

Whole School Writing Curriculum Map 2022 - 2023

Nursery

Autumn		Spring		Summer	
Texts					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Text:</p> <ul style="list-style-type: none">Walking through the Jungle. <p>Nursery Rhymes:</p> <ul style="list-style-type: none">5 Little Speckled Frogs5 Currant BunsIncy Wincy Spider	<p>Texts:</p> <ul style="list-style-type: none">Dear ZooWe’re going on a Bear Hunt <p>Nursery Rhymes:</p> <ul style="list-style-type: none">5 Little Ducks1 2 3 4 5 Little BearsTwinkle, Twinkle Little star	<p>Texts:</p> <ul style="list-style-type: none">Come on Daisy, Where’s Spot? <p>Nursery Rhymes:</p> <ul style="list-style-type: none">Row, row, row your boatHickory, Dickory Dock	<p>Texts:</p> <ul style="list-style-type: none">The Hungry CaterpillarJasper’s Beanstalk	<p>Texts:</p> <ul style="list-style-type: none">Brown Bear, What do you see?So Much	<p>Texts:</p> <ul style="list-style-type: none">Train RideHairy MacLary
<p>Vocabulary: snip, cut, turn, grip, control, sounds, loud, quiet, initial sounds, stretchy sounds, bouncy sounds, straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements</p>					
<p>Communication & Literacy</p>					
<ul style="list-style-type: none">Listening to environmental and instrumental sounds.Singing nursery rhymesName readingListening to body sounds.Ascribe meaning to marksMake marks during playForm different movements using fine-motor skills straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements		<ul style="list-style-type: none">Listening to rhythm and rhyme & alliterationSyllable clapping their nameRWI Sound of the weekListening for Initial sounds.Listening to voice soundsBegin to form recognisable lettersLearn to write their name		<ul style="list-style-type: none">Oral blending and segmenting.Syllable clapping wordsRWI Sound of the week.Oral blending and segmenting.Begin to form recognisable lettersLearn to write their nameProgress towards holding a pencil with a modified tripod grip to show increasing control	
<p>Fine Motor</p> <ul style="list-style-type: none">Use one-handed tools such as paintbrushes, pencils and scissorsMake snips in paper using scissorsSnips paper moving scissors forwardsBegins to cut in a line holding the paper with their non- dominant hand					



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- Show a preference for a dominant hand
- Progress towards holding a pencil with a modified tripod grip to show increasing control
- Demonstrate growing independence putting on a coat and shoes, begin to do up zips and poppers
- Begin to use a knife and fork

How it is Covered

- A range of tools available within the environment throughout the week both indoors and outdoors
- Mark making activities available daily in Continuous Provision
- Handwriting as part of RWI with visual and verbal prompts
- Daily name writing practice as appropriate as part of self-registration
- Autumn: Focus on movements and fine-motor skills required for writing such as straight lines in different directions, clockwise and anti-clockwise motions for curved lines, discussion of vocabulary for straight line and curves – Mat man
- Spring: specific letter formation taught as part of RWI/phonics as ‘Sound of the Week’ with home learning tasks
- Summer: specific letter formation taught as part of RWI
- Opportunities to record letter strings and ascribing meaning to marks – Sound of the Week continues
- Beginning to record some sounds in sequence



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Reception

Autumn		Spring		Summer	
Texts					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text: <ul style="list-style-type: none">• Owl Babies• Arghh, Spider• Supertato	Texts: <ul style="list-style-type: none">• Stick man• The Very Hungry Caterpillar’s 8 days of Hanukkah	Texts: <ul style="list-style-type: none">• Bog Baby• Pete the Cat	Texts: <ul style="list-style-type: none">• Naughty Bus• Rainbow Fish	Texts: <ul style="list-style-type: none">• Leopard’s Drum• Handa’s Surprise	Texts: <ul style="list-style-type: none">• Tadpole’s Promise• Mr. Big
Vocabulary: Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture, lower-case, capital letters,, finger spaces, full stops, special friends, letter, word, phrase, sentence					
Communication & Literacy					
<ul style="list-style-type: none">• Begin to form recognisable letters• Learn to write their name• Cards, cvc words, introducing sentences• Progress towards holding a pencil with a modified tripod grip to show increasing control		<ul style="list-style-type: none">• Lists, labels, cvc words, sentences- introducing finger spaces• Sentence structure• Form lower-case and capital letters correctly• Spell words by identifying the sounds they can hear and then recording the sound with a letter or letters		<ul style="list-style-type: none">• Capital letters, full stops. Sentences, labels, names• Write short sentences with words with known GPCs using a capital letter and full stop.• Write short phrases and sentences that can be read by others	
Fine Motor (Continuing) <ul style="list-style-type: none">• Show growing competence using a range of tool safely and confidently:• Scissors – moving wrist and hands to cut (not arms) with growing accuracy along curved, straight and zig zag lines• Cutlery – use both knife and fork simultaneously• Paintbrush – make a range of marks – dot, dash, continuous lines, straight and curved marks, show control staying within lines• Use the tripod grip to hold a pencil for writing• Show increasing accuracy when forming letters• Demonstrate increasing accuracy and care when					



Whole School Writing Curriculum Map 2022 - 2023

- Drawing to create identifiable representations

How it is Covered

- Mark making activities available daily in Continuous Provision
- Handwriting as part of RWI with visual and verbal prompts
- Daily writing activity for all to complete - Do you like chocolate? name + tick or cross
- Writing sound of the day in RWi writing session
- Making words using the magnetic letters and green cards from word time

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Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
HfL- Plenty of Love to go Around <i>Emma Chicester-Clarke</i> Chalk- <i>Bill Thompson</i> Lists, captions, labels. Nouns Questions	HfL- How goes the work Farmer Duck? <i>Martin Waddell</i> Nouns Verbs ‘Bossy’ Verbs- instructions poetry and rhyme. Performing aloud. HfL The Jolly Christmas Postman Applying phonics knowledge to writing. Questions and statements Adjectives and verbs.	HfL- The Last Noo-noo- <i>Jill Murphy</i> Snail and the Whale- <i>Juila Donaldson</i> Adjectives Retelling stories Adjectives, expanded noun phrases Suffixes- -ed, -ing.	Narrative- HfL- Love that book! Here comes Mr Postmouse.- <i>Marianne Dubuc</i> Conjunctions- and, but Questions Noun phrases HfL Building vocabulary-Poetry- <i>One Silver Speck</i>	HfL- Read, Write, Perform-Crazy Creatures Non-chronological report HfL- Bats Non-chronological reports	HfL Free verse purple poetry Rhyming words Poetry Performing HfL How to wash a Woolly Mammoth. Instructions Commands
Big Write - Cross Curricular Focus (Specific task links to genres being covered in literacy)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	RE	History/Geography	History/Geography	Art/DT	PE
Composition (Planning) <ul style="list-style-type: none"> • use ideas from reading in a narrative • say out loud what they are going to write about • say a sentence before writing it 					
Composition (Writing) <ul style="list-style-type: none"> • sequence sentences to form short narratives • use and continue a repeating pattern from a model • include some story language and patterns following models • re-tell/imitate familiar stories • act out stories and portray characters and their motives • recount real events • use the language of texts read as models for their own writing 					

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- sequence sentences to form simple non-fiction text types
- assemble information on a subject from their own experience
- begin to convey information and ideas in simple non-narrative forms
- listen to and discuss a wide range of rhymes and poems, learning to recite some by heart
- use words that sequence events (see vocabulary / grammar section for detail of year group expectations)
- make some choices of appropriate vocabulary

Evaluate and Edit

- re-read what they have written to check for sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

Vocabulary, grammar and punctuation

- write single clause sentences
- use 'and' to link words within sentences
- leave spaces between words
- begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- join two clauses in a sentence using the co-ordinating conjunction 'and'
- use 'because' to provide reasoning
- use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- orally practise using present and past tenses correctly

Handwriting

- Follow RWI sequence for letter formation

Spelling

- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- spell by segmenting spoken words into phonemes (containing each of the 40+ phonemes already taught) and representing these by graphemes, including plausible attempts, spelling some correctly
- use letter names to distinguish between alternative spellings of the same sound
- spell most words relating to the Y1 curriculum statements correctly (40+ phonemes already taught according to phonics scheme used)
- name the letters of the alphabet in order
- spell the days of the week
- use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- use the prefix un-
- use -ing, -ed, -er and -est where no change is needed in the spelling of root words
- spell common exception words linked to your phonic programme; examples can be found in Appendix 1 of the national curriculum

Cross Curricular Links

- Farmer Duck : D&T - Free Standing Structures
- Crazy Creatures: Science - Animals including humans

Whole School Writing Curriculum Map 2022 - 2023

Year 2

Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Traditional tales HfL- Julian is a mermaid. Diary writing Sentence punctuation, statements, questions, full stops and question marks, retelling stories HfL –Poetry A List for Happiness	HfL- Traditional tales- Rapunzel Adjectives and expanded noun phrases HfL Y1/2 Recounts HfL Poetry Structure - Calligrams	HfL- Non-chronological reports- Sharks Non-chronological reports, technical vocabulary, conjunctions – subordinating and coordinating HfL- Poetry- Blue balloons and rabbit ears	Read, Write, Perform- Great Fire of London HfL –Take Book “15 Things not to do with a puppy” Commands, exclamations, exclamation marks, adverbs of how, contractions and words with suffixes –ly –ment –ness etc	HfL- How to Catch a Star. <i>Oliver Jeffers</i> Character descriptions & Narratives Commas in lists, adverbs of time, coherent narrative – writing at length Love that book! Last stop at the Market Street suffixes -ful, -ness writing at length	HfL- Monsters- An Owner’s guide <i>Jonathan Emmett</i> Non-chronological report/explanation texts. Coherent narrative – writing at length
Big Write - Cross Curricular Focus (Specific task links to genres being covered in literacy)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	RE	History/Geography	History/Geography	Art/DT	PE
Composition (Planning) <ul style="list-style-type: none"> • use a plan or say out loud what they are going to write about, including writing based on personal experiences text as a model for writing • write down ideas, and/or key words, including new vocabulary • encapsulate what they want to say, sentence by sentence • 					
Composition (Writing) <ul style="list-style-type: none"> • write own narratives with a sequence of events • include story language and patterns • re-tell/imitate/adapt familiar stories with events in sequence and include some dialogue • explore characters’ feelings and situations in stories, using role play and oral rehearsal • describe characters and setting 					

Whole School Writing Curriculum Map 2022 - 2023

- write about real events
- write for different purposes
- establish the basic purpose of a text, using some relevant features
- assemble information on a subject
- convey information and ideas in simple non-narrative forms
- listen to and discuss a wide range of contemporary and classic poetry, learning and reciting some
- write poetry
- use complete sentences grouped together to tell the different parts of the story, linking these with conjunctions
- choose appropriate words and phrases to describe
- begin to select words for effect from a range provided
- begin to vary sentence openings
- include some details in both narrative and non-fiction writing

Evaluate and Edit

- proof read for errors in spelling, grammar and punctuation
- re-read to check that their writing makes sense, and that tenses are consistent
- evaluate their writing with the teacher and other pupils
- read aloud what they have written with appropriate intonation to make meaning clear to the audience
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Vocabulary, grammar and punctuation

- use single clause sentences and multi-clause sentences using coordinating conjunctions
- use some multi-clause sentences using subordinating conjunctions
- use sentences with different forms: statement, question exclamation command
- punctuate sentences using full stops, capital letters, exclamation marks, question marks
- use apostrophes for contracted forms
- use commas in lists
- expand sentences using the co-ordinating conjunctions or, and, but and subordination using when if, that, because
- use appropriate adjectives and adverbs to give essential information
- use expanded noun phrases to describe and specify
- use the present and past tenses correctly and consistently
- use the present progressive and past progressive forms
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Handwriting

- Form upper- and lower-case letters accurately and with consistent size.
- Use capital letters, full stops and question marks accurately and use exclamation marks.
- Introduce and practise joining letter sets.
- Join all the letters in a short word or to join letter patterns which can support spelling.
- Practise the joins and then write them in context (e.g. a simple sentence).



Whole School Writing Curriculum Map 2022 - 2023

Spelling

- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
- segment spoken words into phonemes and represent these by graphemes, spelling many correctly
- learn new ways of spelling phonemes for which one or more spellings are already known
- spell most words relating to the statements from previous year groups correctly
- spell some words with contracted forms
- learn some common homophones and near homophones
- add suffixes to spell some words correctly in their writing
- spell common exception words

Cross Curricular Links

- Read, Write, Perform: History- Great Fire of London.
- Acrostic Poetry: History - Remembrance Poems
- Non-fiction report: Science - Animals

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Year 3

Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: HfL units: Fables “War and Peas” , - Characters’ feelings, behaviour and motives, identifying themes, conjunctions, speech punctuation, summarise ideas from text Recount - Three Little Pigs - Writing a newspaper report, writing in 3 rd person, powerful vocabulary, speech punctuation	English: HfL Units: Writing a play - Stuff and Nonsense - Convey characters’ feelings, motives, relationships and and behaviours, develop dialogue Instructions - D&T packaging - Describe a process, include relevant details, order events, use a range of adverbs Poetry (limericks) - Recite poetry by heart	English: HfL Units: Traditional tales: “The Finger Eater” - Reading with expression, making predictions, multi-clause sentences, narrative writing Narrative: Bear and the Piano - First person diary writing, discussion and debate, persuasive writing, describing settings.	English: HfL Units: Non chronological reports - Pirates - Non-fiction, writing a report, research, summarising, identifying key information Poetry Structure: haiku, tanka and kennings - Reading a writing using different structures.	English: HfL Units: Poetry The Magic Box - Perform poetry with expression, choose specific words and phrases for effect, conjunctions, adverbs and prepositions. The Iron Man - Paragraphs, rhetorical questions, effective vocabulary, adverbials, conjunctions and powerful verbs.	English: HfL Units: Persuasive letters Take One Book “Atlas of Adventures” - Non-fiction, studying festivals around the world, descriptive writing, powerful vocabulary, conjunctions, prepositions, using dictionaries, writing an information leaflet
Big Write - Cross Curricular Focus (Specific task links to genres being covered in literacy)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	RE	History/Geography	History/Geography	Art/DT	PE
Composition (Planning) <ul style="list-style-type: none"> discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar plan or say out loud what they are going to write about, including writing based on personal experiences write down ideas, and/or key words, technical vocabulary and phrases compose and rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices 					
Composition (Writing) <ul style="list-style-type: none"> begin to develop the events in a narrative sequence begin to include language that is more likely to be found in written texts rather than spoken language include dialogue within story writing and begin to use this to reveal detail about character 					

Whole School Writing Curriculum Map 2022 - 2023

- use some detail in the description of setting and characters' feelings or motives
- write in a variety of genres and forms, including writing for real purposes and audiences
- begin to select and use forms and vocabulary appropriate to the purpose / reader
- assemble information on a subject and turn notes into sentences
- include the use of devices to organise writing
- prepare a range of different forms of poetry to read aloud and perform
- write poetry using the features of poetic forms studied
- include a structured sequence of events using a range of conjunctions and adverbs
- begin to use figurative language
- include descriptive
- select words for effect from a range provided
- begin to use a variety of sentence structures
- ensure relevant details are included in both narrative and non-fiction writing
- begin to use paragraphs to group related materials

Evaluate and Edit

- proof read for spelling, grammar and punctuation errors
- re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used accurately
- begin to evaluate and edit the effectiveness of their own and others' writing and suggest improvements
- begin to propose changes to vocabulary, punctuation, spelling and grammar
- read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear
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Vocabulary, grammar and punctuation

- use single clause sentences and multi-clause sentences using coordinating conjunctions
- use some multi-clause sentences using subordinating conjunctions
- use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession
- use inverted commas to punctuate direct speech
- use commas in lists and begin to use them to demarcate clauses
- express time, place and cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore; prepositions e.g. before, after, during, in, because of
- begin to expand noun phrases in different ways, for example by adding prepositional phrases
- use some features of standard English
- use the present and past tenses correctly and consistently
- use the present perfect form of verbs instead of the simple past
- use and understand the grammatical terminology found in English Appendix 2 in discussing their writing and reading
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Handwriting

- Produce legible handwriting and present work appropriately joining letters in some words.
- Completes the introduction of joining letter sets.



Whole School Writing Curriculum Map 2022 - 2023

- Provides handwriting practice in the context
- of Grammar, Spelling and Punctuation.
- Begins to focus on letter and word spacing, consistency and fluency.

Spelling

- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- use the first two or three letters of a word to check its spelling in a dictionary
- spell most words relating to the statements from previous year groups correctly, after independent proof-reading
- spell some words relating to the Y3/4 curriculum statements and word list correctly, after independent proof-reading
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Cross Curricular Links

- Instructions: D&T - Shell Structures
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Whole School Writing Curriculum Map 2022 - 2023

Year 4

Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Postcards - Read, Write, Perform unit Non fiction writing Comparing texts Past tense Apostrophes Collaborative and independent writing Redrafting Perform and publish	Winning @ Writing HfL sequences - The Raft, The Errand, Hollow Woods cards, Mr Wuffles Word choice Compositional choices Adverbials Creating mood and atmosphere Questions Characters thoughts and feelings Poetry HfL unit - The Day I Swapped My Dad for a Goldfish Reflection and feedback Persuasion <u>(Move to Autumn 1 2023-24)</u>	Love that book (Leon and the Place Between) HfL unit Persuasive writing Responding to text Use effective vocabulary Creating mood and atmosphere Write a sequenced narrative Narrative HfL unit Fly Eagle, Fly	Roman myths - HfL unit Note taking Making inferences Use of figurative language Poetry Drama Diary writing Descriptive writing Expanded noun phrases Speech punctuation	Battle Cry- Read, Write, Perform unit Speech writing and performing Comparing texts Rhetorical questions Modelled and independent writing Perform and publish	'Goblinology' - Talk for Writing unit Fiction writing Description Setting the scene Word definitions Planning for writing Instructions - Explanation HfL unit - The day I met Dudley/Charlie Small Report writing
Big Write - Cross Curricular Focus (Specific task links to genres being covered in literacy)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	RE	History/Geography	History/Geography	Art/DT	PE
Composition (Planning) <ul style="list-style-type: none"> discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discuss ideas for writing, beginning to make personal choices when planning write down ideas, and/or key words, technical vocabulary and phrases rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices 					

Whole School Writing Curriculum Map 2022 - 2023

Composition (Writing)

- write narratives, developing the detail across the sequence of events
- include language that is more likely to be found in written texts rather than spoken language
- begin to develop mood and atmosphere, including through dialogue between characters
- describe characters both physically and through their actions and speech
- include setting descriptions across a text
- write in a variety of genres and forms, using the appropriate form / features of the genre for audience and purpose
- organise or categorise information based on notes from several sources
- in non-narrative material, use simple organisational devices
- prepare a range of different forms of poetry to read aloud and perform
- write poetry using the features of poetic forms studied
- sequence events clearly and show how one event leads to another, using appropriate conjunctions and adverbials
- include descriptive detail and figurative language to make writing more vivid
- choose words and phrases for effect
- begin to explore the effect of different sentence structures in their writing, for example by considering the effect of changing the order of the information on the reader
- begin to consider the reader when adding detail in both narrative and non-fiction writing, for example by addressing the reader directly
 - use paragraphs to organise ideas around a theme in non-fiction forms
- use adverbials to connect one paragraph to another
- begin to use paragraphs to indicate changes in setting, character and time in a narrative

Evaluate and Edit

- proof read for spelling, grammar and punctuation errors
- re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used accurately
- evaluate and edit the effectiveness of their own and others' writing and suggest improvements.
- propose changes to vocabulary, punctuation, spelling and grammar
- read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear
-

Vocabulary, grammar and punctuation

- use single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions
- use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession
- use inverted commas and other punctuation to indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas
- use a new line for a new speaker when writing direct speech
- use apostrophes to mark plural possession
- use commas to demarcate items in a list, clauses and phrases
- express time, place and cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore; prepositions e.g. before, after, during, in, because of
- use fronted adverbials
- use commas after fronted adverbials
- use a variety of expanded noun phrases, for example, by the addition of modifying adjectives, and prepositional phrases
- use Standard English forms for verb inflections instead of local spoken forms
- maintain the use of the present and past tenses correctly and consistently



Whole School Writing Curriculum Map 2022 - 2023

- use the present perfect form of verbs in contrast to the past tense
- select appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition

Handwriting

- Produce handwriting which is clear and legible and may be cursive
- Revises all joining letter sets in the context of fully joined-up writing.
- Focuses on adapting handwriting to different purposes and contexts including writing at speed, and using different styles for different purposes.
- All children to be writing with a pen by the end of Year 4. Interventions to take place accordingly.

Spelling

- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- use the first two or three letters of a word to check its spelling in a dictionary
- spell most words relating to the statements from previous year groups correctly, after independent proof-reading
- spell most words relating to the Y3/4 curriculum statements and word list correctly, after independent proof-reading
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Cross Curricular Links

- Romans unit: history

Whole School Writing Curriculum Map 2022 - 2023

Year 5

Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
HfL unit Vocabulary building (prep for the Explorer's unit) HfL unit Explorers' Guide Explanation: Haiku Poetry	Poetry unit Remembrance day poetry -In Flanders Field -Where the poppies now grow. Greek Myths HfL unit Recount (Biography) Core text: Stone Girl, Bone Girl Black History The Windrush letter writing	Mystery and Suspense Unit HfL The Watertower The boy in the tower Instructions	HfL Unit Tales from Outer Suburbia by Saun Tan HfL unit The listeners (Narrative Poetry)Walter de la Mare	HFL Planning Macbeth	Visual Literacy HfL Unit Read, Write, Perform: The villainous speech
Big Write - Cross Curricular Focus (Specific task links to genres being covered in literacy)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	RE	History/Geography	History/Geography	Art/DT	PE
Composition (Planning) <ul style="list-style-type: none"> • use other similar writing as models for their own • in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed • identify the audience for and the purpose of the writing • begin to use a variety of approaches to support effective planning • note and develop initial ideas, drawing on reading and research where necessary • rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text 					
Composition (Writing) <ul style="list-style-type: none"> • experiment with form in narrative writing • adapt writing to distinguish between the language of speech and that of written texts 					

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- maintain an appropriate balance between dialogue and narrative
- develop some aspects of characterisation through what characters say and do, beginning to integrate this within a text
- begin to weave in setting descriptions with characterisation and action
- write in a range of genres and forms taking account of different audiences and purposes
- organise information gained from notes made from reading into own writing
- begin to précis longer paragraphs from reading
- use a range of organisational and presentational devices to structure text and guide the reader
- prepare poems to read aloud and perform
- learn a wider range of poetry by heart
- experiment with writing poetry using different forms
- organise ideas so that they are sequenced logically according to the genre or form, using a range of adverbials and conjunctions
- use expressive and figurative language to create mood and atmosphere
- begin to make choices about vocabulary, word order, and punctuation for effect
- begin to consciously control sentence structures in their writing, sometimes making choices about, sentence length, sentence complexity and punctuation for effect
- engage reader and sustain interest, in both narrative and non-fiction writing, building on examples provided in year 4 such as asking questions / addressing the reader directly
- or through sharing interesting pieces of information for the reader, or directly with the reader, in non-fiction writing such as reports or biographies
- begin to develop points of view and authorial voice
- begin to structure main ideas across the text by using paragraphs purposefully
- use devices to build cohesion within a paragraph
- link ideas across paragraphs using adverbials of time, place, number or tense choice
- begin to use paragraphing to deliberately pace the writing
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Evaluate and Edit

- proof read for spelling, grammar and punctuation errors
- re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural
- evaluate and edit, assessing the effectiveness of their own and others' writing
- propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, grammar and punctuation

- use a variety of sentences structures, such as: single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions
- use the full range of punctuation taught across KS1 and LKS2 to demarcate sentences, including apostrophe use and speech punctuation
- use brackets, dashes or commas for parenthesis e.g. asides, additional information
- place commas, mostly accurately, to clarify meaning or avoid ambiguity
- use a range of conjunctions, prepositions and adverbials, e.g. therefore, despite, even though, later that day, beneath the low moon, slowly and carefully
- use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
- begin to make precise and effective use of expanded noun phrases, conveying complicated information concisely
- use Standard English forms for verb inflections instead of local spoken forms



Whole School Writing Curriculum Map 2022 - 2023

- maintain tense consistently and begin to manage shifts in tense
- use the perfect form of verbs to mark relationships of time and cause
- indicate degrees of possibility using adverbs or modal verbs
- ensure correct subject and verb agreement when using singular and plural
- begin to use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition
- use and understand grammatical terminology

Handwriting

- Produce legible, cursive handwriting with increasing fluency.
- Introduces sloping letters for writing at speed.
- Focuses on the development of a fast, fluent and legible style.

Spelling

- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use dictionaries to check the spelling and meaning of words
- use a thesaurus to select precise and effective vocabulary
- spell most words relating to the statements from previous year groups correctly, after independent proof-reading
- spell some words relating to the Y5/6 curriculum statements and word list correctly, after independent proof-reading

Cross Curricular Links

- Haiku Poetry: History - Remembrance Poems
- Greek Mythology: History - Ancient Greece

Whole School Writing Curriculum Map 2022 - 2023

Year 6

Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
HfL Unit - Arthur Spiderwick's Field Guide to the Fantastical World Around You HfL Unit - Wisp	HfL Unit - Coming to England HfL Unit - Planetarium Read, Write, Perform - Evacuee	HfL Unit - Uncle Montague's Tales of Terror HfL Unit - Love That Book: Hermelin (Development of characterisation through retelling events from an alternative perspective) HfL Unit - Night of the Gargoyles	HfL- The Piano - Flashback Story Writing (A review of key narrative techniques e.g. creating settings, characterisation and atmosphere) SATs	SATs HfL Unit - Cogheart Narrative HfL- The Lion Hunt	HfL Unit - The Ickabog – Focus on character description A review of techniques to develop Characterisation and perspective. HfL - Late summer- Discussion- refugees.
Big Write - Cross Curricular Focus (Specific task links to genres being covered in literacy)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	RE	History/Geography	History/Geography	Art/DT	PE
Composition (Planning) <ul style="list-style-type: none"> • use other similar writing as models for their own • in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed • identify the audience for and the purpose of their writing and select the appropriate form when planning • use a variety of approaches to support effective planning • note and develop initial ideas, drawing on reading and research where necessary • rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text 					
Composition (Writing) <ul style="list-style-type: none"> • use a variety of narrative structures • adapt writing to distinguish between the language of speech and written texts and choose the appropriate register (formal/informal, personal/impersonal) for example, question tags in informal passages; or the subjunctive mood for very formal texts: the use of technical language; the use of the second person for a less formal, chatty style 					

Whole School Writing Curriculum Map 2022 - 2023

- blend elements of dialogue, action and description appropriately, ensuring a balance between dialogue and narrator
- include aspects of characterisation, including what characters say and do, integrating this within a text
- weave in setting descriptions with characterisation / action
- write in a range of genres and forms taking account of different audiences and purposes and using features confidently
- organise information gained from notes made from reading into own writing
- précis longer paragraphs from reading
- build on previous year groups' use of organisational and presentational devices to structure text and guide the reader
- prepare poems to read aloud and perform
- learn a wider range of poetry by heart
- write poetry using different forms
- make organisational choices for effect, according to the genre or form, using a range of adverbial phrases and conjunctions
- use expressive and figurative language to create mood and atmosphere
- select suitable punctuation and precise vocabulary when writing
- consciously control sentence structures in writing, making deliberate choices about, sentence length, sentence complexity and punctuation for effect
- maintain interest for the reader in a variety of ways in both narrative and non-fiction writing
- develop points of view and authorial voice
- structure main ideas across the text by using paragraphs purposefully e.g. make some links using cohesive devices within paragraphs and across paragraphs, repetition of a word or phrase
- use paragraphing to deliberately pace the writing

Evaluate and Edit

- proof read for spelling, grammar and punctuation errors
- re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural
- evaluate and edit, assessing the effectiveness of their own and others' writing
- propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, grammar and punctuation

- use a variety of sentence structures, such as: single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions
- use the full range of punctuation taught across KS1 and KS2 to demarcate sentences, including apostrophe use and speech punctuation
- use hyphens to avoid ambiguity
- understand the use of semi-colons, colons and dashes to mark the boundary between independent clauses
- use a colon to introduce a list
- punctuate bullet points consistently
- place commas to demarcate items in a list, between clauses and to clarify meaning or avoid ambiguity
- use a range of conjunctions, prepositions and adverbials e.g. therefore, despite, even though, later that day, beneath the low moon, slowly and carefully
- use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
- make precise and effective use of expanded noun phrases, conveying complicated information concisely
- use Standard English forms for verb inflections instead of local spoken forms
- maintain tense and person consistently including shifts between tenses



Whole School Writing Curriculum Map 2022 - 2023

- use the perfect form of verbs to mark relationships of time and cause
- use modal verbs or adverbs to indicate degrees of possibility and when deducing, speculating, and making suppositions
- use passive constructions where appropriate
- ensure correct subject and verb agreement when using singular and plural
- use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition
- use and understand grammatical terminology accurately and appropriately when discussing their reading and writing

Handwriting

- Produce fluent and legible handwriting.
- Focuses on improving children's personal handwriting style for a range of different purposes: note-making, neat writing for presentation, print letters for personal details, presentation, layout and decoration.

Spelling

- use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary
- use dictionaries to check the spelling and meaning of words
- use a thesaurus to select precise and effective vocabulary
- spell most words relating to the statements from previous year groups correctly, after independent proof-reading
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Cross Curricular Links

- Planetarium: Science (Revisited) - Earth & Space
- Coming to England: History & PSHE - Black History and Diversity
- Evacuee- Read, Write Perform: History