



# 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	
<b>Theme Text Narrative FICTION AND NON FICTION</b>	<b>DINOSAURS</b> Dinosaur Roar Dinosaur Information Leaflet Stinkasaurus	<b>MARTIN WADDELL</b> Owl Babies Owl Information Book Winter Poems	<b>Theme Text Narrative FICTION AND NON FICTION</b>	<b>FAIRY TALES</b> The Three Little Pigs Truth About the Three Little Pigs Sensory Poems	<b>TRAVEL</b> Meerkat Mail Non-Fiction texts - Meerkats	<b>Theme Text Narrative FICTION AND NON FICTION</b>	<b>HEROES AND VILLIANS</b> Super Tato	<b>PLANTING</b> How Does a Sunflower grow? Explanation text  Dear GreenPeace
<b>Plot style</b>	Non fiction	Lost and Found	<b>Plot style</b>	Fairy tales	Journey story	<b>Plot style</b>	Consequence story	Sequence/Changes
<b>Grammar focus FICTION AND NON FICTION</b>	W1 W2 W3 S1 S2 T1 P1 P2 P3		<b>Grammar focus FICTION AND NON FICTION</b>	W1 W2 W3 S1 S2 T1 P1 P2 P3		<b>Grammar focus FICTION AND NON FICTION</b>	W1 W2 W3 S1 S2 T1 P1 P2 P3	
<b>Suggested final written outcome</b>	Labels Lists Captions Information books on Dinosaurs	Recount Owl books	<b>Suggested final written outcome</b>	Explanation Points of view	Non-chronological Report	<b>Suggested final written outcome</b>	Explanation Points of view	Post cards / letter writing
<b>Poetry</b>	Dinosaur Poems	Winter Poems	<b>Poetry</b>	Senses Poetry	Weather	<b>Poetry</b>	Nature Poetry	shape poems
<b>Suggested outcome</b>	List poem about autumn	acrostic	<b>Suggested outcome</b>	A recipe	shape poem	<b>Suggested outcome</b>	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	
<b>Theme / Text Narrative FICTION AND NON FICTION</b>	<b>Rainforest</b> The Great Kapok Tree Giant	<b>Space</b> Man on the Moon On the way back home	<b>Theme / Text Narrative FICTION AND NON FICTION</b>	<b>Traditional Tales</b> Traditional tales from other cultures Hansel and Gretel Jack and the Beanstalk	<b>Real Events</b> George and the Dragon Katie in London Samuel Pepys	<b>Theme / Text Narrative FICTION AND NON FICTION</b>	<b>Explorers</b> Grandads Island The Great Explorer Manfish	<b>Food</b> Stories in familiar settings A Lion in the Meadow Postcards and Letters Dear teacher
<b>Plot style</b>	Journey	Adventure story	<b>Plot style</b>	Recount	Personal Experiences	<b>Plot style</b>	Adventure	Informal /formal writing
<b>Grammar focus FICTION AND NON FICTION</b>	S1 S2 S3 T4 W1, W2, W3, W4 P1 P4		<b>Grammar focus FICTION AND NON FICTION</b>	S1 S2 S3 T4 W2 W4 P1 P2 P3		<b>Grammar focus FICTION AND NON FICTION</b>	S1 S2 S3 T4 W2 W3 W4 P1 P4	
<b>Suggested final written outcome</b>	Descriptive setting Persuasive letter about saving the rainforest Character Description	Information text Storyboard about a journey into space Letter to Santa	<b>Suggested final written outcome</b>	Traditional Tale Non-chronological report Descriptive writing with expanded noun phrases	Write a leaflet Diary entry	<b>Suggested final written outcome</b>	Adventure Story Biography	Writing letters and postcards
<b>Poetry</b>	The senses	Aliens Stole my Underpants	<b>Poetry</b>	Edward Lear – The Owl and the Pussycat		<b>Poetry</b>	Stormy Sea	Really Looking!
<b>Suggested outcome</b>	Acrostic	Memorise and write poems	<b>Suggested outcome</b>	Read and enjoy		<b>Suggested outcome</b>		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	
<b>Theme / Text Narrative FICTION AND NON FICTION</b>	<b>ROALD DAHL</b> The Twits – Roald Dahl (Enormous Crocodile and George’s Marvellous Medicine)	<b>ROBOTS</b> The Iron Man – Ted Hughes (Robots) National Geographic	<b>Theme / Text Narrative FICTION AND NON FICTION</b>	<b>ICY WORLDS</b> Ice Palace by Robert Swindells	<b>ALIENS</b> The Life Cycle of a Frog (twinkle written piece not book) Eek! by Karen Inglis Beegu Aliens Love Underpants	<b>Theme / Text Narrative FICTION AND NON FICTION</b>	<b>CHOCOLATE</b> Charlie and the Chocolate Factory – Roald Dahl and The Story of Chocolate by Alex Woolf	<b>SUPERHEREOS</b> Captain Underpants – Dav Pilkey The Hulk – origin story Marvel Edition
<b>Plot style</b>	Alternative wish story		<b>Plot style</b>	Adventure / quest		<b>Plot style</b>	Consequence story – character flaw	
<b>Grammar focus FICTION AND NON FICTION</b>	S1 S2 S3 T1 T3 P1 W3	S1 S2 S3 T1 T2 W2 W3	<b>Grammar focus FICTION AND NON FICTION</b>	S1 S2 S3 T1 W3	S1 S2 S3 T1 P1 W3	<b>Grammar focus FICTION AND NON FICTION</b>	S1 S2 S3 T1 T2 P1 W2 W3	S1 S2 S3 T1 T2 P1 W2 W3
<b>Suggested final written outcome</b>	<b>INSTRUCTION</b> Instructions linked to ‘George’s Marvellous Medicine’	<b>REPORT</b> Report about a robot. Character profile Play script	<b>Suggested final written outcome</b>	<b>RECOUNT</b> Descriptive passage Own Adventure/Quest story	<b>EXPLANATIONS</b> Human life cycle from an alien’s point of view. Alien Play script	<b>Suggested final written outcome</b>	<b>PERSUASION</b> Chocolate factory advert Setting description with flawed character	<b>RECOUNT</b> Superhero news report <b>PERSUASION</b> Persuasive letter
<b>Poetry</b>	Revolting rhymes – Roald Dahl Cinderella and Little Red Riding Hood and the Wolf - focus.	Robot Poems x3 My Robot Misbehaving – Ken Nesbitt	<b>Poetry</b>	The King’s Breakfast – AA Milne	Alien’s Stole My Underpants – Brian Moses and Aliens Love Underpants – be Clare Freedman	<b>Poetry</b>	Scholastic poems Chocolate Box and I’d Do Anything For Chocolate	Scholastic poems Steve the Superhero And Auntie Betty Thinks She’s Batgirl
<b>Suggested outcome</b>	Create own revolting rhyme based on ‘Little Red Riding Hood and the Wolf’	Own poem based on ‘I Robot’ by	<b>Suggested outcome</b>	Own King’s Breakfast based on AA Milne	Own Alien’s Stole my... story – based on Brian Moses	<b>Suggested outcome</b>	Own acrostic chocolate poem	
<p>Expressing time, place and causing used</p> <p>S1 – Conjunctions – when, before, after, while, so, because</p> <p>S2 – Adverbs – then, next, soon, therefore</p> <p>S3 – Prepositions – before, after, during, in, because, of</p> <p>T1 – Introduction to paragraphs as a way to group related material</p> <p>T2 – Headings and sub-headings to aid presentation</p> <p>T3 – Use of the present perfect form of verbs instead of the simple past</p>				<p>P1 – Introduce to inverted commas to punctuate direct speech</p> <p>W1 - Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>W2 – Use of the forma a or an according to whether the next word begins with a consonant or a vowel</p> <p>W3 – Word families based on common words, showing how words are related in form and meaning</p> <p>Terminology – preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas or speech marks</p>				



# 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	
<b>Theme Text Narrative FICTION AND NON FICTION</b>	Traditional tales Robin Hood	Dragons How to Train Your Dragon Cressida Cowell	<b>Theme Text Narrative FICTION AND NON FICTION</b>	Science Fiction - Jazz Harper Space Explorer		<b>Theme Text Narrative FICTION AND NON FICTION</b>	Rainforest The Explorer By Katherine Rundell	
<b>Plot style</b>	Adventure story <b>good overcomes bad</b>	Fantasy Adventure	<b>Plot style</b>	Discovery		<b>Plot style</b>	Personal experience	
<b>Grammar focus FICTION AND NON FICTION</b>	S1 S3 T1 T2 P1 W2	S1 S3 T1 T2 P1 W2	<b>Grammar focus FICTION AND NON FICTION</b>	S1 ,S2 S3 T1 P3 W1 W2		<b>Grammar focus FICTION AND NON FICTION</b>	S1 S3 T1 T2 P2 P3 W1 W2	S1 S2 S3 T1 T2 P3 W1 W2
<b>Suggested final written outcome</b>	Writing an <b>adventure story</b> – Wanted posters Storyboard	Narrative – another creature/animal discovered	<b>Suggested final written outcome</b>	<b>REPORT</b> Newspaper report <b>EXPLANATION TEXT</b>	<b>Play script</b>	<b>Suggested final written outcome</b>	Diary Biography	<b>PERSUASION</b>
<b>Poetry</b>	Limerick	Narrative poetry linked to dragons.	<b>Poetry</b>		Easter poem	<b>Poetry Homophones/ apostrophes</b>	Riddles	Kennings Calligrams
<b>Suggested outcome</b>	Write and perform your own poem	Write and perform your own poem	<b>Suggested outcome</b>		Write their own	<b>Suggested outcome</b>	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	
<b>Theme Text Narrative FICTION AND NON FICTION</b>	Kensuke’s Kingdom	Greek Myths	<b>Theme Text Narrative FICTION AND NON FICTION</b>	Pole to Pole – Shackleton’s Journey (Historical)	The Highway Man (Classic) Character study	<b>Theme Text Narrative FICTION AND NON FICTION</b>	Varjak Paw (Contemporary)	Stories from Other Cultures
<b>Plot style</b>	Stranded/ lost Journey	Overcoming monsters	<b>Plot style</b>	Non-Fiction Hero	Adventure/ Love story	<b>Plot style</b>	Quest	Change story
<b>Grammar focus FICTION AND NON FICTION</b>	W1 W2 S1 S2 T1 T2 T3 T4 T5 P1 P2 P3	W1 W2 S1 S2 T1 T2 T3 T4 T5 P1 P2 P3	<b>Grammar focus FICTION AND NON FICTION</b>	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	<b>Grammar focus FICTION AND NON FICTION</b>	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
<b>Suggested final written outcome</b>	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	<b>Suggested final written outcome</b>	Diary entry – putting themselves into the story Non Chronological report Write our biography	Biography – Highway man biography	<b>Suggested final written outcome</b>	Battle scene Balanced discussion – two sides of the argument	Write own story similar theme China research leaflet
<b>Poetry</b>	Odyssey		<b>Poetry</b>		Classic performance poem	<b>Poetry</b>	<u>Macavity</u> Performance poetry	Haiku
<b>Suggested outcome</b>		Vocab building Slow write poem Line by line	<b>Suggested outcome</b>	Vocab building poetry		<b>Suggested outcome</b>		
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		
<b>Theme Text Narrative</b> <b>FICTION AND NON FICTION</b>	<b>Journey to the River Sea</b> Travel brochure Account of a real journey	<b>Alice in Wonderland</b> Account of a trial Newspaper report	<b>Theme Text Narrative</b> <b>FICTION AND NON FICTION</b>	<b>The Lion the Witch and the Wardrobe</b>	<b>Journey to Jo'Burg</b>	<b>Theme Text Narrative</b> <b>FICTION AND NON FICTION</b>	<b>Focus on study skills</b>	<b>Assessment week</b>	<b>Carrie's War</b>
<b>Plot style</b>	Journey story	Portal story	<b>Plot style</b>	Portal story	Journey story	<b>Plot style</b>			Journey Story and flashback
<b>Grammar focus</b> <b>FICTION AND NON FICTION</b>	W1 W2 T1 T2 T3 S1 P3	P1 P2 P4 S1 T1 T2 T3 W1 W2 W1	<b>Grammar focus</b> <b>FICTION AND NON FICTION</b>	T1 T2 T3 P1 P2 P3 P4 W1 W2 S1		<b>Grammar focus</b> <b>FICTION AND NON FICTION</b>			W1 W2 T1 T2 S2 S3
<b>Suggested final written outcome</b>	Journey story Setting description Travel brochure	Nonsense story Play script	<b>Suggested final written outcome</b>	Portal Story Non-chronological report mythical creature	Biography of Nelson Mandela Journey Story	<b>Suggested final written outcome</b>			Story with a flashback Balanced argument – formal letter Dairy entry of evacuee
<b>Poetry</b>	The Road Not Taken Stopping by Woods	Jabberwocky	<b>Poetry</b>	The Picnic To See a Unicorn	The Zebras Buck Fight	<b>Poetry</b>	Poems about WW2		
<b>Suggested outcome</b>	Own journey poem	Own version of Jabberwocky	<b>Suggested outcome</b>	Magical creature poem	Journey to Jo'Burg poem	<b>Suggested outcome</b>	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

<b>Challenge</b>	<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>
<b>Inclusion</b>	<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>
<b>Positive Minds</b>	<p><b>Resilient tortoise</b> Pupils develop a positive attitude towards writing, even when things are difficult, and they constantly build on learning.</p> <p><b>Independent rhino</b> 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><b>Risk-taking penguin</b> Pupils are encouraged to challenge themselves and take risks with their learning in English</p> <p><b>Reflective owl</b> 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><b>Team Bee</b> 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><b>Curious and creative chameleon</b> The process of T4W includes innovation, where children can develop their own creative ideas linked to the base text</p>