



## Russell Lower School

### Writing overview with outcomes 2020-2021

|                 | FS   | Year 1   | Year 2  | Year 3  | Year 4   |
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| <b>Autumn 1</b> |  |  |   |   |  |
| <b>Week 1</b>   | <b>Home visits</b>   | <b>Holiday recount</b><br>Planning and drafting  | <b>Holiday recount</b><br>Postcard<br>Develop positive attitudes towards and stamina for writing                      | <b>Reading focus week VIPERS</b><br>Make predictions/inferences.<br>Authorial intent.               | <b>Non-fiction Formal letter</b><br>Open and closed questions<br>Features of a letter<br>Plan, draft and edit formal letter.                         |
| <b>Week 2</b>   | <b>Baseline writing activities</b>   | <b>Labels and captions</b><br>To describe favourite Supertato character  | <b>Persuasive writing</b><br>A short note to Monkey<br>Develop positive attitudes towards and stamina for writing     | <b>Instructions</b><br>VGP: Using conjunctions, adverbs and prepositions to express time and cause. | <b>Instructions</b><br>Features of instructions<br>Following instructions<br>Plan, draft and edit recipe.  |
| <b>Week 3</b>   |  | <b>Character description (Supertato)</b><br>Write sentences by composing orally before writing it<br>Write sentences by saying out loud what they are going to write | <b>Non-fiction fact file</b><br>Monkey Fact file<br>Develop positive attitudes towards and stamina for writing        |   |  |
| <b>Week 4</b>   |  | <b>Looking at stories with names in the title</b><br><b>Writing names</b><br>Writes own name.  | <b>Character description (Supertato)</b><br>Spell words containing each of the 40+ phonemes already taught            |   |  |
| <b>Week 5</b>   | <b>Naming parts of the body and writing names</b><br>Writes own name.                                | <b>Story writing – beginning</b><br>Planning, drafting and writing<br>Say out loud what we are going to write.   | <b>Drama and Role play with speaking and listening focus</b><br>Thought bubbles                                       |   |  |
| <b>Week 6</b>   | <b>Owl Babies - writing CVC words such as sat</b><br>Writes own name and other things such as labels | <b>Story writing – middle</b><br>Planning, drafting and writing<br>To read aloud to peers what they have written – performing their writing.                         | <b>Narrative</b><br><b>Re-telling of Monkey Puzzle.</b><br>Develop positive attitudes towards and stamina for writing | <b>Reading focus week VIPERS</b><br>Make predictions/inferences.<br>Authorial intent.               | <b>Character description</b><br>Direct and indirect speech for characters<br><b>Drama and Role play</b><br>Freeze frames using character description |
| <b>Week 7</b>   | <b>How Do Dinosaurs Say Goodnight? - writing CVC words such as nap</b>                               | <b>Story writing – end</b><br>Planning, drafting and writing<br>Sequence the ending.   | <b>Informal Letter Writing</b><br>A letter home from Kenya.<br>Handa's Surprise.                                      | <b>Retelling a familiar story</b><br>Reading focus  | <b>Descriptive narratives using setting and emotions</b><br>Plan, draft and edit narrative descriptions  |

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|                 | Writes own name and other things such as labels  | Say out loud what we are going to write.   | Develop positive attitudes towards and stamina for writing  |  | <b>Drama and Role play</b><br>Drama freeze frames   |
| <b>Autumn 2</b> |  |  |   |  |   |
| <b>Week 1</b>   | <b>Account of half-term</b><br>Writes own name and other things such as labels and captions.   | <b>Non-fiction recount of the Gunpower plot</b><br>Write sentences by: sequencing sentences to form short narratives | <b>Setting Description</b><br>Planning and Drafting writing. Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary | <b>Retelling a familiar story</b><br>Reading focus   | <b>Descriptive narratives</b><br>Joey's arrival at the farm.<br>Joey and Topthorn journey to France<br>Plan, draft and edit narrative descriptions<br><b>Drama and Role play</b><br>Drama freeze frames         |
| <b>Week 2</b>   | <b>The Owl Who was Afraid of the Dark – writing words or simple sentences about Plop, mum and dad</b><br>Writes own name and other things such as labels and captions.   | <b>Poetry - acrostic</b><br>Write firework poems   | <b>Setting Description</b><br>Develop positive attitudes towards and stamina for writing  | <b>Diary entry</b><br>VGP: Using the present perfect form of verbs in contrast to the past tense.        | <b>Non-chronological report on a war poet</b><br>Draft, write and edit a non-chronological report<br>Understanding of poetry<br>Features of Poetry<br>Plan, draft and edit poetry based on WW1 and remembrance. |
| <b>Week 3</b>   | <b>Fireworks – writing words or simple sentences about fireworks e.g. hot, red, pop, rocket</b><br>Writes own name and other things such as labels and captions.         | <b>Drama and Role play with speaking and listening focus</b><br>Posing questions through hot seating to Charlie      | <b>Story Writing</b><br>Planning and Drafting writing. Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence           | <b>Character profile</b><br>Draft and write by: in narratives, creating settings, characters and plot.   |   |
| <b>Week 4</b>   | <b>Peace at Last – writing sound words or simple sentences e.g. tick, tock, drip, drop, mmmm, tweet</b><br>Writes own name and other things such as labels and captions. | <b>Comic strip</b><br>Plan and draft.<br>Write sentences by: composing a sentence orally before writing it.          |   | <b>Setting description</b><br>Draft and write by: in narratives, creating settings, characters and plot. | <b>Narrative</b><br>Features of narrative<br>Plan, draft, write and edit narrative based on war horse   |
| <b>Week 5</b>   | <b>Kipper's Birthday Nativity Story (Jesus' birthday) sequence story</b><br>Writes own name  | <b>Comic strip</b><br>Write.<br>Write sentences by: sequencing sentences to form short narratives                    | <b>Story Writing</b><br>Editing Writing. Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils         |  |   |

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| <b>Week 6</b>   | <b>Christmas stocking - writing labels for toys e.g. hat, doll, truck, bat, dog, cat, net</b><br>Writes own name and other things such as labels   | <b>Retell a familiar story (Christmas Story)</b><br>Drama and role play to retell the story   | <b>Newspaper Report Excitable Edgar</b><br>Planning and Drafting writing. Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary | <b>Narrative</b><br>Draft and write by: in narratives, creating settings, characters and plot.   |   |
| <b>Week 7</b>   | <b>Writing- Christmas CVC words and sentences</b><br>Writes own name and other things such as labels and captions.   | <b>Rewrite a familiar story (Christmas Story)</b><br>Write sentences by: sequencing sentences to form short narratives  | <b>Newspaper Report Excitable Edgar</b><br>Develop positive attitudes towards and stamina for writing by: writing for different purposes   |  | <b>Diary writing</b><br>Features of a diary<br>Plan, write and edit a diary   |
| <b>Spring 1</b> |  |   |  |  |   |
| <b>Week 1</b>   | <b>Account of Christmas Holiday</b><br>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.                  | <b>Writing questions</b><br>VGP: To use capital letters, full stops question marks and exclamation marks to demarcate sentences   | <b>Non-fiction non-chronological report</b><br>on Polar Bears<br>Planning and Drafting writing.  | <b>Poetry - shape</b><br>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar | <b>Narrative responses</b><br>Write predictions, inferences, retrieval, summaries and vocab<br>Planning and Drafting writing. Draft and write by: organising paragraphs around a theme  |
| <b>Week 2</b>   | <b>Labelling a penguin</b><br>Writes own name and other things such as labels<br><b>Non-fiction writing about a penguin</b><br>Write simple sentences which can be read by themselves and others | <b>Non-fiction poster</b><br>Write a poster on caring for pets  | <b>Non-fiction non-chronological report</b><br>Editing writing.  |  | <b>Recount of Author Visit</b><br>Draft and write questions and answers<br>Planning and Drafting writing. Plan their writing by: discussing and recording ideas   |
| <b>Week 3</b>   | <b>Lost – sequence story and write about favourite part of the story</b><br>Write simple sentences which can be read by themselves and others  | <b>Non-Fiction – information text</b><br>To write sentences by: saying out loud what they are going to write about  | <b>Poetry – descriptive</b><br>Develop positive attitudes towards and stamina for writing  | <b>Balanced argument</b><br>VGP Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.                        | <b>Biography of your class partner</b><br><b>Biography on author who visited</b><br>Identifying features of biography and autobiography<br>Draft, write and edit a biography<br>Composition: Planning and Drafting writing 4.2.b.1 Plan their writing by: discussing and recording ideas composition: |
| <b>Week 4</b>   | <b>Write a list of what a penguin chick needs</b><br>Writes own name and other things such as labels<br><b>Write a sentence about what an egg and/or a chick</b>                                 | <b>Non-Fiction - Weather forecast report</b><br>Write a weekly weather diary.<br><b>Performing Writing</b><br>To read aloud their writing clearly enough to be heard by their peers and the teacher |  |  |   |

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|                 | Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.   |  |  |  | Editing Writing 4.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements   |
| <b>Week 5</b>   | <b>Write speech bubbles for a penguin e.g. I can peck. What can Mumble do? Write sentences e.g. He can jump.</b><br>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | <b>Retell a familiar story</b><br>Retell and re-enact the story.   | <b>SATs practise papers.</b>   |  |  |
| <b>Week 6</b>   | <b>A list of what an Arctic explorer needs</b><br><br><b>Ice investigation</b><br>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.                                   | <b>Rewrite a familiar story</b><br>VGP: To use capital letters, full stops and exclamation marks to demarcate sentences<br>Editing. To discuss what they have written with the teacher or other pupils | <b>Narrative</b><br>Develop positive attitudes towards and stamina for writing   | <b>Poetry - Haiku</b><br><b>Reading and speaking and listening focus week</b>  | <b>Poetry appreciation and personal response</b><br>Respond to a poem  |
| <b>Spring 2</b> |  |  |  |  |  |
| <b>Week 1</b>   | <b>Pancake recipe – ingredients and method</b><br>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.   | <b>Non-Fiction text features</b><br>Naming the letters of the alphabet in order  | <b>Character description</b><br>of Togo<br><b>Drama and Role play – see speaking and listening</b><br>Planning and Drafting.   | <b>Narrative (myth)</b><br>Draft and write by: in narratives, creating settings, characters and plot.<br>Inverted commas to punctuate direct speech. | <b>Narrative settings and characters</b><br>Take notes<br>Plan, write and edit narrative description<br>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar |
| <b>Week 2</b>   | <b>World Book Day character description</b><br><b>Senses investigation writing</b><br>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.                               | <b>Drama and Role play with speaking and listening focus</b><br><b>Pattern, text and repetition</b>  | <b>Formal letter writing</b><br>to the mayor of Nome asking for a plaque and statue to commemorate Togo.<br>Planning and Drafting writing.<br>Develop positive attitudes towards and stamina for writing |  |  |
| <b>Week 3</b>   | <b>Label a polar bear</b><br><b>Non-fiction writing about a polar bear</b><br>Write simple sentences which can be read by themselves and   | <b>Rewrite a familiar story</b><br>To write sentences by: sequencing sentences to form short narratives  | <b>Diary entry plan</b><br>as a child living in England at the time of the plague Plan a diary entry.<br>Planning and Drafting writing.  |  | <b>Narrative</b><br>Draft, write and edit the death of Julius Cesar  |

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|                 | others. Some words are spelt correctly and others are phonetically plausible.  | To develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using 'and'  |   |   | Draft and write by: in narratives, creating settings, characters and plot  |
| <b>Week 4</b>   | <b>Writing Mother's Day card insert</b><br><b>My mum can...</b><br>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.  | <b>Poetry – rhyming</b><br>To create rhyming strings using their phonic knowledge to write a range of rhyming words.<br><br>Spell words containing each of the 40+ phonemes already taught.   | <b>Diary entry writing</b><br>Develop positive attitudes towards and stamina for writing  | <b>Non Chronological Report</b><br>Draft and write by: organising paragraphs around a theme.<br><br>Draft and write by: in non-narrative material, using simple organisational devices: e.g. headings and subheadings |  |
| <b>Week 5</b>   | <b>Write an account of trip to Ampthill, Post Office and King's Arms Gardens</b><br>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.   | <b>Recount on Woburn Trip</b><br>To develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using 'and'<br>Capital letters, full stops, question marks and exclamation marks to demarcate sentences | <b>Recount</b><br>of visit to Fire Station<br><b>Formal letter writing</b><br>to thank the Fire Station<br>Develop positive attitudes towards and stamina for writing<br>Editing Writing. |   | <b>Narrative</b><br>Myth of Romulus and Remus<br>Draft and write by: in narratives, creating settings, characters and plot   |
| <b>Summer 1</b> |  |   |   |   |  |
| <b>Week 1</b>   | <b>Write an account of Easter Holiday</b><br>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.<br><b>Label a pirate map e.g. mermaid, merman, chest, tree, cannon, rum, skeleton</b><br>Children use their phonic knowledge to write words in ways which match their spoken sounds. | <b>Drama and Role play with speaking and listening focus</b>  | <b>SATs reading practise.</b>   | <b>Missing poster</b><br>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar                      | <b>Persuasive Letter</b><br>Features of persuasive letter<br>Plan, write and edit persuasive letter<br><br>Editing Writing. Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements |
| <b>Week 2</b>   | <b>Writing a list of resources and equipment. Writing instructions - planting seeds</b>  | <b>Write about a personal experience linked to a text.</b><br>VGP: Capital letters, full stops, question marks and  | <b>Character description</b><br><b>Diary entry as Mr Fox.</b><br>Develop positive attitudes towards and stamina for writing   | <b>Setting description</b><br>Draft and write by: in narratives, creating settings, characters and plot.  | <b>Character description</b><br>Traditional Tales/Egyptian Tale<br>Plan their writing by: discussing writing similar to that which they  |

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|               | <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p><b>Explorer's notebook – label animals and places</b></p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>  | <p>exclamation marks to demarcate sentences</p> <p>Introduce speech bubbles and speech marks (inverted commas).</p>   |   |  | <p>are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>  |
| <b>Week 3</b> | <p><b>Label a pirate ship</b></p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p><b>Create a pet word bank and describe a pirate pet</b></p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>  | <p><b>To use what they know from what they have read, to predict what happens next in a text.</b></p> <p>Write sentences by: saying out loud what they are going to write about.</p>  | <p><b>Plan the next chapter</b></p> <p>Predict and plan the next part of the story of Fantastic Mr Fox using knowledge of what has happened before.</p> <p>Develop positive attitudes towards and stamina for writing</p> |  | <p><b>Narrative</b></p> <p>Traditional tale with an Egyptian twist</p> <p>Plan, draft and edit alternative Egyptian version of a traditional tale</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> |
| <b>Week 4</b> | <p><b>Write speech bubbles using pirate language</b></p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.</p> <p><b>Create and label a pirate story character</b></p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> | <p><b>Justifying opinions of a text</b></p> <p>Write sentences by: re-reading what they have written to check that it makes sense.</p>  | <p><b>Create a new character</b></p> <p>Develop positive attitudes towards and stamina for writing</p>  | <p><b>Newspaper report</b></p> <p>VGP: Using the present perfect form of verbs in contrast to the past tense</p> | <p><b>Biography</b></p> <p>Write a biography on Howard Carter/Cleopatra</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>   |
| <b>Week 5</b> | <p><b>Describe pirate story settings such as a ship and an island</b></p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>  | <p><b>Writing in the same pattern as a story</b></p> <p>Write sentences by: sequencing sentences to form short narratives</p> <p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> | <b>SATS</b>   |  | <p><b>Recount</b></p> <p>Newspaper report on the death of Cleopatra</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>   |

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| <b>Week 6</b>   | <b>Write own pirate story using created character</b><br>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.  | <b>Descriptive writing</b><br>Build a vocabulary word bank of descriptive language.  | <b>Poetry – performance</b><br>Minibeast<br>Develop positive attitudes towards and stamina for writing  | <b>Persuasive letter</b><br>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | <b>Explanation Texts</b><br>Mummification of a tomato<br>Plan, draft and edit an explanation text<br>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br>Planning and Drafting writing.<br>Draft and write by: organising paragraphs around a theme |
| <b>Week 7</b>   | <b>Pirate story comprehension and book review</b><br>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.  | <b>Recount through a postcard</b><br>VGP: Capital letters, full stops, question marks and exclamation marks to demarcate sentences | <b>Compare and contrast stories by the same author: Eric Carle – reading focus week</b>   |  |   |
| <b>Summer 2</b> |  |  |   |  |   |
| <b>Week 1</b>   | <b>Write an account of their half-term holiday</b><br>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.   | <b>Drama and Role play with speaking and listening focus</b>   | <b>Blurb for a familiar story</b><br>Contexts for writing. Develop positive attitudes towards and stamina for writing by: writing for different purposes  | <b>Reading focus week VIPERS</b><br>Make predictions/inferences. Authorial intent.   | <b>Explanation Texts</b><br>Mummification of a tomato<br>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements   |
| <b>Week 2</b>   | <b>Writing instructions describing how to make butter</b><br>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.<br><b>Writing Father's Day card insert</b>   | <b>Instructions</b><br>'How to make a jam sandwich'<br>Write sentences by: sequencing sentences to form short narratives           | <b>Write a story in the style of Eric Carle.</b><br>Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) | <b>Narrative</b><br>Draft and write by: in narratives, creating settings, characters and plot.<br>Inverted commas to punctuate direct speech.  | <b>Narrative</b><br>Describe setting of the Twits house Advert using persuasive language to sell the Twits house<br>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure,   |
| <b>Week 3</b>   | <b>Write a shopping list for fruit kebab</b><br>Children use their phonic knowledge to write words in ways which match their spoken sounds.<br><b>Write about how to stay healthy, create healthy eating poster</b><br>Write simple sentences which can be read by themselves and others. Some words are spelt | <b>Performance poetry</b><br>Speaking and listening focus  | <b>Descriptive setting</b><br>Develop positive attitudes towards and stamina for writing by: writing for different purposes   |  | Draft and write by: organising paragraphs around a theme<br>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements  |

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|               | correctly and others are phonetically plausible.  |   |   |   |   |
| <b>Week 4</b> | <b>Write a barn owl fact file</b><br>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.         | <b>Poetry – rhyming poems</b><br>Write sentences by: saying out loud what they are going to write about.  |   |   | <b>Narrative</b><br>Missing chapter for the Twits<br>Write missing chapter<br>Plan, draft and edit play script<br>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure,<br><br>Draft and write by: organising paragraphs around a theme<br><br>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements |
| <b>Week 5</b> | <b>Write an account of a farmer's day</b><br>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | <b>Drama and Role play with speaking and listening focus</b>  | <b>Playscript</b><br>Develop positive attitudes towards and stamina for writing by: writing for different purposes                        | <b>Character Profile and Writing an Interview</b><br>VGP: Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.<br><br>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |   |
| <b>Week 6</b> | <b>Write an account of farm trip</b><br>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.      | <b>Plan a story</b><br>Write sentences by: sequencing sentences to form short narratives<br>Write sentences by: re-reading what they have written to check that it makes sense. | <b>Class debate</b><br>Performing Writing. Read aloud what they have written with appropriate intonation to make the meaning clear        |   | <b>Instructions</b><br>Wormy Spaghetti or Bird Pie<br>Plan, draft and edit instructions<br>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure,<br><br>Draft and write by: organising paragraphs around a theme<br><br>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements                        |
| <b>Week 7</b> | <b>Memories from FS year</b><br>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.              | <b>Letter to our new teacher</b><br>VGP: Capital letters, full stops, question marks and exclamation marks to demarcate sentences   | <b>Drama and role play</b><br>Performing Writing. Read aloud what they have written with appropriate intonation to make the meaning clear | <b>Poster</b><br>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar  |   |

