcription and writing fluency should be the priority at this stage (spelling and handwriting)***	Year 2
Handwriting	I can: Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Write some letters accurately I can: Develop small motor skills to use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lowercase and capital letters correctly. I can: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed.	I can: Sit correctly at a table holding a pencil comfortably and correctly <u>Write lowercase letters in the correct direction, starting and finishing in the right place.</u> <u>Write capital letters.</u> Write numbers 0-9. See which letters belong to which handwriting families. <u>Use spaces between words.</u>	I can: <u>Write lowercase letters that are all the same size when writing.</u> <u>Write lowercase letters in the correct direction, starting and finishing in the right place.</u> Use the diagonal and horizontal strokes I need to join letters in <i>some</i> of my writing. Use the diagonal and horizontal strokes I need to join letters. <u>Write capital letters and numbers the right way up, the correct size relative to each other and lower case letters.</u> <u>Use spacing between words that fits with the size of the letters and write on the line</u>
Composition (Plan, Draft & Write; Evaluate & Edit, Proofread)	I can: Develop communication (may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'; 'swimmed' for 'swam'.) Engage in extended conversations about stories, learning new vocabulary. I can: Learn new vocabulary. Use new vocabulary in different contexts and use a wider range of vocabulary throughout the day. Write short sentences with words with known	I can write sentences by: <u>Saying out loud what I am going to write about</u> <u>Composing a sentence orally before writing it</u> <u>Sequencing sentences to form short narratives</u> Re-reading what I have written to check that it makes sense Discuss what I have written Read aloud their writing clearly enough to be heard by	Develop positive attitudes towards and stamina for writing by: <u>Writing narratives about personal experiences and those of others (real and fictional)</u> Write for different purposes including poetry and real events Plan my writing by: Planning or saying out loud what I am going to write

	letter-sound correspondences using a capital letter and a full stop. Express ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher. Participate in small group, class and one-to-one discussion, offering my own ideas, using recently introduced vocabulary.	my peers or teacher	about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence Improve writing by: Evaluating writing with teacher and peers Re-reading to check that my writing makes sense (particularly verb agreement) Proof-reading to check for errors in spelling, grammar and punctuation Read aloud what I have written with appropriate intonation to make the meaning clear
	EYFS	Year 1	Year 2
Spelling, Vocabulary, Grammar and Punctuation	<u>See Phonics Scheme</u>	<u>Use adjectives to describe a noun</u> Add s or es to words to make them plurals. Add -ing or -er to the end of a word to make a new word e.g. helping, helper. Add un- to the beginning of a word to change its meaning. <u>Sometimes use past and present tense correctly.</u> <u>Use 'and' to join my sentences.</u> <u>Use capital letters and full stops.</u> <u>Use question marks and exclamation marks.</u> <u>Use capital letters for names, places, days of the week and the pronoun 'I'</u> <u>Sound out words and write the sounds that are heard</u>	I can: Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically-plausible attempts at others Spell many rainbow words correctly (KS1) Make new words by adding -ness and -er at the end of a word. Make new words by putting two words together e.g. whiteboard, superman. Add these letter groups to the end of words: -er, -est, -ly. Use description in my writing using noun phrases. Say if a sentence is a question, command, exclamation or statement. <u>Use the correct tense in my writing.</u> <u>Use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting</u> <u>Use capital letters and full stops to show where sentences start and end and sometimes use question marks</u>

		<u>See Phonics Scheme</u>	<u>See Phonics Scheme</u>
			Use exclamation marks and question marks Use commas when writing lists. Use apostrophes for contractions. Begin to use apostrophes for possession. <u>Use co-ordinating conjunctions to join clauses (and but or, so).</u> <u>Use some subordination to join clauses (when if, that, because)</u> <u>See Phonics Scheme</u>
Key Terminology	Capital letter, full stop, question, sentence	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, adjective	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present), apostrophe and comma.
Exciting Sentences		1A All the Ws	2A List Sentence BOAS

Writing	KS2			
	Year 3	Year 4	Year 5	Year 6
Handwriting	I can: <u>Use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to each other, are best left unjoined.</u> <u>Write so my letters are easy to read, all the same way up and the same size. My writing is spaced properly so my letters do not overlap.</u>	I can: <u>Use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.</u> <u>Write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.</u>	I can: <u>Write increasingly legibly, fluently and with increasing speed, deciding whether or not to join specific letters.</u> <u>Choose the best writing implement for the task.</u>	I can: <u>Write legibly, fluently and with increasing speed deciding whether or not to join specific letters.</u> <u>Choose the best writing implement for the task.</u>
Composition (Plan, Draft & Write; Evaluate & Edit, Proofread)	I can: Write for different purposes including: to persuade; to entertain and to inform. Plan and improve my writing by discussing it and talking about how to improve it using examples from other writers that I like. Plan my writing by talking about the important parts to have in a story, poem, an explanation or nonfiction piece and I can re-edit it. Rewrite my work making improvements by saying the work out loud, using the best words I know. <u>Organise my writing using paragraphs to group related material</u> <u>Use headings and subheadings</u> <u>Write descriptive work that creates settings, characters and plots.</u> Draft and write materials such as instructions, using headings and subheadings to organise my work.	I can: Write for different purposes including: to persuade; to entertain and to inform. Plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar. Plan my writing by talking about the important parts to have in a story, poem, an explanation or nonfiction piece and I can redraft this work a number of times. Rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can. <u>Use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.</u> Draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience. Organise my non narrative writing so that it has headings and subheadings.	I can: Write for different purposes including: to persuade; to entertain; to discuss and to inform. Plan my writing by identifying the audience for and purpose of my writing, using other similar writing as a model for my own work. Plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary. Plan my writing of narratives by considering how authors have developed characters and setting in what the class have read, heard and seen in other stories, plays or films. Draft and write by selecting the correct grammar in my writing. Write pieces describing settings, characters and include speech that helps picture the character and their personality or mood. Draft and write by using words such as then, after that, this, firstly to build connections in a paragraph.	I can: <u>Change my writing to fit the audience and change the language and sentence length for purpose (including to persuade; to entertain; to discuss and to inform).</u> Plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary. Plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films. Write effectively for a range of purposes and audiences, independently using ideas from my own reading. Use grammar and vocabulary that is suited to the purpose of my writing. <u>Write pieces describing settings, characters and atmosphere.</u> <u>Include dialogue in my writing to convey character and advance the action.</u>

	Year 3	Year 4	Year 5	Year 6
Composition (continued)	Re-read my work and improve the vocabulary and grammar to make it better for my reader. <u>I can use TRaMP adverbials to make my writing cohesive (Time, Reason, Manner, Place)</u> Proofread my work and ensure it has <u>capital letters, full stops, commas, question marks, exclamation marks and apostrophes where needed.</u> Read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.	Assess my work and that of others and suggest improvements. Edit my work by changing the grammar to improve the way my work reads. Proofread my writing for spelling and use of punctuation. Read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear. <u>I can use adverbials to make my writing cohesive (TRaMP) including fronted adverbials with commas.</u> <u>Use paragraphs to organise ideas around a theme</u>	Draft and write by <u>linking ideas across paragraphs using TRaMP adverbials (time, reason, manner, place) to make my writing cohesive.</u> Organise my work using headings, bullet points and underlining depending on the purpose of the writing (e.g. letter, leaflet, information, instructions). Use different verb forms with consideration for the audience and purpose. Give feedback and improve my own writing and my classmates' writing. Edit vocabulary, grammar and punctuation to make writing clearer. Edit my work to ensure I have the correct subject and verb agreement. Proofread my work looking for spelling and punctuation errors and correct them using a dictionary. Perform my work to a group with confidence changing the tone and volume of my voice to make the meaning clear. Organise paragraphs by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly.	Draft and write accurately by precisising longer passages. Use different techniques to make my writing flow and link paragraphs. <u>Set out my work using headings, sub-headings, columns, tables or bullet points to structure a text and to guide the reader.</u> Give reasoned feedback on mine and others' work to improve it and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer. <u>Edit a piece of work to have the correct subject and verb agreement.</u> Recognise differences between the language of speech and writing. Proofread work looking for spelling errors and correct them using a dictionary. Proofread for punctuation errors (semi-colons, colons, dashes, bullet points and hyphens). Perform my own work to a group and make sure it sounds interesting (control tone and volume so the meaning is clear). <u>Use layout devices such as headings, sub-headings, columns, bullets, or tables, to organise and structure text.</u> Organise and link ideas within and across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipses.

	Year 3	Year 4	Year 5	Year 6
Spelling, Vocabulary, Grammar and Punctuation (Please see Spelling Shed overview for our spelling curriculum)	I can: Create new words using a range of suffixes and prefixes including super-, anti-, auto- <u>Use subordinating conjunctions (A WHITE BUS).</u> <u>Use past and present tense accurately including the present perfect form of verbs (e.g. He has gone out to play rather than He went out to play).</u> <u>Use pronouns to avoid repetition.</u> <u>Use conjunctions such as when, before, after, while.</u> Use adverbs such as then, next, soon Use prepositions such as before, after, during, in and because Begin to use fronted adverbials (including commas after) <u>Use apostrophes to mark singular and plural possession (The girl's dress. The boys' changing room)</u> <u>Use inverted commas for direct speech.</u> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <u>Know when to use a/an</u> <u>Use full stops and capital letters correctly.</u> <u>Use question marks accurately</u> <u>Use co-ordinating conjunctions (FANBOYS).</u> <u>Use expanded noun phrases (e.g. the red, shiny boat, the man on the moon)</u> <u>Use apostrophes for contractions</u>	I can: Explain the difference between the plural and possessive -s. <u>Use subordinating conjunctions (A WHITE BUS).</u> Use the correct form of the verb inflection e.g. we were <i>not</i> we was. <u>Use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.</u> <u>Use a comma to demarcate fronted adverbials Before she arrived.</u> Vary position of clause structures by using fronted adverbials. <i>Before she arrived at the party, she called her friend.</i> <u>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.</u> <u>Use inverted commas and other punctuation to indicate direct speech.</u> Use the first two or three letters of a word to check its spelling in a dictionary <u>Use question marks, exclamation, full stops and capital letters correctly.</u> <u>Use co-ordinating conjunctions (FANBOYS).</u> Use and identify adverbs. Understand how to expand noun phrases by adding adjectives, nouns and prepositional phrases. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	I can: Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must). <u>Add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun.</u> <u>Use pronouns to avoid repetition.</u> <u>Use commas to make my writing clear (and mark clauses).</u> <u>Use brackets, dashes and commas to indicate parenthesis.</u> <u>Begin to use semicolons, colons or dashes to mark boundaries between clauses and use colons to introduce a list.</u> <u>Use question marks, exclamation marks, full stops and capital letters correctly.</u> <u>Use inverted commas for direct speech and speech punctuation.</u> <u>Use apostrophes for singular and plural possession.</u> <u>Use subordinating conjunctions (A WHITE BUS).</u> <u>Use co-ordinating conjunctions (FANBOYS).</u> <u>Vary position of clause structures by using fronted adverbials. Before she arrived at the party, she called her friend.</u> Use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens. <u>Ensure I have used the correct tense throughout my work</u> <u>Use expanded noun phrases to convey complicated information effectively (e.g. the beautiful girl with long flowing hair) effectively</u>	I can: <u>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.</u> Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes. <u>Use passive verbs to affect the presentation of information in a sentence</u> Use the perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey complicated information concisely. Use relative clauses (who, which, where, when, whose, that). Use commas to clarify meaning Understand how words are related by meaning (synonyms and antonyms). Use hyphens for clarity e.g. man-eating shark or man eating shark. Use a colon to introduce a list and semicolons within lists. Use semicolons or dashes to mark the boundary between independent clauses and in lists e.g. It's raining; I'm fed up. Use brackets, dashes or commas to indicate parenthesis. <u>Ensure a piece of work has the correct tense throughout.</u> <u>Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions.</u> Use a thesaurus and dictionary. Use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling,

			Use a thesaurus and dictionary.	meaning or both of these in a dictionary
	Year 3	Year 4	Year 5	Year 6
Key Terminology	Understand: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas. Determiner, noun phrase, contractions	Understand: determiner, pronoun, possessive pronoun, adverbial, noun phrase. apostrophe,	Understand the following terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity and subjunctive form, hyphen, passive verb, perfect form, noun phrase.	Understand the use of the following words: subjects, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, modal verb, subjunctive form, noun phrase.
Exciting Sentences	Preposition Double Adverb & Adverb ISPACE Simile ISPACE As Opener ISPACE	ING Opener ISPACE ED Opener ISPACE	4A, Relative Clause Imagine 3 examples:	De:de sentence Semicolon

EFPS English Writing Long Term Planning/ Text Map (working document)

Teacher Guidance:

Please make sure key texts are underlined so we can try and vary authors as well as to avoid repetition.

Within our writing curriculum, we follow Michael Tidd's 'Writing for a Purpose' (click [here](#) for further information). This theory suggests that rather than trying to teach children ten or more different genres or text types (which can actually be used for a variety of purposes), our approach will focus on what those different types have in common: the purpose for writing. The four purposes to write that are taught across the curriculum are to entertain, to inform, to persuade and to discuss.

As a rough guide, we will spend 50% of the time working on 'writing to entertain' and the rest on the other three areas. Refer to the National Curriculum and the EFPS Writing Skills Progression Map for further guidance. Remember genres are no longer mentioned in the curriculum- instead children write in and for a range of contexts, purposes and audiences. Please include a short poetry unit each term if possible (a suggested progression is linked within each year group).

* Indicates writing completed with cross-curricular links (may be in Theme or English books)

When choosing a narrative text:

To enable us to vary the range of texts the children are studying, consider the 'Pie Corbett's Basic Plots'. The basic plots of story we could share with the children are as follows:

1. Problem/ resolution- This is the basic pattern. Everything is alright, there is a problem and it gets sorted out.
2. Beating the monster- Everything is alright; a monster arrives and has to be overcome (the monster could be metaphorical too- e.g. bullies, disease or unemployment).
3. Warning- Begin with a warning e.g. Don't play by the canal. The main characters do whatever they are not supposed to do; get in trouble; need to be rescued and learn a lesson.
4. Quest- A character is given a task and has to make a journey to complete it e.g. Red Riding Hood or Lord of the Rings
5. Wishing/ barriers= A character really wants something but is stopped by a barrier. In the end, the barrier is overcome and the main character achieves their heart's desire but it is often not worth having!
6. Lost/ found/ chased- The main character loses something precious or gets lost OR the main character finds something that leads into the tale (corn, magic brushes etc)
7. Cinderella- A tale of someone who is oppressed and through diligence, kindness or loyalty manages to win through.
8. Magical powers/
9. Portal Story- Journey to another world
10. Character flaw- Characters find themselves in trouble due to their flaw. Often by the end they have learned their lesson or changed.
11. Fables/ myths/ legends- These types have their own patterns- many of which can be imitated and innovated upon to create new tales.
12. Family Stories- Our own experiences. Start by retelling anecdotes then fictionalise by changing names of characters and resetting the tale.

Please continue to update our Long Term Writing Map (if changes are made) so we can ensure progression and variety.

EYFS (please see suggested poetry units [here](#))

	Autumn	Spring	Summer
Writing to entertain (around 50% of the curriculum) • Stories (including retellings) • Descriptions • Poetry • In-character/role	Label initial sounds in 'We're Going on a Bear Hunt- Michael Rosen Goldilocks Gingerbread Man	<u>Stickman-</u> Julia Donaldson <u>The Gruffalo-</u> Julia Donaldson <u>The Very Hungry Caterpillar-</u> Eric Carle Dinosaur poems Spring time poetry	<u>Three little pigs</u> - speech bubbles. <u>A squash and a squeeze, The enormous turnip, The Big Pig</u> - scene description <u>The Naughty Bus-Jan Oke</u> child led activities and diary entries
Writing to inform • Recount • Letter • Instructions	<u>What the Ladybird heard-</u> Julia Donaldson Labelling family and friends Letters to Santa - <u>The Jolly Postman-</u> Allan Ahlberg Christmas Recount	Descriptions of winter animals Description/ labelling of junk models Butterfly diaries <u>Dinosaur Fact books - Harry and his bucketful of dinosaurs, 10 Little dinosaurs-</u> Instructions- How to plant a Bean. What am I? Shape descriptions. <u>The Crayons-</u> Drew Daywalt series of books - postcards and letters. <u>Zog-</u> Julia Donaldson character description <u>Supertato-</u> Paul Linnet and Sue Hendra - wanted poster	<u>The Tiger who came to Tea</u> -Judith Kerr _menu, invitations and speech bubbles.
Writing to persuade			
Writing to discuss			

YEAR 1 (please see suggested poetry units [here](#))

Possible future writing unit: Hibernation Hotel (Literacy Shed Plus) and The Squirrels Who Squabbled by Rachel Bright & Jim Field

Note- In year 1, it is expected that much of the teaching of writing, particularly within the first term, will be focused on transcription (handwriting, spelling, dictations etc) so that ample time is given to children developing their fluency as writers.

	Autumn	Spring	Summer
Writing to entertain (around 50% of the curriculum) • Stories (including retellings)** • Descriptions***** • Poetry** • In-character/role	<u>Little Red Riding Hood</u> - The Big Bad Wolf character description, sequencing the story. <u>Charlie Cook's Favourite Book- Julia Donaldson</u> - use of because to explain their favourite books. <u>Pumpkin Soup -Helen Cooper</u> Character description / wanted posters Rama and Sita - T4W Firework Poetry - onomatopoeia	<u>Jack and the Beanstalk</u> - sequencing, 3-5 sentence retelling. <u>The Runaway Iceberg (Twinkl text)</u> - sequencing, 3-5 sentence retelling. Under the Sea riddles	<u>The Ugly Five- Julia Donaldson</u> describing animals <u>We're going on a bear (lion) hunt</u> - Performance poems <u>Superworm - Julia Donaldson</u> Minibeast information sheets Descriptive writing - short narrative about their own minibeast <u>Aliens Love Underpants - Claire Freedman</u> Sentence writing
Writing to inform • Recount** • Letter* • Instructions*	Recount- Hyde Hall trip* Diwali facts* Letters to Father Christmas	Instructions - planting a bean. Biography - Queen Victoria NC Report - Antarctica	NC Report - Africa NC report - Neil Armstrong / the planets.
Writing to persuade			
Writing to discuss			

YEAR 2 (please see suggested poetry units [here](#))

	Autumn A Whole New World Nurses	Spring Great Fire Of London Animals	Summer Fairy Tales Rayleigh
Writing to entertain (around 50% of the curriculum) • Stories (including retellings) • Descriptions • Poetry • In-character/role	<u>The Colour Monster</u> (Literacy Shed +) Simile poems: Our Class is a Family <u>Snail and the Whale- Julia Donaldson</u> (descriptions) Character description - Characters from <u>Aladdin</u> Postcards to Aladdin from Genie (from around the world)* <u>Aladdin</u>- simile poem <u>The Lonely Christmas Tree</u> (Literacy Shed +)- Reciting poems	<u>Meerkat Mail-Emily Gravett</u> - Postcard recounts linked to Meerkat Mail. Talk for Writing picture maps. Poetry- Animal Riddles - What am I? Looking at non-fiction animal texts from library to collect facts <u>Norman the slug with the silly shell</u> (talk 4 writing unit)- narrative/ creating own version of story	Cinéliteracy- <u>Shrek</u> Letter to Fiona's parents. Suffixes and subordinating conjunctions. <u>Katie and the Waterlily Pond</u> -James Mayhew narrative predictions including setting description* Fairytale Acrostic? <u>Fairytale pets</u> - mini writing unit/ wanted poster <u>The True Story of the Three Little Pigs / Hansel and Gretel</u> - versions of fairy tales from a different viewpoint. Setting and character descriptions Note- the below books were not used in 2026 but would be good to include in the future: <u>Hansel and Gretel</u> (alternative version by Bethan Wollvin) <u>Rapunzel</u> (alternative version by Bethan Woollvin)
Writing to inform • Recount • Letter • Instructions	Nurses Application letter* (completed during FN workshop) <u>Guy Fawkes</u> - Gunpowder plot- wanted poster Letter of recommendation to Sydney Hebert (Minister of War) about FN.	Non-chronological reports on animals Animal fact files- meerkats <u>Toby and the Great fire of London-</u> Samuel Pepys Diary Recount* Newspaper article recount about	Instructions- Fairytale Potions- Non-Chronological report on Rayleigh* (possibly create a non-chron on a new land at the top of the Faraway Tree/ Enchanted Wood Instructions for puppets (DT project)

	<u>Mary Seacole</u>- factfile (need to adapt to make easier) Facts about FN. <u>How to build a car</u> - conjunctions (link to DT/ scaffolded) Letters to Father Christmas (structure/ focus on spelling and handwriting) Instructions for 3D cars (DT project)- highly scaffolded Re-telling the events of The Gunpowder Plot through performance?	GFoL- remove? Too hard? Life Cycle writing*	
Writing to persuade			
Writing to discuss			

YEAR 3 (please see suggested poetry units [here](#))

	Autumn Stone Age to Iron Age	Spring Blue Planet/ Magic	Summer The Romans
Writing to entertain (around 50% of the curriculum) • Stories • Descriptions • Poetry • Characters/settings	<u>BFG & The Twits</u> Character descriptions using a variety of characters the ch are familiar with <u>Stone Age Boy-Satoshi Kitamura</u> rewrite a modern day version (Portal story)* <u>Excitable Edgar (Literacy Shed):</u> Linked work <u>Sprout Boy (Literacy Shed):</u> Linked work	<u>Harry Potter and the Philosopher's Stone-JK Rowling</u> Setting descriptions, describing sweets, describing creatures (not potions!) Rewriting narratives using <u>Marli's Tangled Tale</u> and <u>Duffy's Lucky Escape- Ellie Jackson</u> (Eco link)*	Rewriting myth-<u>Romulus and Remus (Twinkl version) *</u> <u>Red Riding Hood-</u> rewriting/ changing the setting (quest) t4w-
Writing to entertain: Poetry	Pie Corbett Poem- How to make a Sabre tooth tiger linked poetry (<u>Take, from Poetry Jumpstart- Pie Corbett</u>) Performance Poetry Lessons <u>Gran can you rap/ Chocolate Cake/ The Dentist and the Crocodile</u>	Using descriptive poems 'The Whomping Willow...' (extra for when there are longer Spring terms!)	Alliteration/ Silly poems <u>Escape from Pompeii-Christina Balit-</u> Poems linked to the eruption/ sensory descriptions
Writing to inform • Explanation • Recount • Letter • Biography • Newspaper article • Reports • Detailed instructions	N/C Report- Woolly Mammoths Biography- Mary Anning *	Instructions- How to care for a dragon Howler letters Posters- How to help protect the ocean (linked to Marli/ Eco) *	Boudica/ Romulus and Remus - news report * <u>Escape from Pompeii-</u> Diary entry, powerful verbs, *
Writing to persuade • Advertising • Letter • Speech • Poster		Wand adverts * Letter to persuade someone to cut down their use of plastic * Poster to persuade someone to cut down their plastic use *	Posters- chariot races * Letter to persuade the tribes to fight the Romans/ join the Romans.

Writing to discuss			
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YEAR 4 (please see suggested poetry units [here](#))

	Autumn	Spring	Summer
Text studies	<u>How to train your dragon</u>	<u>The Firework Maker's Daughter</u>	Class Readers
Writing to entertain (around 50% of the curriculum): narrative • <u>Stories</u> • <u>Descriptions</u> • <u>Poetry</u> • <u>Characters/settings</u>	Recount of summer holidays Descriptive (characters) - How to Train your Dragon The Last Viking and The Last Viking Returns <u>Norman Jorgensen (defeating a monster)</u> <u>Beowulf - setting description / character description</u>	Cineliteracy- The Incredibles (comic strips, vocabulary development, paragraphs, <u>ISPACE</u>) - Superhero stories / character descriptions CHANGE THIS UNIT NEXT YEAR. Playscript - based on Y3-4 play	Around Europe in 5 Days (based on Around the World in 80 days)- Jules Verne * <u>Journey- Aaron Becker-Literacy Shed narrative unit (2 weeks)</u>
Writing to entertain: Poetry (writing to entertain)	<u>Christmas themed- Snapper (Literacy Shed)</u> <u>Alliteration sentence/poster (based on Animalia) - make a class poem about Christmas combining different children's sentences.</u>	<u>Jabberwocky</u> - nonsense poetry/classics Rewriting nursery rhymes <u>A Classroom Speaks-</u> Joshua Seigal (observational/ personification)	Remixed Nursery Rhymes <u>'I don't like Poetry'</u> - Joshua Seigal
Writing to inform • Explanation • <u>Recount</u> • <u>Letter</u> • Biography • <u>Newspaper article</u> • <u>Reports</u>	N/C reports- Information posters - Beowulf monster x/c posters linked to Anglo Saxons	Diary writing- <u>Spiderman</u> <u>NCR - Earth guide</u> Water cycle posters (theme) <u>Mountain posters (theme)</u>	Biographies- <u>European figures*</u> Instructions - Following and writing recipes. How a food is produced- food tasting * **Explain the process of bread making***
Writing to persuade • Advertising	- Class council	Link to <u>How to Train Your Dragon?</u> - Looking for a new ...	Letter from <u>Little Red Hen</u> to persuade the animals to help her

• <u>Letter</u> • Speech • Poster	presentations (speech)		+ persuasive letter (free choice) Planning a podcast linked to bread making (including a poster advert to get started with this-x/c/ computing
Writing to discuss			

YEAR 5 (please see suggested poetry units [here](#))

	Autumn (All updated 2024)	Spring	Summer
Writing to entertain (around 50% of the curriculum) • Stories • Descriptions • Poetry • Characters/settings	Descriptive story - <u>Lion, Witch and the Wardrobe</u>- CS Lewis <u>Narnia</u> character descriptions <u>Narnia</u> setting description <u>When the Sky Falls</u> - Character Description, Own WW2 Story Setting Description of <u>Narnia</u>- T4W creating own story	<u>Journey to the River Sea</u> - Character and Setting Descriptions Journey to the River Sea Story - two chapters (one using T4W, one using boxed up plan)	Greek myth - Writing our own Greek Myth Sensory Description of an Ancient Greek City Who let the Gods out - writing their own playscript - Writing activities based on WLTG
• Poetry (writing to entertain)	2 Poems based on the Blitz Sensory Description of London <u>Blackout poetry</u> (also known as found poetry)-	Haiku and rhyming couplet poem linked to Rainforest animals Sensory Description poem of the Rainforest.	
Writing to inform • Report • Explanation • Recount • Biography • Newspaper article • Essay	Diary entry- <u>My Secret War Diary</u>, Letter writing Home	Non Chronological Report on a South American animal Biography on David Attenborough	News Report - Battle of Troy
Writing to persuade • Advertising • Letter • Speech • Campaign	Letter to persuade Edmund	Travel Brochure on a South American Country in pairs/groups (if time)	Speech - Best God..vote to see who would take over Mount Olympus
Writing to discuss • Balanced argument • Newspaper article • Review	<u>Narnia</u> film review		Balanced Argument - Should all Greeks have the vote?

YEAR 6 (please see suggested poetry units [here](#))

	Autumn	Spring	Summer
Writing to entertain (around 50% of the curriculum) • Stories • Descriptions • Poetry • Characters/settings	Narrative- modern fiction, fiction from our literary heritage, text study (Suspense- <u>The Holes</u>) Description <u>Macbeth- Shakespeare</u> Narrative & Description: <u>A Christmas Carol</u>	Book Week: Descriptions <u>Hobbit Tolkein</u> <u>Quests</u> A range of work linked to <u>Giant's Necklace- Michael Morpurgo</u>	Character description- linked to <u>performance Harry Potter</u>- setting and character descriptions
Writing to entertain: Poetry	Poetry- <u>Lauren by Barry Turrell</u>		
Writing to inform • Report • Recount • Explanation • Biography • Newspaper article • Essay	Recounts including London Eye, Canopic Jar (Egypt topic) * Biography: Tomb raider (H Carter) Newspaper report: Tomb discovered!/ Duncan is Dead <u>Macbeth diary entry</u>	Non-chronological reports: North America + own country * <u>Instructions: Pasta recipes *</u> <u>Biography -</u>	News report/ non-chron report Diary entry- linked to HP
Writing to persuade • Advertising • Letter • Speech • Campaign		Persuasive speech – why shouldn't we build on a National Park? * <u>Formal Letter to persuade (Quest)</u>	Letter of application in the mindset of a character * Apprentice Day- persuasion
Writing to discuss • Balanced argument • Newspaper article • Review	<u>Balanced argument- to kill or not to kill! (Macbeth) - Pairs</u>	Geography- Should we change the house names within our school? + Should we have pets in our classrooms? Should more houses be built in Rayleigh? *	Pets - Balanced argument