



WRITING CURRICULUM OVERVIEW WITH GRAMMAR LINKS

YEAR NURSERY

‘Take One Book’ T4W	TERM 1 - AUTUMN		‘Take One Book’ T4W	TERM 2 - SPRING		‘Take One Book’ T4W	TERM 3 - SUMMER	
Theme Text Narrative FICTION AND NON FICTION	All About Me Rosie’s Walk	Celebrations Kipper’s Birthday Nativity	Theme Text Narrative FICTION AND NON FICTION	Wonderful World We Are Going On A Bear Hunt	Traditional tales The Enormous Turnip	Theme Text Narrative FICTION AND NON FICTION	Growth Jack and the Beanstalk	Changes The Hungry Caterpillar
Literacy and phonic focus FICTION AND NON FICTION	Phase 1 Beginning middle and end Repeated refrains Characters		Literacy and phonic focus FICTION AND NON FICTION	Phase 1/2 Beginning middle and end Repeated refrains Characters		Literacy and phonic focus FICTION AND NON FICTION	Phase 2 Beginning middle and end Repeated refrains Characters	
Suggested final written outcome	NURSERY Be able to retell a story Express opinions Predict the ending Sequencing THROUGH: Role play/small world/writing area/art area		Suggested final written outcome	NURSERY Be able to retell a story Express opinions Predict the ending Sequencing THROUGH: Role play/small world/writing area/art area		Suggested final written outcome	NURSERY Be able to retell a story Express opinions Predict the ending Sequencing THROUGH: Role play/small world/writing area/art area	
Poetry	This is Me	Happy Diwali	Poetry	Three Brown Bears	Fairy Tale Song	Poetry	Growing	Caterpillar
Suggested outcome	Learn the Rhyme	Learn the rhyme Explore the festival	Suggested outcome	Look for other rhymes linked to bears	Explore the endings of different tales	Suggested outcome	Read aloud the poem	Understand the poems meaning



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YEAR RECEPTION

'Take One Book' T4W	TERM 1 - AUTUMN		'Take One Book' T4W	TERM 2 - SPRING		'Take One Book' T4W	TERM 3 - SUMMER	
	Theme Text Narrative FICTION AND NON FICTION	Me, Myself and I Each Peach Pear Plum Books about Myself		Lights, Camera, Action The Little Red Hen Nativity	Theme Text Narrative FICTION AND NON FICTION		Where the land meets the sea Mr Gumpy's Outing	5,4,3,2,1 Blast Off Goodnight Spaceman Space books
Literacy and phonic focus FICTION AND NON FICTION	Phase 2 Beginning, middle and end Characters Settings High frequency words	Phase 2/3 Capital letter Full stop Finger spaces High frequency words	Literacy and phonic focus FICTION AND NON FICTION	Phase 3 Beginning, middle and end Characters Settings High frequency words	Phase 3/4 Capital letter Full stop Finger spaces High frequency words Adjectives	Literacy and phonic focus FICTION AND NON FICTION	Phase 4 Capital letter Full stop Finger spaces High frequency words Adjectives	Phase 4 Capital letter Full stop Finger spaces High frequency words
Suggested final written outcome	Short sentence Sentence building Sequencing of a story.	Writing the repeated refrain Creating and alternate story.	Suggested final written outcome	Sequence the story Write key sentences.	Build their own story using pictures and writing Describe what they see	Suggested final written outcome	Build their own story using pictures and writing Describe what they see	Creating a rhyme and a story.
Poetry	<u>Everybody Has A Name</u>	<u>Popcorn</u>	Poetry	<u>Sea Animals</u>	<u>Climb Aboard your Spaceship</u>	Poetry	<u>Fossils</u>	<u>The Owl and the Pussycat</u>
Suggested outcome	Learn the Rhyme	Learn the rhyme Use sounds to describe	Suggested outcome	Create a poem using rhyming words	Create Journey poems	Suggested outcome	Descriptive word poem	Part of literacy planning



WRITING CURRICULUM OVERVIEW WITH GRAMMAR LINKS

YEAR 1

‘Take One Book’ T4W	TERM 1 - AUTUMN		‘Take One Book’ T4W	TERM 2 - SPRING		‘Take One Book’ T4W	TERM 3 - SUMMER	
Theme Text Narrative FICTION AND NON FICTION	DINOSAURS Dinosaur Roar Dinosaur Information Leaflet Stinkasaurus	MARTIN WADDELL Owl Babies Owl Information Book	Theme Text Narrative FICTION AND NON FICTION	FAIRY TALES The Three Little Pigs Alternative versions of the story e.g. – The Truth About the Three Little Pigs	TRAVEL Meerkat Mail Non-Fiction texts - Meerkats	Theme Text Narrative FICTION AND NON FICTION	HEROES AND VILLIANS Super Tato	PLANTING How Does a Sunflower grow? Explanation text Dear GReenPeace
Plot style	Non fiction	Lost and Found	Plot style	Fairy tales	Journey story	Plot style	Consequence story	Sequence/Changes
Grammar focus FICTION AND NON FICTION	W1 W2 W3 S1 S2 T1 P1 P2 P3		Grammar focus FICTION AND NON FICTION	W1 W2 W3 S1 S2 T1 P1 P2 P3		Grammar focus FICTION AND NON FICTION	W1 W2 W3 S1 S2 T1 P1 P2 P3	
Suggested final written outcome	Labels Lists Captions Information books on Dinosaurs	Recount Owl books	Suggested final written outcome	Explanation Points of view	Non-chronological Report	Suggested final written outcome	Explanation Points of view	Post cards / letter writing
Poetry	Dinosaur Poems	Winter Poems	Poetry	Senses Poetry	Weather	Poetry	Nature Poetry	shape poems
Suggested outcome	List poem about autumn	acrostic	Suggested outcome	A recipe	shape poem	Suggested outcome	Rhyming	Write a class shape poem
<p>W1 - 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</p> <p>W2 - 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>)</p> <p>W3 How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p> <p>S1 - How words can combine to make sentences</p> <p>S2 - Joining words and joining clauses using and</p>				<p>T1 - Sequencing sentences to form short narratives</p> <p>P1 - Separation of words with spaces</p> <p>P2 - Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>P3 - Capital letters for names and for the personal pronoun I</p> <p>Terminology - letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>				



WRITING CURRICULUM OVERVIEW WITH GRAMMAR LINKS

YEAR 2

‘Take One Book’ T4W	TERM 1 - AUTUMN		‘Take One Book’ T4W	TERM 2 - SPRING		‘Take One Book’ T4W	TERM 3 - SUMMER	
Theme / Text Narrative FICTION AND NON FICTION	Rainforest The Great Kapok	Space Man on the Moon	Theme / Text Narrative FICTION AND NON FICTION	Traditional Tales Traditional tales from other cultures Hansel and Gretel Jack and the Beanstalk	London Stories involving fantasy George and the Dragon Diary of a Worm Katie in London Samuel Pepys	Theme / Text Narrative FICTION AND NON FICTION	Explorers Grandads Island The Great Explorer Manfish	Food Stories in familiar settings A Lion in the Meadow Postcards and Letters Dear teacher
Plot style	Journey	Adventure story	Plot style	Recount	Fantasy	Plot style	Adventure	Informal /formal writing
Grammar focus FICTION AND NON FICTION	S1 S2 S3 T4 W1, W2, W3, W4 P1 P4		Grammar focus FICTION AND NON FICTION	S1 S2 S3 T4 W2 W4 P1 P2 P3		Grammar focus FICTION AND NON FICTION	S1 S2 S3 T4 W2 W3 W4 P1 P4	
Suggested final written outcome	Descriptive setting Persuasive letter about saving the rainforest	Information text Storyboard about a journey into space Letter to Santa	Suggested final written outcome	Traditional Tale Non-chronological report Descriptive writing with expanded noun phrases	Write a leaflet Diary entry	Suggested final written outcome	Adventure Story Biography	Writing letters and postcards
Poetry	The senses	Aliens Stole my Underpants	Poetry	Edward Lear – The Owl and the Pussycat		Poetry		Really Looking!
Suggested outcome	Acrostic	Memorise and write poems	Suggested outcome	Read and enjoy		Suggested outcome		Patterned poetry
<p>W1 - Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>W2 - Formation of adjectives using suffixes such as –ful, –less</p> <p>W3 - Use of the suffixes –er, –est in adjectives</p> <p>W4 - and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>S1 - Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>S2 - Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>S3 - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>				<p>T4 - Correct choice and consistent use of present tense and past tense throughout writing</p> <p>T5 - Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>P1 - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>P2 - Commas to separate items in a list</p> <p>P3 - Apostrophes to mark where letters are missing in spelling</p> <p>P4 - and to mark singular possession in nouns [for example, the girl’s name]</p> <p>Terminology - noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>				



WRITING CURRICULUM OVERVIEW WITH GRAMMAR LINKS

YEAR 3

‘Take One Book’ T4W	TERM 1 - AUTUMN		‘Take One Book’ T4W	TERM 2 - SPRING		‘Take One Book’ T4W	TERM 3 - SUMMER	
Theme / Text Narrative FICTION AND NON FICTION	ROALD DAHL The Twits – Roald Dahl (Enormous Crocodile and George’s Marvellous Medicine)	ROBOTS The Iron Man – Ted Hughes (Robots) National Geographic	Theme / Text Narrative FICTION AND NON FICTION	ICY WORLDS Ice Palace by Robert Swindells	ALIENS The Life Cycle of a Frog (twinkle written piece not book) Eeek! by Karen Inglis Beegu Aliens Love Underpants	Theme / Text Narrative FICTION AND NON FICTION	CHOCOLATE Charlie and the Chocolate Factory – Roald Dahl and The Story of Chocolate by Alex Woolf	SUPERHEREOS Captain Underpants – Dav Pilkey The Hulk – origin story Marvel Edition
Plot style	Alternative wish story		Plot style	Adventure / quest		Plot style	Consequence story – character flaw	
Grammar focus FICTION AND NON FICTION	S1 S2 S3 T1 T3 P1 W3	S1 S2 S3 T1 T2 W2 W3	Grammar focus FICTION AND NON FICTION	S1 S2 S3 T1 W3	S1 S2 S3 T1 P1 W3	Grammar focus FICTION AND NON FICTION	S1 S2 S3 T1 T2 P1 W2 W3	S1 S2 S3 T1 T2 P1 W2 W3
Suggested final written outcome	INSTRUCTION Instructions linked to ‘George’s Marvellous Medicine’	REPORT Report about a robot. Character profile Play script	Suggested final written outcome	RECOUNT Descriptive passage Own Adventure/Quest story	EXPLANATIONS Human life cycle from an alien’s point of view. Alien Play script	Suggested final written outcome	PERSUASION Chocolate factory advert Setting description with flawed character	RECOUNT Superhero news report PERSUASION Persuasive letter
Poetry	Revoltng rhymes – Roald Dahl Cinderella and Little Red Riding Hood and the Wolf - focus.	Robot Poems x3 My Robot Misbehaving – Ken Nesbitt	Poetry	The King’s Breakfast – AA Milne	Alien’s Stole My Underpants – Brian Moses and Aliens Love Underpants – be Clare Freedman	Poetry	Scholastic poems Chocolate Box and I’d Do Anything For Chocolate	Scholastic poems Steve the Superhero And Aunty Betty Thinks She’s Batgirl
Suggested outcome	Create own revoltng rhyme based on ‘Little Red Riding Hood and the Wolf’	Own poem based on ‘I Robot’ by	Suggested outcome	Own King’s Breakfast based on AA Milne	Own Alien’s Stole my... story – based on Brian Moses	Suggested outcome	Own acrostic chocolate poem	
Expressing time, place and causing used S1 – Conjunctions – when, before, after, while, so, because S2 – Adverbs – then, next, soon, therefore S3 – Prepositions – before, after, during, in, because, of T1 – Introduction to paragraphs as a way to group related material T2 – Headings and sub-headings to aid presentation T3 – Use of the present perfect form of verbs instead of the simple past				P1 – Introduce to inverted commas to punctuate direct speech W1 - Formation of nouns using a range of prefixes [for example super-, anti-, auto-] W2 – Use of the form a or an according to whether the next word begins with a consonant or a vowel W3 – Word families based on common words, showing how words are related in form and meaning Terminology – preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas or speech marks				



WRITING CURRICULUM OVERVIEW WITH GRAMMAR LINKS

YEAR 4

‘Take One Book’ T4W	TERM 1 - AUTUMN		‘Take One Book’ T4W	TERM 2 - SPRING		‘Take One Book’ T4W	TERM 3 - SUMMER	
Theme Text Narrative FICTION AND NON FICTION	Traditional tales Robin Hood	Dragons How to Train Your Dragon Cressida Cowell	Theme Text Narrative FICTION AND NON FICTION	Science Fiction - Space Explorer – Jazz Harper		Theme Text Narrative FICTION AND NON FICTION	The Explorer By Katherine Rundell	Rainforest
Plot style	Adventure story good overcomes bad	Fantasy Adventure	Plot style	Discovery		Plot style	Personal experience	
Grammar focus FICTION AND NON FICTION	S1 S3 T1 T2 P1 W2	S1 S3 T1 T2 P1 W2	Grammar focus FICTION AND NON FICTION	S1 ,S2 S3 T1 P3 W1 W2		Grammar focus FICTION AND NON FICTION	S1 S3 T1 T2 P2 P3 W1 W2	S1 S2 S3 T1 T2 P3 W1 W2
Suggested final written outcome	Writing an adventure story – Wanted posters Storyboard	Narrative – another creature/animal discovered	Suggested final written outcome	REPORT Newspaper report EXPLANATION TEXT	Play script	Suggested final written outcome	Autobiographical account of sports day	PERSAUSION Advert of Forrest moon of Riverdor
Poetry	Limerick	Narrative poetry linked to dragons.	Poetry		Easter poem	Poetry	Riddles	kennings Calligrams
Suggested outcome	Write and perform your own poem	Write and perform your own poem	Suggested outcome		Write their own	Suggested outcome	Writing own riddle	Write own kenning
<p>W1 - The grammatical difference between plural and possessive –s</p> <p>W2 - Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>S1 - Noun phrases expanded by the addition of modifying adjectives, nouns and</p> <p>S2 - preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>S3 - Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>T1 - Use of paragraphs to organise ideas around a theme</p> <p>T2 - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>				<p>P1 - Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]</p> <p>P2 - Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]</p> <p>P3 - Use of commas after fronted adverbials</p> <p>Terminology - Determiner, pronoun, possessive pronoun adverbial</p>				



WRITING CURRICULUM OVERVIEW WITH GRAMMAR LINKS

YEAR 5

'Take One Book' T4W	TERM 1 - AUTUMN		'Take One Book' T4W	TERM 2 - SPRING		'Take One Book' T4W	TERM 3 - SUMMER	
Theme Text Narrative FICTION AND NON FICTION	Kensuke's Kingdom	Greek Myths	Theme Text Narrative FICTION AND NON FICTION	Pole to Pole – Shackleton's Journey (Historical)	The Highway Man (Classic) Character study	Theme Text Narrative FICTION AND NON FICTION	Varjak Paw (Contemporary)	Stories from Other Cultures
Plot style	Stranded/ lost Journey	Overcoming monsters	Plot style	Non-Fiction Hero	Adventure/ Love story	Plot style	Quest	Change story
Grammar focus FICTION AND NON FICTION	W1 W2 S1 S2 T1 T2 T3 T4 T5 P1 P2 P3	W1 W2 S1 S2 T1 T2 T3 T4 T5 P1 P2 P3	Grammar focus FICTION AND NON FICTION	W1 W2 S1 S2 S3 T1 T2 T3 T4 T5 P1 P2 P3	W1 W2 S1 S2 S3 T1 T2 T3 T4 T5 P1 P2 P3	Grammar focus FICTION AND NON FICTION	W1 W2 S1 S2 S3 T1 T2 T3 T4 T5 P1 P2 P3	W1 W2 S1 S2 T1 T2 T3 T4 T5 P1 P2 P3
Suggested final written outcome	Journey story Persuasion debate Non-Chronological report Instruction – How to survive on a desert island	Greek myth Persuasive letter persuading Theseus Diary entry as a minotaur	Suggested final written outcome	Diary entry – putting themselves into the story Non Chronological report Write our biography	Biography – Highway man biography	Suggested final written outcome	Battle scene Balanced discussion – two sides of the argument	Write own story similar theme China research leaflet
Poetry	Odyssey		Poetry		Classic performance poem	Poetry	<u>Macavity</u> Performance poetry	Haiku
Suggested outcome		Vocab building Slow write poem Line by line	Suggested outcome	Vocab building poetry		Suggested outcome		
W1 - Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] W2 - Verb prefixes [for example, dis-, de-, mis-, over- and re-] S1 - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun S2 - Indicating degrees of possibility using adverbs [for example, perhaps, surely] S3 - or modal verbs [for example, might, should, will, must]				T1 - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] T2 - Linking ideas across paragraphs using adverbials of time [for example, later], T3 - place [for example, nearby] T4 - and number [for example, secondly] T5 - or tense choices [for example, he had seen her before] P1 - Brackets, P2 - dashes or commas to indicate parenthesis P3 - Use of commas to clarify meaning or avoid ambiguity Terminology - modal verb, relative pronoun relative clause, parenthesis, bracket, dash, cohesion, ambiguity				



WRITING CURRICULUM OVERVIEW WITH GRAMMAR LINKS

YEAR 6

'Take One Book' T4W	TERM 1 - AUTUMN		'Take One Book' T4W	TERM 2 - SPRING		'Take One Book' T4W	TERM 3 - SUMMER		
Theme Text Narrative FICTION AND NON FICTION	Journey to the River Sea Travel brochure Account of a real journey	Alice in Wonderland Account of a trial Newspaper report	Theme Text Narrative FICTION AND NON FICTION	The Lion the Witch and the Wardrobe	Journey to Jo'Burg	Theme Text Narrative FICTION AND NON FICTION	Focus on study skills	Assessment week	Carrie's War
Plot style	Journey story	Portal story	Plot style	Portal story	Journey story	Plot style			Journey Story and flashback
Grammar focus FICTION AND NON FICTION	W1 W2 T1 T2 T3 S1 P3	P1 P2 P4 S1 T1 T2 T3 W1 W2 W1	Grammar focus FICTION AND NON FICTION	T1 T2 T3 P1 P2 P3 P4 W1 W2 S1		Grammar focus FICTION AND NON FICTION			W1 W2 T1 T2 S2 S3
Suggested final written outcome	Journey story Setting description Travel brochure	Nonsense story Play script Play programme	Suggested final written outcome	Newspaper report based on the story	African countries Biography of Nelson Mandela	Suggested final written outcome			WW2 evacuation Balanced argument – formal letter Dairy entry of evacuee
Poetry	The Road Not Taken Stopping by Woods	Jabberwocky	Poetry	The Picnic To See a Unicorn	The Zebras Buck Fight	Poetry	Poems about WW2		
Suggested outcome	Own journey poem	Own version of Jabberwocky	Suggested outcome	Magical creature poem	Journey to Jo'Burg poem	Suggested outcome	Own poem about WW2		
<p>W1 - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>W2 - How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p> <p>S1 - Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>S2 - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?,</p> <p>S3 - or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Terminology - subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>				<p>T1 - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence]</p> <p>T2 - and ellipsis</p> <p>T3 - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>P1 - Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>P2 - Use of the colon to introduce a list and use of semi-colons within lists</p> <p>P3 - Punctuation of bullet points to list information</p> <p>P4 - How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>					



Curriculum Drivers

Subject: Writing

Challenge	<p>Through differentiated teaching and work, pupils have access to work that provides an appropriate challenge</p> <p>Children are challenged to use powerful vocabulary in their stories and sharing a great piece of work gives the opportunity for celebrating skills</p> <p>In KS2 the children have target cards which promotes personal development</p> <p>The T4W process of innovation allows children to use personal experiences and talent to extend their final written piece</p> <p>In Beech Hyde we include burst of writing throughout T4W so the children can review, edit and extend their writing further</p>
Inclusion	<p>Differentiation (through task, resources, support or outcome) ensures all pupils are included in English lessons</p> <p>Pre-teaching of vocabulary allows pupils to access whole class teaching sessions. Ensuring that vocabulary lists are available to all children</p> <p>T4W allows all children to access the story structure and vocabulary. This can be magpie into their own writing</p> <p>The 'hook' in T4W writing presents the children with meaningful opportunities to understand the theme or genre being used in writing</p>
Positive Minds	<p>Resilient tortoise Pupils develop a positive attitude towards writing, even when things are difficult, and they constantly build on learning.</p> <p>Independent rhino Differentiation and the use of working walls and resources helps pupils to tackle tasks independently. T4W writing allows for children to build up vocabulary to use in their independent writing</p> <p>Risk-taking penguin Pupils are encouraged to challenge themselves and take risks with their learning in English</p> <p>Reflective owl The children get the opportunity to reflect on their work by reading feedback and responding to it The target cards in KS2 allow the children to look at what the next step is</p> <p>Team Bee T4W allows for the children to experience learning the text together Collaboration during boxing up allows the children to draw ideas from each other.</p> <p>Curious and creative chameleon The process of T4W includes innovation, where children can develop their own creative ideas linked to the base text</p>