



WRITING CURRICULUM OVERVIEW WITH GRAMMAR LINKS

YEAR 1

'Take One Book' Talk For Writing	TERM 1 - AUTUMN		'Take One Book' Talk For Writing	TERM 2 - SPRING		'Take One Book' Talk For Writing	TERM 3 - SUMMER	
Theme Text Narrative FICTION AND NON FICTION	Descriptive stories Dinosaur Roar by Paul Strickland Dinosaur Information leaflet Dinosaur poetry incl; We're going on a dinosaur hunt Persuasive letter to Andy and the dinosaurs.	Lost and Found Owl Babies by Martin Waddell Owl Information Book Winter Poems	Theme Text Narrative FICTION AND NON FICTION	FAIRY TALES The Three Little Pigs The Truth about the Three Little Pigs Sensory poems	Journey Story Meerkat Mail by Emily Gravett Non-fiction texts Riddles	Theme Text Narrative FICTION AND NON FICTION	Information How does a sunflower grow? Heroes and Villans Super Tato Adventure story writing Shape poetry	Fantasy Tell Me A Dragon
Plot style	Descriptive	Lost and Found	Plot style	Fairy tales	Journey story	Plot style	Consequence story	Fantasy/Explanation
Grammar focus FICTION AND NON FICTION	W1 W2 W3 S1 S2 T1 P1 P2 P3		Grammar focus FICTION AND NON FICTION	W1 W2 W3 S1 S2 T1 P1 P2 P3		Grammar focus FICTION AND NON FICTION	W1 W2 W3 S1 S2 T1 P1 P2 P3	
Suggested final written outcome	Labels Lists Captions Information books on Dinosaurs	Recount Owl books	Suggested final written outcome	Explanation Points of view	Non-chronological Report	Suggested final written outcome	Explanation Points of view	Post cards / letter writing
Poetry	Dinosaur Poems	Winter Poems	Poetry	Shape Poem	Weather	Poetry	Nature Poetry	Sensory Poems
Suggested outcome	List poem about autumn	Recipe	Suggested outcome	A recipe	shape poem	Suggested outcome	Rhyming	Write a class shape poem

W1 - 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

W2 - Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)

W3 How the prefix *un-* changes the meaning of verbs and adjectives [negation, for example, *unkind*, or *undoing: untie the boat*]

S1 - How words can combine to make sentences

S2 - Joining words and joining clauses using and

T1 - Sequencing sentences to form short narratives

P1 - Separation of words with spaces

P2 - Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences

P3 - Capital letters for names and for the personal pronoun I

Terminology - letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark



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YEAR 2

‘Take One Book’ Talk For Writing	TERM 1 - AUTUMN		‘Take One Book’ Talk For Writing	TERM 2 - SPRING		‘Take One Book’ Talk For Writing	TERM 3 - SUMMER	
Theme / Text Narrative FICTION AND NON FICTION	Journey Story The Great Kapok Tree Giant by Lewis Cherry	Adventure Man on the Moon by Simon Bartram On the way back home	Theme / Text Narrative FICTION AND NON FICTION	Traditional Tales Traditional tales from other cultures Hansel and Gretel Jack and the Beanstalk	Personal Experience - The Magic Paintbrush by Julia Donaldson	Theme / Text Narrative FICTION AND NON FICTION	Adventure Grandad’s Island - Beryl Davies The Green Ship by Quiten Blake	Problem Solving The Day the Crayons Quit by Oliver Jefferies and Tear Thief by Carol Anne Duffy Real Events – Toby and the Great Fire of London by Margaret Nash, Katie in London by James Mayhew, Samuel Pepys
Plot style	Journey	Adventure story	Plot style	Traditional Tales	Personal Experiences	Plot style	Adventure	Informal /formal letter writing
Grammar focus FICTION AND NON FICTION	S1 S2 S3 T4 W1, W2, W3, W4 P1 P4		Grammar focus FICTION AND NON FICTION	S1 S2 S3 T4 W2 W4 P1 P2 P3		Grammar focus FICTION AND NON FICTION	S1 S2 S3 T4 W2 W3 W4 P1 P4	
Suggested final written outcome	Narrative Lists Descriptions – characters and settings Letter	Narrative Sequencing Noun Phrases Storyboard about a journey into space Descriptions Letter to Santa	Suggested final written outcome	Traditional Tale Non-chronological report Descriptive writing with expanded noun phrases	Write a leaflet Diary entry Recount Timeline Diary Characters	Suggested final written outcome	Adventure Story Persuasive Letter	Writing letters and postcards Character descriptions Instructions
Poetry	The senses	Aliens Stole my Underpants	Poetry		The Magic Paintbrush	Poetry	Stormy Sea	Really Looking!
Suggested outcome	Acrostic	Memorise and write poems	Suggested outcome	Read and enjoy		Suggested outcome		Patterned poetry
				W1 - Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] W2 - Formation of adjectives using suffixes such as –ful, –less W3 - Use of the suffixes –er, –est in adjectives W4 - and the use of –ly in Standard English to turn adjectives into adverbs S1 - Subordination (using when, if, that, because) and co-ordination (using or, and, but) S2 - Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] S3 - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command				
				T4 - Correct choice and consistent use of present tense and past tense throughout writing T5 - Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] P1 - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences P2 - Commas to separate items in a list P3 - Apostrophes to mark where letters are missing in spelling P4 - and to mark singular possession in nouns [for example, the girl’s name] Terminology - noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb , tense (past, present), apostrophe, comma				



WRITING CURRICULUM OVERVIEW WITH GRAMMAR LINKS

YEAR 3

'Take One Book' Talk For Writing	TERM 1 - AUTUMN		'Take One Book' Talk For Writing	TERM 2 - SPRING		'Take One Book' Talk For Writing	TERM 3 - SUMMER	
Theme / Text Narrative FICTION AND NON FICTION	Historical story Stone Age Boy by Satoshi Kitamura Boy with the Bronze Axe	Overcoming Monster The Iron Man – Ted Hughes (Robots) National Geographic	Theme / Text Narrative FICTION AND NON FICTION	Imaginative Story Ice Palace by Robert Swindells	Magical Story Leon and the Place Between by Angela McAllister	Theme / Text Narrative FICTION AND NON FICTION	Fantasy Harry Potter and the Philosophers Stone - JK Rowling	Power of imagination Charlie and the Chocolate Factory – Roald Dahl
Plot style	Descriptive writing with historical focus	Overcoming Monsters	Plot style	Adventure / quest / Fantasy	Magical story	Plot style	Fantasy Power of Imagination	
Grammar focus FICTION AND NON FICTION	S1 S2 S3 T1 T3 P1 W3	S1 S2 S3 T1 T2 T3 W2 W3	Grammar focus FICTION AND NON FICTION	S1 S2 S3 T1 T3 W3	S1 S2 S3 T1 T3 P1 W3	Grammar focus FICTION AND NON FICTION	S1 S2 S3 T1 T2 P1 W1 W2 W3	S1 S2 S3 T1 T2 P1 W2 W3
Suggested final written outcome	INSTRUCTIONS How to wash a woolly mammoth.	RECOUNT Iron Man diary entry Formal letter Girl and Robot recount the explosion.	Suggested final written outcome	RECOUNT Descriptive passage Own Adventure/Quest story	Narrative	Suggested final written outcome	EXPLANATIONS Non Chronological Report JK Rowling Biography	PERSUASION Chocolate/sweet advert Character description
Poetry	'My Summer Holiday' - Stanza with repeated refrain.	My Robot Misbehaving – Ken Nesbitt	Poetry	Winter poetry - Joseph Coelho	Own poetry inspired by Leon and the Place Between by Angela McAllister	Poetry	Sorting Hat Song JK Rowling	Scholastic poems Chocolate Box and I'd Do Anything For Chocolate
Suggested outcome	Character description 'Tenko' Setting descriptions of Stone Age dwelling	Diary entry Formal Letter Recount Factfile	Suggested outcome	Senses Poem		Suggested outcome	School Prospectus Show not Tell descriptive writing. Formal/Informal Letter	Advert Newspaper Report
Expressing time, place and causing used S1 – Conjunctions – when, before, after, while, so, because S2 – Adverbs – then, next, soon, therefore S3 – Prepositions – before, after, during, in, because, of T1 – Introduction to paragraphs as a way to group related material T2 – Headings and sub-headings to aid presentation T3 – Use of the present perfect form of verbs instead of the simple past				P1 – Introduce to inverted commas to punctuate direct speech W1 - Formation of nouns using a range of prefixes [for example super-, anti-, auto-] W2 – Use of the form a or an according to whether the next word begins with a consonant or a vowel W3 – Word families based on common words, showing how words are related in form and meaning Terminology – preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas or speech marks				



WRITING CURRICULUM OVERVIEW WITH GRAMMAR LINKS

YEAR 4

'Take One Book' Talk For Writing	TERM 1 - AUTUMN		'Take One Book' Talk For Writing	TERM 2 - SPRING		'Take One Book' Talk For Writing	TERM 3 - SUMMER	
Theme Text Narrative FICTION AND NON FICTION	Adventure Story Robin Hood	Fantasy Story How to Train Your Dragon Cressida Cowell	Theme Text Narrative FICTION AND NON FICTION	Discovery story The Boy at the Back of the Class by Onjali Q Rauf	Belonging Story The Lost Thing by Shaun Tan	Theme Text Narrative FICTION AND NON FICTION	Personal Experience Escape From Pompeii	Forging your own pathway The Last Bear by Hannah Gold
Plot style	Adventure story good overcomes bad	Fantasy Adventure	Plot style	Discovery	Belonging Story	Plot style	Personal experience	Forming your own pathway
Grammar focus FICTION AND NON FICTION	S1 S3 T1 T2 P1 W2	S1 S3 T1 T2 P1 W2	Grammar focus FICTION AND NON FICTION	S1 ,S2 S3 T1 P3 W1 W2		Grammar focus FICTION AND NON FICTION	S1 S3 T1 T2 P2 P3 W1 W2	S1 S2 S3 T1 T2 P3 W1 W2
Suggested final written outcome	Writing an adventure story – Wanted posters Storyboard	Narrative – setting Non-fiction – how to Train your Dragon Posters Non-Chronological Report	Suggested final written outcome	REPORT Newspaper report EXPLANATION TEXT	Story	Suggested final written outcome	Diary Biography	Formal letter/Pledge
Poetry	Limerick Harvest Poem	Narrative poetry linked to dragons.	Poetry		Easter poem	Poetry Homophones/ apostrophes	Riddles	Kennings Calligrams
Suggested outcome	Write and perform your own poem	Write and perform your own poem	Suggested outcome		Write their own	Suggested outcome	Writing own riddle	Write own kenning
W1 - The grammatical difference between plural and possessive – W2 - 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] S1 - Noun phrases expanded by the addition of modifying adjectives, nouns and S2 - preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) S3 - Fronted adverbials [for example, Later that day, I heard the bad news.] T1 - Use of paragraphs to organise ideas around a theme T2 - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition				P1 - Use of 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!"] P2 - Apostrophes to mark plural possession [for example, the girl's name, the girls' names] P3 - Use of commas after fronted adverbials Terminology - Determiner, pronoun, possessive pronoun adverbial				



YEAR 5

‘Take One Book’ Talk For Writing	TERM 1 - AUTUMN		‘Take One Book’ Talk For Writing	TERM 2 - SPRING		‘Take One Book’ Talk For Writing	TERM 3 - SUMMER	
Theme Text Narrative FICTION AND NON FICTION	Stranded/Lost Journey Kensuke’s Kingdom by Micahel Morpurgo Model Text: Survival	Overcoming Monsters Greek Myths Model Text: Theseus and The Minotaur	Theme Text Narrative FICTION AND NON FICTION	Report Pole to Pole – Shackleton’s Journey (Historical) Model Text: The Frost Dragon	Adventure/Love story The Highway Man (Classic) Character study	Theme Text Narrative FICTION AND NON FICTION	Quest Varjak Paw by SF Said (Contemporary) Model Text : Zelda Claw	Change story Other Cultures Explored other stories Model Text: The Magic Paint Brush
Plot style	Stranded/ lost Journey	Overcoming monsters	Plot style	Non-Fiction Hero	Adventure/ Love story	Plot style	Quest	Change story
Grammar focus FICTION AND NON FICTION	W1 W2 S1 S2 T1 T2 T3 T4 T5 P1 P2 P3	W1 W2 S1 S2 T1 T2 T3 T4 T5 P1 P2 P3	Grammar focus FICTION AND NON FICTION	W1 W2 S1 S2 S3 T1 T2 T3 T4 T5 P1 P2 P3	W1 W2 S1 S2 S3 T1 T2 T3 T4 T5 P1 P2 P3	Grammar focus FICTION AND NON FICTION	W1 W2 S1 S2 S3 T1 T2 T3 T4 T5 P1 P2 P3	W1 W2 S1 S2 T1 T2 T3 T4 T5 P1 P2 P3
Suggested final written outcome	Survival Story Non-Chronological report - Orangutan Instruction – How to survive on a desert island	Greek myth Character description	Suggested final written outcome	Non Chronological report – invented polar creature Polar Survival guide Letter of application	Retelling the poem as a story. Character description Setting description Wanted Poster	Suggested final written outcome	Short story featuring suspense Battle scene Balanced discussion – two sides of the argument	Write own story similar theme Non-chronological report - China
Poetry	Odyssey		Poetry		Classic performance poem	Poetry	<u>Macavity</u> Performance poetry	Haiku
Suggested outcome		Vocab building Slow write poem Line by line	Suggested outcome	Vocab building poetry	Letter told from story character’s voice	Suggested outcome	Description of a helicopter suspense paragraph	
W1 - Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] W2 - Verb prefixes [for example, dis–, de–, mis–, over– and re–] S1 - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun S2 - Indicating degrees of possibility using adverbs [for example, perhaps, surely] S3 - or modal verbs [for example, might, should, will, must]				T1 - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] T2 - Linking ideas across paragraphs using adverbials of time [for example, later], T3 - place [for example, nearby] T4 - and number [for example, secondly] T5 - or tense choices [for example, he had seen her before] P1 - Brackets, P2 - dashes or commas to indicate parenthesis P3 - Use of commas to clarify meaning or avoid ambiguity Terminology - modal verb, relative pronoun relative clause, parenthesis, bracket, dash, cohesion, ambiguity				



YEAR 6

‘Take One Book’ Talk For Writing	TERM 1 - AUTUMN		‘Take One Book’ Talk For Writing	TERM 2 - SPRING		‘Take One Book’ Talk For Writing	TERM 3 - SUMMER		
Theme Text Narrative FICTION AND NON FICTION	Journey Story Journey to the River Sea by Eva Ibbotson Travel brochure Account of a real journey	Portal Story Alice in Wonderland by Lewis Carroll Account of a trial Newspaper report	Theme Text Narrative FICTION AND NON FICTION	Portal Story The Lion the Witch and the Wardrobe by CS Lewis	Journey Story Journey to Jo’Burg by Beverly Naidoo	Theme Text Narrative FICTION AND NON FICTION	Focus on study skills	Assessment week	Journey story and flashbacks Carrie’s War by Nina Bawden
Plot style	Journey story	Portal story	Plot style	Portal story	Journey story	Plot style			Journey Story and flashback
Grammar focus FICTION AND NON FICTION	W1 W2 T1 T2 T3 S1 P3	P1 P2 P4 S1 T1 T2 T3 W1 W2 W1	Grammar focus FICTION AND NON FICTION	T1 T2 T3 P1 P2 P3 P4 W1 W2 S1		Grammar focus FICTION AND NON FICTION			W1 W2 T1 T2 S2 S3
Suggested final written outcome	Journey story Setting description Travel brochure	Portal story Play script Non Chronological report	Suggested final written outcome	Setting description Scientific description of mythical creature	Biography of Nelson Mandela Story from an alternative point of view	Suggested final written outcome			Story with a flashback Formal letter Dairy entry of evacuee
Poetry	The Road Not Taken Stopping by Woods	Jabberwocky	Poetry	The Picnic To See a Unicorn	The Zebras Buck Fight	Poetry	Poems about WW2		
Suggested outcome	Own journey poem	Performance of Jabberwocky	Suggested outcome	Magical creature poem	Journey to Jo’Burg poem	Suggested outcome	Own poem about WW2		
W1 - 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] W2 - How words are related by meaning as synonyms and antonyms [for example, big, large, little] S1 - Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. S2 - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, S3 - or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Terminology - subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points				T1 - 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] T2 - and ellipsis T3 - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] P1 - Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] P2 - Use of the colon to introduce a list and use of semi-colons within lists P3 - Punctuation of bullet points to list information P4 - How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]					