



WRITING

SUBJECT INTENT

	Cycle A			Cycle B		
	Year 1/2	Year 3/4	Year 5/6	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Darling, put the fire out!	Sticks and stones	Hurry up, you've Benin there a while!	The great animals	The Vikings on the wall	It's all Greek to me!
Autumn 2	Shrimply the best	We built this mega city on rock and roll!	Lavas all you need	Happily Everest after	You crack me up!	Ain't no mountain high enough
Spring 1	A toy story!	Bronze ain't bad!	What did the Romans do for us?	What's the nurse that can happen?	Where's my mummy?	The big Shang theory
Spring 2	Why don't penguins need to fly?	National parks	Walking on sunshine	Wicked weather!	Don't rainforest on my parade	How is fair trade fair?
Summer 1	It's pasture bedtime!	I've got my iron you	Mirror, Royal Signal, Manoeuvre	Location, location, location	Great scot!	Only we can save the world!
Summer 2	On the road again!	Save it for a train-y day	Current affairs	Too hot to handle	Ch-ch-changes!	Who do you think you are, Mr Hitler?

What does writing look like at Downlands?

Volume of content:

1. Each mixed-age class will complete **a minimum of 6 writing genres (units)** per year.
2. Each genre will be supported by a text.
3. In each of these genres, KS2 children will also be exposed to a WAGOLL (an exemplar text).
4. For each genre, children will have a sequence of lessons that addresses the features of that genre (please see writing toolkits).
5. Each independent write will involve a talk, plan, model and write phase.
6. For each genre of writing, children will create an independent piece of writing.
7. In KS2, children will be given an opportunity to edit and improve their writing.
8. Independent writing will be kept in a folder (KS1) or book (KS2).
9. These independent writes will be assessed against year group writing expectations, with the exception of Year 2 and Year 6 which will be assessed against the National Curriculum objectives.



What does writing look like at Downlands?

Subject delivery:

1. Lessons are taught following the national curriculum objectives.
2. Each lesson may be based on a spelling, punctuation and grammar, features of a specific genre or a particular writing technique.
3. All lesson will have a date and learning objective.
4. Lessons can be a mixture of independent, paired or group work.
5. Lessons sequences for genres of writing will involve 'talk for writing tools'.
6. At least once a fortnight, writing lessons will involve an element of drama.
7. In every lesson, you will see an element of 'talk for writing'.
8. Children will use purple pen to edit, improve and respond to feedback.
9. Some lessons will be evidenced digitally through the Seesaw platform.
10. Four times a week, children will have separate spelling lessons. Three of these will follow the Sounds Write approach of polysyllabic word building.

Writing (SPaG) – progression of skills (disciplinary knowledge)



SKILL	FS2	End of KS1	End of LKS2	End of UKS2
Word	<p>Learn and use new vocabulary - Speaking and using correct pronunciation.</p> <p>Understand and following instructions.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>YEAR 1 Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p> <p>YEAR 2 Formation of nouns using suffixes such as –<i>ness, –er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as –<i>ful, –less</i> (A fuller list of suffixes can be found on page 57 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>YEAR 3 Formation of nouns using a range of prefixes [for example <i>super-, anti-, auto-</i>] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>] Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>].</p> <p>YEAR 4 The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>YEAR 5 Converting nouns or adjectives into verbs using suffixes [for example, <i>–ate; –ise; –ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]</p> <p>YEAR 6 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
Sentence	<p>Talking in sentences.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>YEAR 1 How words can combine to make sentences Joining words and joining clauses using and</p> <p>YEAR 2 Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>YEAR 3 Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</p> <p>YEAR 4 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p>	<p>YEAR 5 Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]</p> <p>YEAR 6 Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>

Writing (SPaG) – progression of skills (disciplinary knowledge)



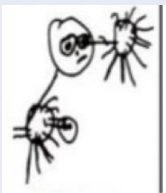





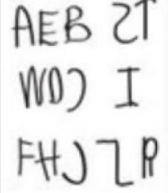
SKILL	FS2	End of KS1	End of LKS2	End of UKS2
Text	<p>Following instructions.</p> <p>Understanding short narratives and can share small parts of the story.</p> <p>Speaking in the correct tense.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>YEAR 1 Sequencing sentences to form short narratives.</p> <p>YEAR 2 Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>].</p>	<p>YEAR 3 Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>].</p> <p>YEAR 4 Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>YEAR 5 Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]. Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>].</p> <p>YEAR 6 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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</p>
Punctuation	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. e.g I like sweets because...</p>	<p>YEAR 1 Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun.</p> <p>YEAR 2 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>].</p>	<p>YEAR 3 Introduction to inverted commas to punctuate direct speech.</p> <p>YEAR 4 Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials.</p>	<p>YEAR 5 Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.</p> <p>YEAR 6 Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]. Use of the colon to introduce a list and use of semi-colons within lists. Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>].</p>
Terminology	<p>questions, answers, conjunctions, capital letter, full stop, words, letters, sound.</p>	<p>YEAR 1 capital letter, singular, plural, punctuation, full stop, question mark, exclamation mark.</p> <p>YEAR 2 noun, subject, object, noun phrase, statement, question, exclamation, command, compound word, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.</p>	<p>YEAR 3 adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks').</p> <p>YEAR 4 synonym, antonym, determiner, pronoun, possessive pronoun, adverbial.</p>	<p>YEAR 5 modal verb, relative pronoun, relative clause parenthesis, bracket, dash, cohesion, ambiguity.</p> <p>YEAR 6 active, passive, ellipses, hyphen, colon, semi-colon, bullet points.</p>

Writing – Progression Map



	Cycle A						Cycle B					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2 (texts are also used by FS1)	<p>Marvellous Me The Smeds and the Smoos Little Miss Muffet I'm a Little Teapot A Squash and a Squeeze Room on the Broom</p> <p>Stories Rhyme Mark making Name recognition/ name writing</p>	<p>The Three Little Pigs Three Billy Goat's Gruff Guy Fawkes The Christmas Story.</p> <p>Traditional Tales Story Maps Mark making Letter formation Name recognition/ name writing</p>	<p>Non-fiction texts, The Gruffalo's Child, Lost and Found, Handa's Surprise, The Animal Race (Chinese New Year), A Dog Named Haku, The King's Pants</p> <p>Story Maps Non-Fiction CVC words Letter formation Capital letters</p>	<p>Superworm The Hungry Caterpillar The Bog Baby BumbleBear</p> <p>Story Maps Non-Fiction Sentences Full stops</p>	<p>Jim and the Beanstalk Jasper's Beanstalk Billy's Sunflower The Tiny Seed Cbeebies - Mr Bloom's Nursery</p> <p>Instructions, labels, captions Sentences Basic punctuation</p>	<p>You See A Circus, I see.. The Fabulous Foskett Family Circus Circus Train Film Clips - The Greatest Showman, Dumbo</p> <p>Poems Writing sentences Handwriting</p>	<p>Marvellous Me The Smeds and the Smoos Jack and Jill Hickory Dickory Dock The Gruffalo Stickman</p> <p>Stories Rhyme Mark making Name recognition/ name writing</p>	<p>Goldilocks and the Three Bears Little Red Riding Hood Guy Fawkes The Story of Christmas</p> <p>Traditional Tales Story Maps Mark making Letter formation Name recognition/ name writing</p>	<p>Lost and Found Penguin Small The Animal Race (Chinese New Year)</p> <p>Non-Fiction CVC words Letter formation Capital letters</p>	<p>Cave Baby Jack and the Beanstalk George and the Dragon Zog Elves and the Shoemaker The Three Billy Goats Gruff Cbeebies - Andy's Adventures Story Maps Non-fiction Sentences Full stops</p>	<p>Commotion in the Ocean The Snail and the Whale Tiddler The Storm Whale Somebody Swallowed Stanley Pirates in Pyjamas</p> <p>Instructions, labels, captions Sentences Basic punctuation</p>	<p>Tiddalick The Hungry Caterpillar The Tiny Seed Clean Up Bog Baby</p> <p>Story Maps Poems Writing Sentences Handwriting</p>
KS1	<p>Katie Morag delivers the Mail</p> <p>Fiction - Retell Colourful Semantics who, what doing, what (verbs) Story sequence Innovation Commas in a list</p>	<p><i>Poem to learn</i> Cats <i>sleep anywhere</i></p> <p>The Lighthouse Keeper's Lunch</p> <p>The Lighthouse Keeper's Cat</p> <p>Instructions link to Lighthouse keepers lunch Sandwiches</p> <p>Drama - Christmas Nativity (1.5 weeks) (Arts week no English 1 week)</p>	<p>Different stories by the same author: Old Bear Series.</p> <p>'The Toy Box' - a story to learn (2 weeks)</p> <p>Fiction - Sequence - retell. Innovation. story maps, innovation Questions</p> <p>Character description - Hoot (1 week)</p>	<p>Non-Fiction: Antarctic v Mali</p> <p>Where is home Little Pip and Don't Spill the Milk</p> <p>Headings/Subheadings/T ext boxes/ Did you know boxes. Labels.</p>	<p><i>Poem to learn:</i></p> <p>Non-Fiction Recounts and Biographies</p> <p>Whatever Next Neil Armstrong Christopher Columbus Matthew Henson</p>	<p>Harry's Home Poetry - mini beasts; Spike Milligan</p> <p>Non-Fiction writing Letters 2 weeks</p> <p>Poetry - 3 weeks: Minibeasts 2 weeks On the Nign Nang Nong 1 week</p>	<p>Hansel and Gretel; The Gingerbread man; Peter and the Wolf Tiddalick</p> <p>Fiction Colourful semantics: who, what doing. Character description Innovation of story.</p> <p>Exclamations</p>	<p><i>Sita and Rama;</i> <i>The NutCracker</i> <i>Christmas</i></p> <p>Non fiction texts: Guy Fawkes (History only)</p> <p>Non Fiction -Nepal Questions Exclamations (Y2 How and What sentences) Description - adjectives</p>	<p><i>Poem to learn:</i> <i>Snowdrops</i></p> <p>Funny Bones, Crazy Charlie, Jim and the Beanstalk</p> <p>Instructions in science methods</p> <p>Fiction Synonyms (Dark) Questions Tenses Apostrophe for possession Rhyme Comparing stories Letters weeks</p>	<p><i>Barnaby Bear in London</i> <i>'Where is Joe'</i></p> <p><i>Fair Trade - Banana</i></p> <p>Non-fiction texts: Report Writing headings subheadings questions Instructions</p>	<p><i>Stories from different cultures</i> <i>How Rabbit Stole the Fire</i> <i>Tiger's Child</i></p> <p>Fiction 4 weeks Character description Alliteration Innovation Story maps</p> <p>Poetry 2 weeks (Dragons) Exclamations Simile</p> <p>Instructions: (Directions/routes) Description Rhyme</p>	
LKS2	<p>Stone Age Boy</p> <p>Survival Guide: How fire was made in the Stone Age</p>	<p>Flat Stanley</p> <p>Flat Stanley - Lost in New York.</p> <p>Flat Stanley - Christmas Adventure.</p> <p>Recount - Post Card. Diary</p>	<p>The Explorer-Katherine Rundell</p> <p>Discussion: Is the deforestation of the Amazon Rainforest necessary?</p> <p>Narrative: Warning Tale (Dialogue). Model text: The Canal</p>	<p>The Explorer-Katherine Rundell</p> <p>Non-chronological report (information)-endangered species</p> <p>Narrative: Journey Tale (express time, place and cause)</p>	<p>The BFG</p> <p>Poetry</p> <p>Character Descriptions</p> <p>Newspaper Report</p>	<p>Dorset Folk Tales for Children</p> <p>Narrative: Retelling (plot focus)</p> <p>Persuasive writing - leaflets</p>	<p>Viking Voyagers by Jack Tite</p> <p>Recount: Diary Entry</p>	<p>How To Train Your Dragon - Cressida Cowell</p> <p>Non-chronological report (information): Mythological creature</p> <p>Narrative: losing tale (character description)</p>	<p>The Story of Tutankhamun - Patricia Cleveland-Peck</p> <p>Recount: Newspaper report</p> <p>Narrative: Finding tale (setting description)</p>	<p>Rainforest</p> <p>Persuasive Letter - About Deforestation.</p>	<p>You wouldn't want to be an Anglo-Saxon peasant - Jacqueline Morley</p> <p>Narrative: Quest (Dialogue)</p> <p>Poetry: Kennings</p>	<p>Dorset Folk Tales for Children</p> <p>Narrative: Traditional Tales (story openings and endings)</p> <p>Poetry: Performance poetry</p>
UKS2	<p>The Children of the Benin Kingdom.</p> <p>Sentence Structure. (Word Class, clauses, phrases).</p> <p>Instructions - How to survive in the jungle.</p>	<p>The Children of the Benin Kingdom.</p> <p>Non-chronological Report - On the Benin Kingdom.</p> <p>Christmas Poetry - Personification Poetry.</p>	<p>Holes</p> <p>Character Description/Comparison.</p> <p>Diary Entry</p>	<p>Holes</p> <p>Newspaper Report</p>	<p>Hidden Figures Biography - Hidden Figures</p> <p>Alan Walker Music Video - Descriptive setting piece.</p> <p>SPAG Reading Comprehension Ready for SATs</p>	<p>Hidden Figures</p> <p>Persuasive Letter</p> <p>Leavers Speeches</p>	<p>Flanimals</p> <p>Sentence Structure. (Word Class, clauses, phrases).</p> <p>Fictional Non-chronological report.</p> <p>Who Let the Gods Out</p> <p>Dialogue (1st Person) Writing from a Key Character perspective. Developing drama through dialogue.</p>	<p>Who Let the Gods Out And Theseus and the Minotaur (Greek History - mythology)</p> <p>Myth Writing - (3rd person, Past tense.)</p>	<p>Wolf Brother</p> <p>Survival Guide</p>	<p>Wolf Brother</p> <p>Setting Description</p> <p>Narrative (1st Person) - retrieving a mythical object.</p>	<p>Blitz - Robert Westall (4 Short Stories)</p> <p>Diary entry from the point of view of one character.</p> <p>Ready for SATs</p>	<p>Blitz - Robert Westall (4 Short Stories)</p> <p>Non-Fiction Formal police incident report.</p> <p>TAFF in the WAFF</p> <p>(Picture Book). Historical fiction - WW2 story (3rd person)</p>

Early Pre-Phonemic Stage

Pictures (Pictures tell a story)	Random scribble (Can start at any point of the page)	Scribble writing (Scribbles go from left to right)	Symbols that represent letters	Random Letters	Letter Strings (Letters go from left to right and down the page)	Letter Groups (Letters are separated by spaces to represent different words)
						

Sentence Progression

I can write my name.	I can write some recognisable letters.	I am working on representing some sounds in order when I sound out.	I can write initial and end sounds.	I can write cvc words. I can write some high frequency words. (and/the)	I can write some cvc words using a digraph. I can write a few high frequency words.	I can write simple words to match pictures.	I can write a simple sentences using my phonetical knowledge. (May not have finger spaces)	I can start to use full stops. I can read back what I have written.	I am starting to use finger spaces. I am forming my letters correctly. I am starting to use capital letters.	My words can be read by others. I am spelling some of my words correctly and others are phonetically plausible. I can spell many of my high frequency words.
----------------------	--	---	-------------------------------------	--	--	---	---	--	--	--

Writing – curriculum map – KS1 – cycle A



Autumn Term 1		Autumn Term 2	
Katie Morag + Comparison story Islands		Lighthouse keeper stories	
Narrative Retell	Character Description (1 week)	Instructions (2 weeks)	Fiction Narrative (2 weeks)
On going: - sentences, capital letters, finger spaces, full stops			
<ul style="list-style-type: none"> • Commas in a list • Question marks • Sequence events • Problems - solutions 	<ul style="list-style-type: none"> • What character looks like • How the characters acts, speaks and moves • What the character thinks and feels • Adjectives 	<ul style="list-style-type: none"> • Imperatives (bossy words) • Numbered • Timestarters • Adverbs (Y2) 	<ul style="list-style-type: none"> • Sequence • Adjectives (Y2) • Drama - Christmas Play 1.5 weeks

Writing – curriculum map – KS1 – cycle A



Spring 1		Spring 2	
The Toybox - story making		Cold Places and Hot Places	
Different stories by the same author: Old Bear Series		Where is home Little Pip?	Don't Spill the Milk
Fiction Innovation	Fiction Character Description	Non Fiction Non chronological Reports Cold places	Non Fiction Non chronological reports Hot places
On going: - Sentences, Capital letters, finger spaces and full stops			
<ul style="list-style-type: none"> • Story maps • Characters • Verbs • Adjectives • Questions • Exclamations • Beginning, Middle, End 	<ul style="list-style-type: none"> • What character looks like • How the characters acts, speaks and moves • What the character thinks and feels • Adjectives 	<ul style="list-style-type: none"> • Questions • Title • Introduction • Headings and subheadings • Fact boxes • Bullet marked lists • Topic language • Present tense • Pronouns: he, she, it, they • summary 	<ul style="list-style-type: none"> • Questions • Title • Introduction • Headings and subheadings • Fact boxes • Bullet marked lists • Topic language • Present tense • Pronouns: he, she, it, they • summary

Summer 1		Summer 2	
<p>Explores - Whatever Next by Jill Murphy Christopher Columbus Neil Armstrong Matthew Henson</p>		<p>Harry's Home - Story Poetry - mini beasts; Spike Milligan</p>	
Recounts	Biographies	Letters	Poetry
<ul style="list-style-type: none"> • Introduction • First or third person • Past tense • Time starters (conjunctions) • Chronological order 	<ul style="list-style-type: none"> • Title • Key events or people • What they are famous for • What they were like • How they are remembered • Conclusion 	<ul style="list-style-type: none"> • Sender's address • Date • Greeting • Introduction • Details • Conclusion • From • Sender's name 	<ul style="list-style-type: none"> • Lines begin with a capital letter • Lines end with either a full stop or comma. • A title is included. • Body of text relates to the title. • Text is organised in a stanza • Alliteration • Rhyme • Simile

Writing – curriculum map – LKS2 – cycle A



Autumn 1	Autumn 2	
Stone Age Boy	Flat Stanley Flat Stanley - Lost in New York	
Survival Guide	Recount - Postcard	Diary
<ul style="list-style-type: none"> • Time openers • Subordinating conjunctions • Brackets () • Clear layout (bullet points/numbering). Titles/Sub Title • Formal language • Suffix and prefix • Commas for Lists • Colons for list • Present tense 	<ul style="list-style-type: none"> • Past tense • Expanded noun phrases • Fronted adverbials • Commas and colons in a list • Apostrophes for contractions (informal language) • Subordinating conjunctions • Chronological order • Structure - introduction, paragraphs, conclusion • Emotive language • Facts/opinion 	<ul style="list-style-type: none"> • Past and Present Tense (identify and understand the difference) • 1st person • Paragraphs (introduction to + paragraphs to organise ideas) • Use of a and an if the following word starts with a vowel sound • Expanded noun phrases • Fronted adverbial phrase • Appropriate choice of pronoun or noun within and across sentences • Word families based upon showing how words are connected • Verb inflections instead of verb inflections and (we were instead of we was) • Punctuation - capital letters, full stops, comma, exclamation mark, question mark. • Use of commas in a list • Use apostrophes to mark missing letters

Writing – curriculum map – LKS2 – cycle A



Spring 1		Spring 2	
The Explorer- Katherine Rundell		The Explorer - Katherine Rundell	
Discussion: Is the deforestation of the Amazon Rainforest necessary?	Non-chronological report (information) – endangered species	Narrative: Journey Tale	Narrative: Warning Tale (Dialogue) Model text: The Canal
<ul style="list-style-type: none"> • Title • Introduction • Adding conjunctions • Causal conjunctions • Contrasting conjunctions • Topic sentence • Generalisers • Balanced arguments • Complex sentences • Conclusion 	<ul style="list-style-type: none"> • Title • Introduction - with invite to read on • Subheadings • Topic sentences • Logical sequence • Specialised, technical language with definitions • Generalisers • Conclusion • Third person • Adding conjunctions • Causal conjunctions • Emphasis/ Exaggeration • Present tense • Commas for list • Complex sentences 	<ul style="list-style-type: none"> • Isolate the character • Hide the threat then let it get closer and closer • Make the character hear, see, touch or sense something ominous • Short, snappy sentences • Rhetorical questions • Empty words to hide the threat • Dramatic fronted adverbials • Commas for fronted adverbials • EdIngLy sentence starters 	<ul style="list-style-type: none"> • Use only a few exchanges • Adverbs of manner to show what the speaker is doing • Synonyms for said • Inverted commas • Punctuation before closing inverted commas • Show how the character is feeling, what they are like and to move the story forward • Start to use dialect/colloquial language

Summer 1		Summer 2	
The B.F.G		Dorset Folk Tales for Children	
Poetry Dream Jar Poetry	Newspaper Report	Narrative Plot focus - first person retelling Spy fox	Persuasive writing – leaflets
<ul style="list-style-type: none"> • Alliteration • Similes • ABAB/AABB Rhyming Pattern. • Verses • Powerful verbs and adjectives • Use repetition and to good effect • Linked to the title • Kept a rhythm 	<ul style="list-style-type: none"> • Use of formal vocabulary • Cohesive devices (time openers, conjunctions and fronted adverbials) • Parenthesis - Brackets • Use of surnames/formal names. • Paragraphs. • Quotes • Subordinate clauses. • Opening Paragraph - Who/What/Where/When/(Why) 	<ul style="list-style-type: none"> • First person • Past tense • Dialogue • Fronted adverbials • ENPs • Conjunctions • Dilemma - action • Rhetorical questions • Puns - Y4 	<ul style="list-style-type: none"> • Title to hook the reader • Introduction directed at the reader (2nd person) • Punchy topic sentences • Headings and subheadings • Conjunctions • Exaggeration • Adverbials • Patterns of 3 • Conclusion

Writing – curriculum map – UKS2 – cycle A



Autumn 1		Autumn 2	
The Children of the Benin Kingdom		The Children of the Benin Kingdom	Christmas Poetry
Sentence Structure	Instructions How to survive in the jungle	Narrative	Personification Poetry
<ul style="list-style-type: none"> • Subject and object • Adverbials • Prepositions • Conjunctions • Modal verbs 		<ul style="list-style-type: none"> • Relative Clauses • Fronted Adverbials • Direct Speech 	<ul style="list-style-type: none"> • Personification • Rhyming • Syllables and rhythm in poetry • Similes/metaphors • Alliteration

Spring 1	Spring 2
Holes	Holes
Diary Entry	Newspaper Report (Stanley Shoes)
<ul style="list-style-type: none"> • Cohesive devices such as those below • Modal verbs • Adverbials (including time) • Pronouns • Paragraphs • Conjunctions (subordinating and coordinating) • Past tense (simple and progressive) 	<ul style="list-style-type: none"> • Use of formal vocabulary • Passive voice • Cohesive devices (for example, after that, as a consequence, can also include fronted adverbials) • Parenthesis • Direct speech - try to include subjunctive form in the speech • Relative clauses (embedded)



Summer 1		Summer 2	
Music Video https://www.literacyshed.com/the-music-video-shed.html (Language - Porter)		Hidden Figures	
SPaG	Descriptive setting piece.	Biography	Persuasive Letter
SATS PRACTICE	<ul style="list-style-type: none"> • Adjectives (WOW words) • Metaphors/similes/personification/alliteration • Show not tell • Colons/semi colons • Commas • Exclamation marks • Relative clauses (embedded) • Sentence manipulation (changing order of main and subordinate clauses) • Language to create atmosphere (greater depth) • Present tense and 1st person 	<ul style="list-style-type: none"> • Fronted adverbials • Past tense and 3rd person • Range of pronouns and alternative noun phrases • Passive voice • Range of punctuation • Embedded relative clauses • Direct speech (for quotes) • Paragraphs 	<ul style="list-style-type: none"> • Subjunctive form (if I were you) • Formal language • Paragraphs (including introduction and conclusion) • Strong, emotional adjectives • Present tense and 1st person • Conjunctions which link cause and effect (subordinating) • Use of colons (description and detail)

Writing – curriculum map – KS1 – cycle A



Autumn 1		Autumn 2	
Traditional Tales		Non-fiction writing linked to Nepal Arts week - Recount writing	
Retell story with simple innovation Story maps 7 weeks	Autumn 2 The Nutcracker 2 weeks	Weather (science link)	Sita and Rama Diwali Character Description of Rivana
<ul style="list-style-type: none"> • Exclamation marks • Forming correct sentences- full stops, capitals • Using phonics to sound out • Sequencing sentences • Language discussion • Prefix un- changing meaning of words • Colourful semantics • Verb to be • Hansel and gretel-happy ever after story 	<ul style="list-style-type: none"> • Who, what doing, what, where sentences • Adjectives • Character description • Place description 	<ul style="list-style-type: none"> • Capital letters • Finger spaces • Full stops • Phonics to sound out • Factual sentences • Questions • Exclamations • Description • Subheadings • Nouns • Key terminology • Adjectives • Conjunctions other than 'and' 	<ul style="list-style-type: none"> • Capital letters • Finger spaces • Full stops • past tense • Capitals for proper nouns (names) • Regular plural noun suffixes • Who, what, doing - simple sentences • Word banks

Writing – curriculum map – KS1 – cycle A



Spring 1		Spring 2	
Funny Bones (Fiction) Crazy Charlie (Letters) - Jim and the Beanstalk (menu/Rhyme/letter)		Fair Trade	Barnaby Bear in London
Fiction - recap 2 weeks	Letters + 4 weeks	Non-Fiction to create and information leaflet/page 2 weeks	Recount (postcard) 2 weeks
<p>On going: sentences with capital letters, finger spaces and full stops. Using phonics to sound out when spelling new words. Spelling words correctly if provided on word banks and CEW words learnt. Orally composed.</p>			
<ul style="list-style-type: none"> • Adjectives • Synonyms • Tenses • Conjunctions • Questions in a speech bubble • Story starts • Story endings • Sentences 	<ul style="list-style-type: none"> • Layout - own address at top • Date under address • Dear ... • New line for text content • Simple thank you letter content • Letter ending - friend • Writing using personal pronoun I - writing in character. • Formal letter to prime minister start and end (Yours sincerely). • Thank you letter Jim and the Beanstalk. 	<ul style="list-style-type: none"> • What is 'Fair' - Red Hen • Questions about Fair Trade. • Headings • Sub-Headings • Sentences - information/facts • Meals recount • Sequencing • Tenses 	<ul style="list-style-type: none"> • Capital letter for proper nouns (places) • Commas in a list • Conjunctions • Past tense using 'ed' • Verbs • Use time starts (first, then, next, after, finally) • Adjectives • Writing in character using personal pronoun 'I'

Writing – curriculum map – KS1 – cycle A



Summer 1		Summer 2	
Traditional Tales from other cultures	Dragons	Great Fire of London Great Fire of Blandford	Our School and Blandford Camp
Wanted poster Fiction (innovation) 3 weeks	Poetry 2 weeks	Diary + Recount 3 or 4 weeks	Non-Fiction 3 weeks
<p>On going: sentences with capital letters, finger spaces and full stops. Using phonics to sound out when spelling new words. Spelling words correctly if provided on word banks and CEW words learnt. Orally compose.</p>			
<ul style="list-style-type: none"> • Sequence • Matching beginning and ends of sentences • Adjectives • Character description • Alliteration • Story map • Sentence starts (time) • Innovation - new characters 	<ul style="list-style-type: none"> • Exclamations • Rhyme • Simile • Adjectives 	<ul style="list-style-type: none"> • Sequence facts • Questions • Adjectives • Write in character - first person. • Events • Verbs and adverbs • Past tense sentences • Sub-headings 	<ul style="list-style-type: none"> • Prepositions • Routes • Instructions • Description • Headings • Sub-Headings

Writing – curriculum map – LKS2 – cycle B



Autumn 1		Autumn 2	
Viking Voyagers by Jack Tite		How To Train Your Dragon – Cressida Cowell	
Recount: Diary Entry	Narrative: Adventure Story (Setting description - atmosphere)	Non-Chronological Report (information): Mythological Creature	Narrative: Losing tale (Character description). Losing an object/or a thing.
<ul style="list-style-type: none"> • Past and Present Tense (identify and understand the difference) • 1st person • Paragraphs Introduction to + paragraphs to organize ideas) • Use of a and an if the following word starts with a vowel sound • Expanded noun phrases. • Fronted adverbial phrase • Appropriate choice of pronoun or noun within and across sentences • Word families based upon showing how words are connected. • Verb inflections instead of verb inflections and (we were instead of we was) • Punctuation - capital letters, full stops, comma, exclamation mark, question mark, inverted comma for speech • Use of commas in a list • Use apostrophes to mark missing letters 	<ul style="list-style-type: none"> • Past Tense • 1st person • Paragraphs • Structure - Beginning, middle and end • Dilemma/problem to be solved • Description (adjectives/expanded noun phrase) - Setting the scene, character • Show don't tell • Subject verb agreement • Fronted adverbial phrase • Punctuation - capital letters, full stops, comma, exclamation mark, question mark, inverted comma for speech • Conjunctions - when, before, after, while, so, because 	<ul style="list-style-type: none"> • 3rd Person • Present Tense • Paragraphing. • Bullet Points. • Subheadings and headings. • Subordinate clauses • Fronted Adverbial for manner (How - sneakily, quickly) • Noun phrases (The sloppy, furry Glib sneaks about) • Lists (The Glib eats many strange items such as: mangle fruit, pebbles and other Glibs) • Scientific essential vocabulary (habitat, diet, appearance, omnivore, herbivore, carnivore) • Commas (Lists/fronted adverbials) • Rhetorical Questions 	<ul style="list-style-type: none"> • Past Tense. • 3rd Person • Alliteration. 'Viscous Vikings' • Repetition. 'Bleak island, in the middle of a bleak ocean, in a very far away bleak land' • Choose a good name to show who the character is. E.g. Hiccup (he is clumsy) • Adverbs to describe how the character does something, e.g. she tiptoed quietly • Expanded noun phrases, e.g. <i>her long, nimble fingers</i> • Show not tell - describe a character's emotions using senses, e.g. A shiver shot up Hiccup's spine

Spring 1		Spring 2
The Story of Tutankhamun - Patricia Cleveland-Peck		Rainforest Text
<u>Recount:</u> Newspaper report	<u>Narrative:</u> Finding tale (setting description)	<u>Persuasive Letter –</u> About Deforestation.
<ul style="list-style-type: none"> • Use of formal vocabulary • Cohesive devices (time openers, conjunctions and fronted adverbials) • Parenthesis - Brackets • Use of surnames/formal names. • Paragraphs • Quotes • Subordinate clauses. • Opening Paragraph - Who/What/Where/When/(Why) 	<ul style="list-style-type: none"> • 3rd person • Past tense • Emotive language (an inner struggle) • Cohesive devices - conjunctions, fronted adverbials • Wow Words (Powerful adjectives and verbs) • Noun Phrases. • Similes • Punctuation - ?! , . • Speech - “ ” • Subordinate Clauses • Show not tell • Clear beginning, middle and end 	<ul style="list-style-type: none"> • Persuasive Openers (cohesive devices) • Persuasive language (emotive). Hyperbole. • Formal language • Paragraphs (including introduction and conclusion) • Strong, emotional adjectives • Present tense and 1st person • Subordinating conjunctions • Use of commas • Clear argument • Facts/Data

Summer 1		Summer 2	
You wouldn't want to be an Anglo-Saxon Peasant Jacqueline Morley		Dorset Folk Tales for Children	
<u>Narrative: Quest (Dialogue)</u>	<u>Poetry: Kennings</u>	<u>Narrative: Traditional Tales (story openings and endings)</u> Jack and the Boat	<u>Explanation Text</u>
<ul style="list-style-type: none"> • Inverted Commas and other speech punctuation (paragraphs, commas, capitalisation) • Varied reporting clauses. • Balance of narrative and dialogue. • Dialogue to convey character. • 3rd Person. • Clear narrative structure and quest objective • Characterisation and setting description • Cohesive devices (conjunctions, time openers, manner openers, fronted adverbials) 	<ul style="list-style-type: none"> • Uses a noun followed by a verb on every line • Or a noun followed by a noun • Describes a thing/person/creature. • Does not tell the reader directly what the thing/person/creature is • Uses -er or -ing on the second word • Makes the reader guess what it is about • Uses hyphens • Each Line only has two words 	<ul style="list-style-type: none"> • Time and place adverbials • Dramatic speech • Rhetorical questions • Show how the character has changed • Characterisation • Range of sentence types • First person • Past tense 	<ul style="list-style-type: none"> • Heading and subheadings • Precise, technical vocabulary • Logical steps • Fronted adverbials • Range of sentence structures • Rhetorical questions • Exclamation marks • Add extra information • Causal, contrasting and adding conjunctions • Generalisers • Topic sentences • Present tense • Third person • Formal

Writing – curriculum map – UKS2 – cycle B



Autumn Term 1		Autumn Term 2
<p align="center">Flanimals Who Let the Gods Out</p>		<p align="center">Who Let the Gods Out Theseus and the Minotaur</p>
Non-chronological report	Developing narrative through dialogue. (Based on Pages 40-44).	Myth Writing - (3rd person, Past tense.)
<ul style="list-style-type: none"> • 3rd Person • Present Tense • Paragraphing • Bullet Points • Sub Headings and headings • Subordinate clauses • Fronted Adverbial for manner (How - sneakily, quickly) • Noun phrases (The sloppy, furry Glib sneaks about.) • Lists (The Glib eats many strange items such as: mangle fruit, pebbles and other Glibs) • Scientific essential vocabulary (habitat, diet, appearance, omnivore, herbivore, carnivore) • Commas (fronted adverbials/subordinate clauses/lists) 	<ul style="list-style-type: none"> • Inverted Commas and other speech punctuation (paragraphs, commas, capitalisation) • Structure of reporting clause. • Balance of narrative and dialogue • Dialogue to convey character and advance the story • Comic effect from characters' misunderstanding • 3rd Person • Different levels of formality (between characters) 	<ul style="list-style-type: none"> • Greek Style Myth - Involving a hero/heroine overcoming a monster or complex task • Past tense • Historical setting (ancient times, clothing etc) • 3rd person • Intervention by a God/Goddess (Mortal and immortal characters) - not always for the right reasons • Hero/Heroine usually succeeds through wit/cunning as well as strength • Clear structure (beginning/problem/resolution/end). • Dialogue to move the action forward e.g when the hero is challenged • Noun phrases (e.g a fierce, fire-breathing hydra) • Adverbial phrases. (manner, time, place)

Writing – curriculum map – UKS2 – cycle B



Spring 1	Spring 2	
Wolf Brother	Wolf Brother	
Instructional Survival Guide	Setting Description	Narrative (1st Person) - retrieving a mythical object.
<ul style="list-style-type: none"> • Colons and Semi-Colons. • Time openers • Conditional conjunctions. • Brackets () • Clear layout (bullet points/numbering). • Formal Language • Suffix and Prefix 	<ul style="list-style-type: none"> • Colons and Semi-Colons • Variety of openers (adverbs, similes, prepositional phrases) • Symbolism • Imagery • Personification to forward the action • Similes 	<ul style="list-style-type: none"> • 3rd person • Past tense • Cultural values • Emotive language (an inner struggle) • Symbolism • Imagery • Personification to forward the action. • Similes • Punctuation, - ... possessive apostrophes • Variety of sentence length (short sentences for impact) Complex sentences. Rhythm and Pace • Show not tell • Active and Passive to add drama

Writing – curriculum map – UKS2 – cycle B



Summer 1		Summer 2	
Blitz		Blitz WAAF in the TAFF	
SPAG	Diary Entry: Rosie	Police report: Operation Cromwell (Blitz)	WW2 Narrative
<ul style="list-style-type: none"> SATs Practice 	<ul style="list-style-type: none"> Maggie's diary entry on the day she discovers the family secret 1st person recount of the events Maggie's emotional point of view (conveying her anger, shame, disappointment) Techniques to build suspense as she recounts her discovery (eg variety of sentence lengths and structures). Dialogue to move story forward, eg what she did (and did not say her to her mother) Use of adverbs (eg <i>surely, perhaps</i>) modal verbs as she speculates (eg <i>would it be better if Dad never returns, what might happen if the police find out</i>) Temporal and sequential connectives, (eg <i>at that very moment, a few seconds later, while, meanwhile</i>) to build cohesion Appropriate use of tenses: past to recount the events, present to express her emotions (eg <i>Then I saw... I still can't believe</i>) Coda (an ending where Maggie reflects on the event, eg <i>My life was never the same after these events.</i>) 	<ul style="list-style-type: none"> Report by the police superintendent on the discovery of the black-market butter. Formal recount of events the superintendent's judgement that the case cannot be solved because of the chaos The superintendent's cover-up of his own theft from the box Inclusion of historical details of the night of "Operation Cromwell) Use of formal/legal language (eg <i>confiscate, take into custody, commandeered</i>) Use of passive voice to convey neutrality (<i>the case was discovered on the station forecourt, no clue was found</i>) Use of less formal language for the speech of the dad and Aunt Maude. (eg <i>"I dunno. I reckon that Welsh feller must've dumped it."</i>) Use of formal causal connectives (eg <i>As a result of this, consequently, therefore</i>) 	<ul style="list-style-type: none"> Historical fiction set in WW2 on the Home Front Using information from history topic and/or Taff In The Waaf for setting and characters (e.g evacuees in Dorset, Bletchley Park, Home Guard etc). Incorporate photos and illustrations from online archives? 3rd person, set in the past Effective description of characters, setting, atmosphere Dialogue to convey character and to advance the action Narrative voice is different from the language of speech