



## The Writing Curriculum at Cedars Manor

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**2025 - 2026**

### **Intent**

Through our writing curriculum, children will be exposed to a rich, diverse range of genres. We believe writing is a vital and lifelong skill that can open many more doors and possibilities in the future. All children have access to high quality stimuli which ensures each child is taught the skills required to write clearly, accurately and coherently. Through quality first teaching and regular assessment, each child's needs are met to ensure they reach their full potential.

The writing curriculum is carefully planned, sequenced and assessed to ensure pupils retain and build on their knowledge and skills year on year. We provide children with the opportunity to revisit previously taught genres of writing and build upon them allowing pupils to make connections between concepts.

At Cedars Manor we provide exciting writing opportunities and experiences that engage and challenge our children. We guide and nurture each individual on their own personal journey to develop the skills needed to be a successful writer.

Year Group	Autumn		Spring		Summer	
<b>Nursery</b>	The Tiger Who Came To Tea Owl Babies Elmer	Room On The Broom Our Favourite Day Of The Year Stick Man	Potion Commotion The Colour Monster The Magic Porridge Pot	The Enormous Turnip Oliver's Vegetables Handa's Hen	Mr Grumpy's Outing Duck in a Truck	The Gingerbread Man Goldilocks and The Three Bears The Three Little Pigs
<b>Reception</b>	Harry and the dinosaurs go to school How to grow a dinosaur Dear Dinosaur Here we go digging for dinosaur bones	Rainforest Adventure Handa's surprise Meerkat Mail Lost and Found	Whatever Next Star in the jar Race to the moon and back How to catch a star	The very hungry caterpillar Super Worm What the ladybird heard A Seed In Need	Supertato Evil Pea Elliot Jones Midnight Superhero Superheroes don't get scared...or do they?	The Pet The Great Pet Sale Pig in the Pond Jungle Jamboree
<b>Year 1</b>	Who's our new teacher Same, same but different Billy's Bucket Poetry: Once	Traction Man The Emperor's New Clothes The Boy who cried Wolf	Chicken Liken The Tortoise and the Hare Poetry: The Secret Song	Beegu Man, on The Moon	Lila and the secret of rain Paddington	The Lighthouse Keeper's Lunch The Snail and The Whale
<b>Year 2</b>	Vlad	The Man who wore all his clothes	Bog Baby	The Owl who was afraid of the dark	The Hodgeheg	Georges Marvellous Medicine
<b>Year 3</b>	Spud Murphy	Planet Omar	Charlie and The Chocolate Factory	Ottoline and The Yellow Cat	Shona Sharma, Looking after Planet Earth	The Iron Man
<b>Year 4</b>	The Fastest Boy in The World	The Firework Maker's Daughter	Varjak Paw	Desirable	Journey to Jo'Burg	The Morning I saw a Whale
<b>Year 5</b>	Georges Secret Key to The Universe	Viking Boy	The Boy who sat at the back of the class	Kensuke's Kingdom	Oranges in No Man's Land	Friend or Foe The Highwayman
<b>Year 6</b>	Macbeth	Floodland	Now or Never – A Dunkirk Story	The Breadwinner	Harry Potter and the Philosopher's Stone	The Legend of Troy

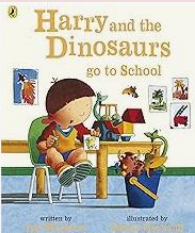
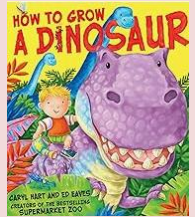
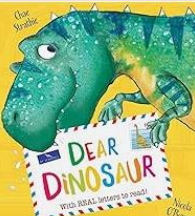
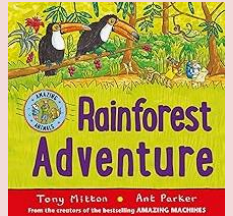
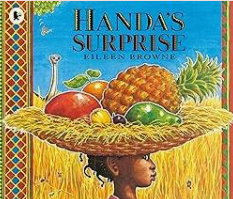


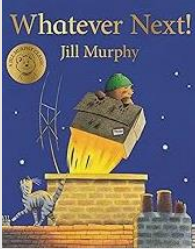
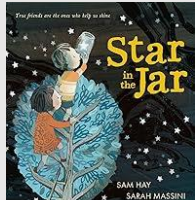

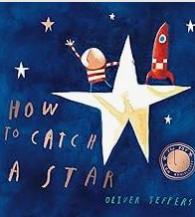
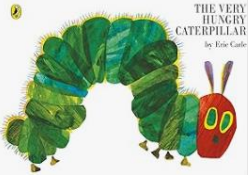
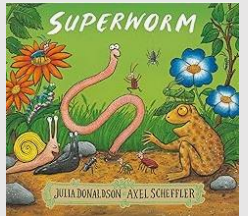
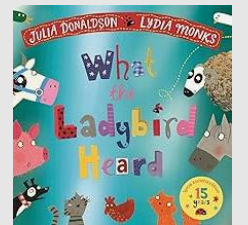
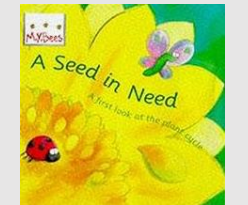


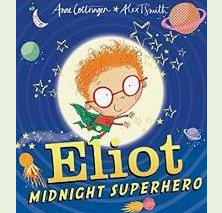
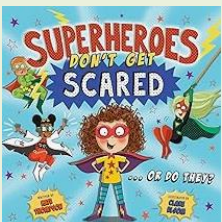
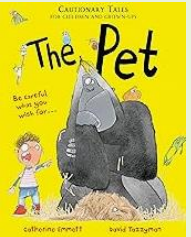

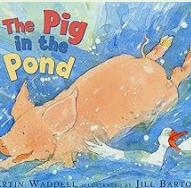
Nursery

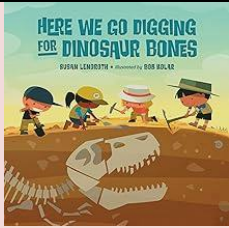
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver	Starting School	Celebrations	Marvellous mixtures	Growing and changing	People who help us Transport	Once upon a time
Core Texts	  	  	  	   	 	  

<b>Suggested Outcomes</b>	<ul style="list-style-type: none"> <li>• Exploring different mark making materials</li> <li>• Experiment using different marks</li> <li>• Use marks to represent their name</li> <li>• Phonics – listening to beginning sounds of words</li> </ul>	<ul style="list-style-type: none"> <li>• Use different types of marks and talk about a drawn picture</li> <li>• Begin to write some letters of their name</li> <li>• Phonics – repeat the beginning sounds to words and segment words</li> </ul>	<ul style="list-style-type: none"> <li>• Draw recognisable pictures and begin to write some letters</li> <li>• Write their name</li> <li>• Phonics – identify the beginning sound in words and orally segment words</li> <li>• Recognise the beginning sound of their name</li> </ul>
<b>Objectives</b>	Writing	<ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in early writing;</li> <li>• Write some or all of their name;</li> <li>• Write some letters accurately;</li> </ul>	
	Comprehension	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary</li> </ul>	
	Word Reading	<ul style="list-style-type: none"> <li>• Understands print has meaning</li> <li>• Understands print can have different purposes</li> <li>• Understands we read English text from left to right and from top to bottom</li> <li>• Understands and names of the different parts of a book</li> <li>• Understands page sequencing</li> <li>• Able to spot and suggest rhymes</li> <li>• Able to count or clap syllables in a word</li> <li>• Recognise words with the same initial sound</li> </ul>	
	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>• Use a comfortable grip with good control when holding pens and pencils</li> <li>• Show a preference for a dominant hand</li> </ul>	
	Speaking	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary</li> <li>• Sing a large repertoire of songs</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> <li>• Use longer sentences of four to six words</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</li> <li>• Can start a conversation with an adult or a friend and continue it for many</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus"</li> <li>• Use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver"</li> <li>• Use the future and past tense: "I am going to the park" and "I went to the shop"</li> </ul>	

<b>Writing Genre Skills</b>	Story Writing	<ul style="list-style-type: none"> <li>• Verbally order events</li> <li>• Verbally describe a familiar character / setting</li> <li>• Share meaning for marks and pictures made</li> </ul>
	Poetry	<ul style="list-style-type: none"> <li>• Sing a range of nursery rhymes</li> </ul>
	Recount	<ul style="list-style-type: none"> <li>• Experiment in a variety of play, exploratory and role-play situations</li> <li>• Recount incidents in own life to other children or adults: verbally or written</li> <li>• Talk about the order things happened using language such as 'first, then, next'</li> <li>• Order pictures correctly</li> <li>• Talk about senses to describe what they feel, hear, see etc.</li> </ul>
	Persuasion	<ul style="list-style-type: none"> <li>• Verbally explain choice</li> <li>• Make suggestions for someone else</li> <li>• Explain why someone should to do something</li> </ul>
	Instructions	<ul style="list-style-type: none"> <li>• Verbalise instructions in order</li> <li>• Sequence and order pictures correctly</li> <li>• Discuss pictures</li> <li>• Begin to use language of time e.g. then, next, now</li> </ul>
	Explanation	<ul style="list-style-type: none"> <li>• Topic is familiar / every day</li> <li>• Verbally explain a simple task using because</li> <li>• Answer questions on 'why' and begin to use a text to inform answer</li> </ul>

Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver	My wonderful world	Around the World	Marvellous Space	Minibeasts & Growing	Superheroes	Animals
Core Texts	  	   	   	   	   	  



<b>Suggested Outcomes</b>	<ul style="list-style-type: none"> <li>• Letter formation</li> <li>• Write their name</li> <li>• Write letter sounds</li> </ul>		<ul style="list-style-type: none"> <li>• Write simple words and sentences</li> <li>• Write for different purposes: cards, letters, and invitations.</li> </ul>		<ul style="list-style-type: none"> <li>• Write a simple narrative</li> <li>• Use simple connectives, such as and</li> <li>• Use capital letters, finger spaces and full stops</li> </ul>	
<b>ELG</b>	Writing	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others</li> </ul>				
	Comprehension	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>• Anticipate – where appropriate – key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>				
	Word Reading	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>• Read words consistent with their phonic knowledge by sound-blending</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>				

	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>• 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</li> </ul>
<b>Writing Genre Skills</b>	Story Writing	<ul style="list-style-type: none"> <li>• Verbally order events and characters discussing beginning, middle and end</li> <li>• Verbally describe a familiar character / setting</li> <li>• Add simple labels to a character to describe key features</li> <li>• Begin to write sentences showing awareness of basic punctuation such as full stops and capital letters</li> <li>• Begin to use simple adjectives to describe a character or a setting</li> </ul>
	Poetry	<ul style="list-style-type: none"> <li>• Notice a rhyming string and begin to create own rhymes</li> <li>• Sing a range of nursery rhymes</li> <li>• Read and perform simple poems</li> <li>• Begin to recognise rhyming words</li> </ul>
	Recount	<ul style="list-style-type: none"> <li>• Experiment in a variety of play, exploratory and role-play situations</li> <li>• Recount incidents in own life to other children or adults: verbally or written</li> <li>• Talk about the order things happened using language such as 'first, then, next'</li> <li>• Order pictures or captions correctly</li> <li>• Talk about senses to describe what they feel, hear, see etc</li> <li>• Verbally recall events in the order they happened</li> <li>• Order pictures, captions and sentences correctly</li> <li>• Verbally state some factual statements in a logical order</li> <li>• Begin to use language such as first, then, next to structure and organise statements</li> </ul>
	Persuasion	<ul style="list-style-type: none"> <li>• Verbally explain choice</li> <li>• Make suggestions for someone else</li> <li>• Explain why someone should to do something</li> </ul>

	Non-chronological	<ul style="list-style-type: none"><li>• Create a shared fact file about a theme as a class</li><li>• Talk about facts relating to one subject</li><li>• Begin to write lists and labels</li><li>• Begin to use topic vocabulary</li><li>• Label pictures/photos - Use time adverbials to organise sentences e.g. first, then, next</li></ul>
	Instructions	<ul style="list-style-type: none"><li>• Verbalise instructions in order</li><li>• Sequence and order pictures correctly</li><li>• Discuss and label pictures</li><li>• Begin to use language of time e.g. then, next, now</li></ul>
	Explanation	<ul style="list-style-type: none"><li>• Topic is familiar / every day</li><li>• Look at and discuss Flowcharts / diagrams</li><li>• Verbally explain a simple task using because</li><li>• Answer questions on 'why' and begin to use a text to inform answer</li><li>• Begin to write an explanation using 'because'</li></ul>

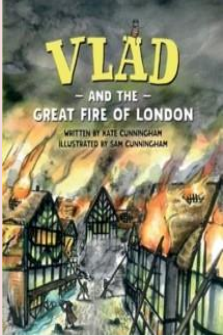


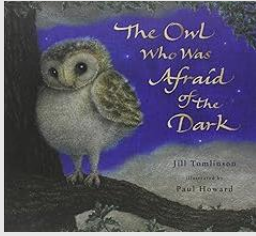
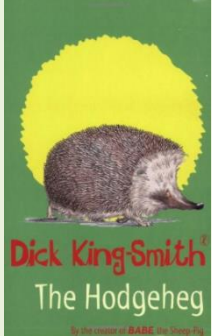
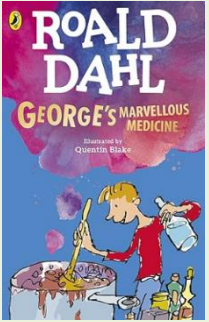
YEAR ONE

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Core Texts</b></p>	  	  	 	 	 	 
<p><b>Suggested Outcomes</b></p>	<p>Character description</p> <p>Letter Writing</p> <p>Writing in Role – Diary entry</p> <p>Sound Poetry</p>	<p>Writing in Role – Narrative</p> <p>Recount</p> <p>Explanation / persuasive writing</p>	<p>Writing Speech/ performance drama</p> <p>Narrative – story writing</p> <p>Performance Poetry</p>	<p>Character / setting descriptions</p> <p>Recount</p>	<p>Postcard</p> <p>Captions</p> <p>Instructions</p>	<p>Diary entry</p> <p>Narrative – story writing</p>

Y1 SPAG	Word	<ul style="list-style-type: none"> <li>Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</li> <li><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</li> <li>How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</li> </ul>
	Sentence	<ul style="list-style-type: none"> <li>How <b>words</b> can combine to make <b>sentences</b></li> <li>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> </ul>
	Text	<ul style="list-style-type: none"> <li>Sequencing <b>sentences</b> to form short narratives</li> </ul>
	Punctuation	<ul style="list-style-type: none"> <li>Separation of <b>words</b> with spaces</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>Capital letters for names and for the personal <b>pronoun I</b></li> </ul>
	Terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
Y1 Writing Genre	Story Writing	<ul style="list-style-type: none"> <li>Order events and write sentences clearly linked to beginning middle and end</li> <li>Simple written description of characters and setting using a range of carefully chosen adjectives.</li> <li>Use different sentence openers and story language e.g once upon a time, later that day etc</li> <li>Use time adverbials to sequence and order sentences.</li> <li>Be aware of which tense they're writing in.</li> </ul>
	Poetry	<ul style="list-style-type: none"> <li>Begin to explore literary techniques such as repetition, alliteration, rhythm, rhyme</li> <li>Introduce visual effects e.g. simile (like/ as), repeated patterns and repetition</li> </ul>
	Recount	<ul style="list-style-type: none"> <li>Recount first hand experiences or role played events verbally and written</li> <li>Understand order of events</li> <li>Begin to include 'who, what, when why' to add detail to recount</li> <li>Order pictures, captions and sentences correctly</li> <li>Begin to include the 5 senses</li> <li>Start to use descriptive language including the use of expanded noun phrases and some simple ly adverbs</li> <li>Use time adverbials such as first, then, next to order and sequence writing</li> </ul>

<b>Skills</b>	News Report	<ul style="list-style-type: none"> <li>• Verbally order events - Use first, next, then, after that correctly.</li> <li>• Begin to write factual statements about who, what happened, where.</li> <li>• Include features of a newspaper report e.g headline</li> </ul>
	Persuasion	<ul style="list-style-type: none"> <li>• Use stimulus that is familiar e.g. birthday party invite</li> <li>• Understand that the aim is to convince others (the reader)</li> <li>• Verbally discuss reasons to persuade</li> <li>• Use simple conjunctions to support an opinion e.g "We should do this because" - Write simple sentences using "I think... because..."</li> </ul>
	Non-chronological	<ul style="list-style-type: none"> <li>• Create a fact file about a theme using key features of a non-chronological report e.g title, sub-heading</li> <li>• Begin to use sub-headings to organise writing</li> <li>• Discuss and then write down facts in sentences</li> <li>• Begin to use conjunctions to elaborate facts</li> <li>• Use topic vocabulary</li> <li>• Label and caption pictures / photos</li> </ul>
	Instructions	<ul style="list-style-type: none"> <li>• Write each instruction on a different line</li> <li>• Sequence instructions in the correct order, beginning to use numbers</li> </ul>
		<ul style="list-style-type: none"> <li>• Use time adverbials to sequence and order instructions</li> <li>• Begin to add precise language to improve instructions</li> <li>• Use imperative (bossy) verbs</li> </ul>
Explanation	<ul style="list-style-type: none"> <li>• Use flowcharts as stimulus</li> <li>• Discuss the use of a title (how / why)</li> <li>• Discuss and use diagrams to support understanding</li> <li>• Write sentences that explain</li> <li>• Begin to organise these into logical steps</li> <li>• Begin to include facts and subject specific vocabulary</li> </ul>	

YEAR TWO

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts						
Suggested Outcomes	<p>Recount – first person</p> <p>Diary entry</p> <p>Write Speech – speech bubbles</p> <p>Shape Poetry</p>	<p>Character description – wanted poster</p> <p>Narrative writing – alternative story</p>	<p>Setting Description</p> <p>Character description of their own Bog Baby</p> <p>Poetry (Acrostic)</p>	<p>Non-chronological report - Fact file – owls</p> <p>Interview a character</p> <p>Narrative – different animal, different fear</p>	<p>Guide – how to cross the road safely</p> <p>Diary entry</p> <p>Setting description</p>	<p>Instruction poetry – perfect class</p> <p>Comic strip recount</p> <p>Narrative story – 1<sup>st</sup> person</p>
Y2 SPAG	Word	<ul style="list-style-type: none"> <li>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</li> <li>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i></li> <li>Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></li> </ul>				
	Sentence	<ul style="list-style-type: none"> <li><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</li> <li>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</li> <li><b>How the grammatical patterns in a sentence indicate its function as a</b> statement, question, exclamation or command</li> </ul>				

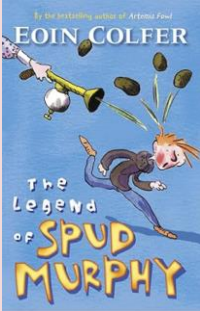
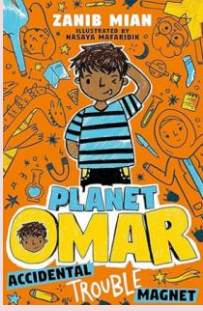
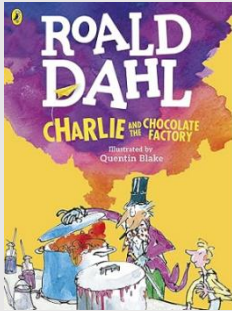
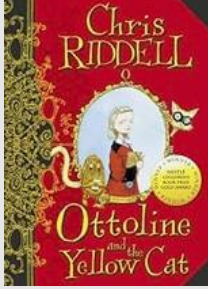
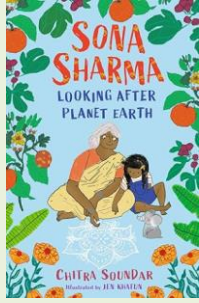
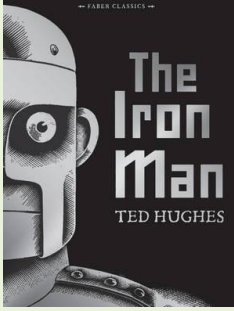
	Text	<ul style="list-style-type: none"> <li>• Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</li> <li>• Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</li> </ul>
	Punctuation	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>• Commas to separate items in a list</li> <li>• <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</li> <li>• How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</li> </ul>
	Terminology	noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
Y2 Writing Genre Skills	Story Writing	<ul style="list-style-type: none"> <li>• Discuss the plot line and begin to show cohesion between the beginning, middle and end</li> <li>• Begin to start paragraphing to section the story</li> <li>• Written description of character including describing their personality using expanded noun phrases.</li> <li>• Describe the setting using a range of adjectives and adverbs.</li> <li>• Show an awareness of the reader by writing in a specific style.</li> <li>• Write in a consistent tense.</li> </ul>
	Poetry Calligrams / Poet studies	<ul style="list-style-type: none"> <li>• Aim to use a range of literary techniques and introduce onomatopoeia</li> <li>• Use similes and introduce visual effects e.g. personification and metaphor</li> <li>• Carefully select verbs and adjectives for impact.</li> </ul>
	Recount	<ul style="list-style-type: none"> <li>• Write simple recounts linked to topics of interest/study or personal experience</li> <li>• Understand order of events and begin to write in chronological order</li> <li>• Begin to use sequencing within writing</li> <li>• Include 'who, what, when' to add detail to recount</li> <li>• Write about the 5 senses</li> <li>• Use descriptive language and begin to write about feelings</li> <li>• Formality is discussed</li> <li>• Write consistently in the past tense</li> <li>• Write in the first person</li> <li>• Use expanded noun phrases and adverbs to add detail and interest to recounts.</li> </ul>

	News Report	<ul style="list-style-type: none"> <li>• Use factual statements about who, what happened, where and when.</li> <li>• Begin to use formal language and vocabulary.</li> <li>• Aim to keep events in order using sentence starts</li> <li>• Show an awareness of the reader by using features such as rhetorical questions etc</li> <li>• Discuss the use of quotes</li> <li>• Use features of a news report e.g catchy headline, sub-headings etc.</li> <li>• Bring the report to a close with a conclusion or "finish".</li> </ul>
	Persuasion	<ul style="list-style-type: none"> <li>• Have a personal view and reasons for this to help convince the reader</li> <li>• Begin to support opinions with facts</li> <li>• Use a range of conjunctions to support their opinions e.g "We should do this because"</li> <li>• Begin to sequence writing so reasons flow</li> <li>• Use persuasive and emotive language e.g "In my opinion" "I strongly believe that..."</li> </ul>
	Non-chronological	<ul style="list-style-type: none"> <li>• Begin to organise fact file in an appropriate layout with key features of a non-chronological report e.g title, sub-headings etc</li> <li>• Begin to organise information in a logical way with paragraphs of writing that relate clearly to the sub-headings.</li> <li>• Use questions for sub-headings</li> <li>• Use a wide range of conjunctions to add further detail to facts.</li> <li>• Write in paragraphs</li> <li>• Use topic vocabulary</li> <li>• Discuss the purpose of the report</li> </ul>
	Instructions	<ul style="list-style-type: none"> <li>• Write instructions continuing to use numbers correctly</li> <li>• Create and use an introduction</li> <li>• Use captions, pictures, diagrams and labels</li> <li>• Use precise language to improve instruction as well as subject specific vocabulary</li> <li>• Use commands with imperative verbs -Use adverbs to add detail</li> </ul>

Explanation

- Understand the use and style of an explanation text
- Create an appropriate title
- Introduce using an opening statement
- Begin to sequence sentence e.g. sentence starts, language choice, paragraphs, subheading
- Use interesting facts and subject specific vocabulary.
- Begin to think about the reader—who is the audience?

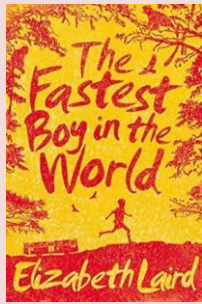
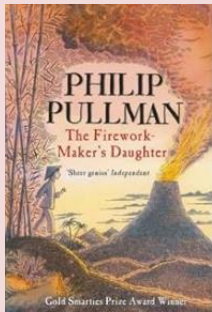
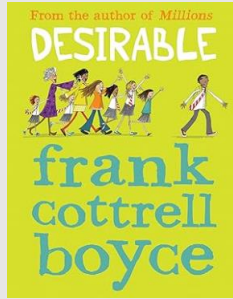
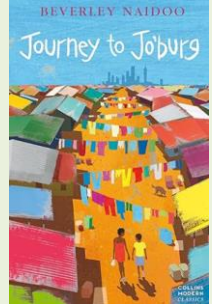
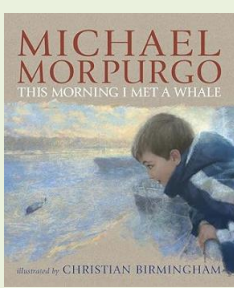
YEAR THREE

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts						
Suggested Outcomes	<p>Character description</p> <p>Letter writing</p> <p>Recount</p> <p>Narrative poetry</p>	<p>Diary entry</p> <p>Interview of character</p> <p>Narrative story – 1<sup>st</sup> person</p>	<p>Narrative – 3<sup>rd</sup> person</p> <p>Setting description</p> <p>Instruction writing</p>	<p>Newspaper report</p> <p>Recount</p> <p>Poetry (Acrostic / AA/BB)</p>	<p>Non-chronological report – climate change</p> <p>Persuasive speech</p> <p>Formal Letter Writing</p>	<p>Character description</p> <p>Explanation text – how to build Iron Man</p> <p>Narrative story – writing from a different perspective (Iron Man)</p>
	Word	<ul style="list-style-type: none"> <li>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</li> <li>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i>, <i>an open box</i>]</li> <li><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</li> </ul>				
	Sentence	<ul style="list-style-type: none"> <li>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</li> </ul>				

SPAG	Text	<ul style="list-style-type: none"> <li>• Introduction to paragraphs as a way to group related material</li> <li>• Headings and sub-headings to aid presentation</li> <li>• Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</li> </ul>
	Punctuation	<ul style="list-style-type: none"> <li>• Introduction to inverted commas to <b>punctuate</b> direct speech</li> </ul>
	Terminology	preposition, conjunction word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')
Writing Genre Skills	Story Writing	<ul style="list-style-type: none"> <li>• Discuss and agree setting as a class using a model</li> <li>• Lengthy description of the setting using techniques such as noun phrases</li> <li>• Stories looked at/rewritten are likely to be familiar.</li> <li>• Features of a traditional tale are evident e.g. magic, creatures, moral</li> <li>• Discuss and agree setting / story line as a class.</li> <li>• Focus on action.</li> <li>• Using and punctuating direct speech</li> <li>• Introduce short sentences to build tension.</li> </ul>
	Poetry Shape & Vocab	<ul style="list-style-type: none"> <li>• Use a range of literary techniques</li> <li>• Explore the effective these techniques will have on the reader</li> </ul>
	Recount	<ul style="list-style-type: none"> <li>• Write recounts linked to topics of study stepping into the shoes of a character</li> <li>• Understand order of events to ensure recount is in chronological order</li> <li>• Use sequencing within writing e.g. adverbs -Include 'who, what, when and why' to add detail to recount</li> <li>• Write about the 5 senses beginning to think about the effective on the reader</li> <li>• Use descriptive and emotive language to explain feeling</li> <li>• Formality is agreed as a class and ways to stick to formality are modelled</li> </ul>
	News Report	<ul style="list-style-type: none"> <li>• Modern setting</li> <li>• Factual and formal</li> <li>• Focus on chronological order and techniques to support this cohesion</li> </ul>

Persuasion	<ul style="list-style-type: none"> <li>• Have a personal view and reasons, but also adopt the views of a fictional / historical character if writing in role</li> <li>• Sustain the viewpoint throughout</li> <li>• Support opinions with facts</li> <li>• Sequence writing so reasons flow with an orientation and a reorientation</li> <li>• Discuss formality and aim to be consistent</li> </ul>
Non-chronological	<ul style="list-style-type: none"> <li>• Create a subject specific Information text with research</li> <li>• Organise logically with the correct features</li> <li>• Use concise, accurate language - Know the purpose of the report</li> </ul>
Instructions	<ul style="list-style-type: none"> <li>• Emphasis on the sequencing of events (numbers, bullet points, adverbials)</li> <li>• Instructions include all features of the text type</li> <li>• Know the purpose and language is chosen carefully</li> <li>• Different audiences are explored</li> </ul>
Explanation	<ul style="list-style-type: none"> <li>• Use all features of an explanation text and begin to think about the impact of the audience</li> <li>• Ensure text is on sequenced appropriately using a range of techniques</li> <li>• Discuss cause and effect and incorporate this into writing.</li> </ul>



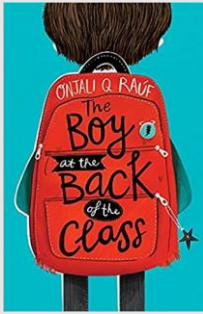
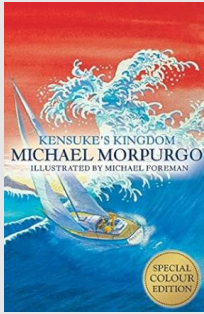
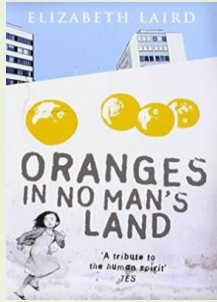
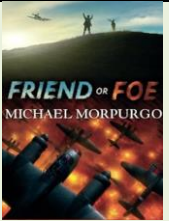
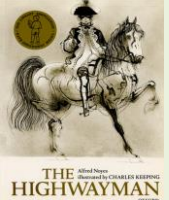
YEAR FOUR

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts						
Suggested Outcomes	<p>Monologue/Speech writing</p> <p>Diary – writing in role</p> <p>Recount</p>	<p>Narrative – 1st person</p> <p>Instruction writing</p> <p>Sound Poetry</p>	<p>Narrative – suspense story</p> <p>Non-chronological report – fact file</p> <p>Persuasive writing</p>	<p>Character description</p> <p>Narrative</p> <p>Letter writing</p>	<p>Setting Description</p> <p>Recount</p> <p>Diary -writing in role</p>	<p>Narrative – 3<sup>rd</sup> person</p> <p>Persuasive writing</p> <p>Balanced argument</p> <p>Free Verse Poetry – Whale perspective</p>
	Word	<ul style="list-style-type: none"> <li>The grammatical difference between <b>plural</b> and <b>possessive</b> –s</li> <li>Standard English forms for <b>verb inflections</b> 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>]</li> </ul>				
	Sentence	<ul style="list-style-type: none"> <li>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>)</li> <li><b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</li> </ul>				
	Text	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme</li> <li>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</li> </ul>				

SPAG	Punctuation	<ul style="list-style-type: none"> <li>• Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</li> <li>• <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>]</li> <li>• Use of commas after <b>fronted adverbials</b></li> </ul>
	Terminology	determiner, pronoun, possessive pronoun, adverbial
Writing Genre Skills	Story Writing	<ul style="list-style-type: none"> <li>• Discuss and agree setting as a class using a model</li> <li>• Children to have some freedom in dilemma section.</li> <li>• Lengthy description of the setting using a range of techniques</li> <li>• Begin to use dialogue to show character</li> <li>• Stories looked at/rewritten are likely to be unfamiliar, but should include similar features to traditional tales.</li> <li>• Language should be appropriate to the culture chosen.</li> <li>• Discuss and agree setting / story line as a class.</li> <li>• Balance of action and description</li> <li>• Language, creatures, names and places are fitting to the time period</li> </ul>
	Poetry Form & Imagery	<ul style="list-style-type: none"> <li>• Develop similes, metaphors and personification so they are different (not always the clichés)</li> <li>• Begin to use literary techniques to structure the stanza e.g. pattern of 3</li> </ul>
	Recount	<ul style="list-style-type: none"> <li>• Write historical, scientific or personal recounts linked to topics of study</li> <li>• Recount will be in chronological order, sequenced with sentence starts</li> <li>• 'who, what, when why' adds detail and gives explanation to the reader</li> <li>• Write about the 5 senses for the readers benefit</li> <li>• Use descriptive and emotive language</li> <li>• Begin to engage the reader through sentence variation e.g. questions</li> <li>• Level of formality is agreed as a class and is most consistent within writing</li> <li>• Begin to consider language and the time period</li> </ul>
	News Report	<ul style="list-style-type: none"> <li>• Modern setting</li> <li>• Introduce difference between fact and opinion</li> <li>• Range of chronological devices</li> <li>• Focus on paragraphing and speech types</li> </ul>

	Persuasion	<ul style="list-style-type: none"> <li>• Have a personal view and reasons, but also adopt the views of a fictional / historical character if writing in role</li> <li>• Sustain the viewpoint throughout</li> <li>• Support opinions with facts</li> <li>• Sequence writing so reasons flow with an orientation and a reorientation</li> <li>• Discuss formality and aim to be consistent</li> </ul>
	Non-chronological	<ul style="list-style-type: none"> <li>• Create a subject specific Information text with research</li> <li>• Organise logically with the correct features</li> <li>• Use concise, accurate language - Know the purpose of the report</li> </ul>
	Instructions	<ul style="list-style-type: none"> <li>• Emphasis on the sequencing of events (numbers, bullet points, adverbials)</li> <li>• Instructions include all features of the text type</li> <li>• Know the purpose and language is chosen carefully</li> <li>• Different audiences are explored</li> </ul>
	Explanation	<ul style="list-style-type: none"> <li>• Use all features of an explanation text and begin to think about the impact of the audience</li> <li>• Ensure text is on sequenced appropriately using a range of techniques</li> <li>• Discuss cause and effect and incorporate this into writing.</li> </ul>


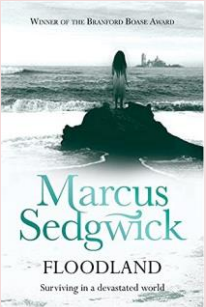
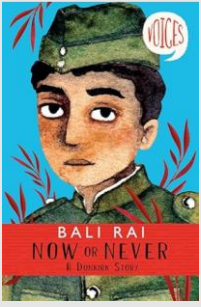
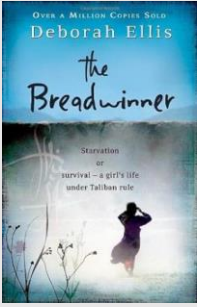
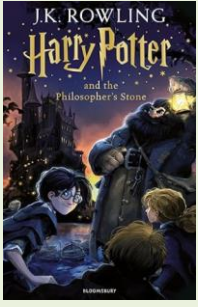
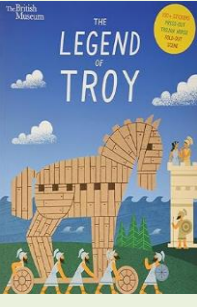
YEAR FIVE

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts						 
Suggested Outcomes	<p>Non-chronological report – fact file</p> <p>Setting description</p> <p>Space Poetry (AB,AB)</p>	<p>Recount</p> <p>Monologue – writing in role</p> <p>Narrative – 3<sup>rd</sup> person</p>	<p>Guide to schooling in the UK</p> <p>Diary – 1<sup>st</sup> person</p> <p>Persuasive writing</p> <p>Instruction Poetry</p> <p>Benjamin Zephaniah – The British</p>	<p>Ship's logs</p> <p>Narrative – shipwreck story</p> <p>Instruction writing</p>	<p>Diary</p> <p>Informal letter</p> <p>Debate</p>	<p>Newspaper report</p> <p>Balanced argument</p> <p>Poetry to prose (narrative)</p>
	Word	<ul style="list-style-type: none"> <li>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</li> <li><b>Verb prefixes</b> [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</li> </ul>				
	Sentence	<ul style="list-style-type: none"> <li><b>Relative clauses</b> beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</li> <li>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i>, <i>surely</i>] or <b>modal verbs</b> [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</li> </ul>				

<b>SPAG</b>	Text	<ul style="list-style-type: none"> <li>• Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>]</li> <li>• Linking ideas across paragraphs using <b>adverbials</b> 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>]</li> </ul>
	Punctuation	<ul style="list-style-type: none"> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul>
	Terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
<b>Writing Genre Skills</b>	Story Writing	<ul style="list-style-type: none"> <li>• Agree basic plot - children have freedom to make changes</li> <li>• Develop devices to create tension</li> <li>• Begin to leave clues to the reader (hinting at the twist ending)</li> <li>• Begin to show cohesion</li> <li>• Use dialogue for effect (to show character/begin to advance action)</li> <li>• Apply a range of descriptive techniques</li> <li>• Begin to justifying choices e.g. word choice, structure</li> <li>• Explore and use a range of techniques to build suspense, persuade or inform.</li> <li>• Lengthy description throughout - Show not tell</li> <li>• Apply techniques figurative language</li> </ul>
	Poetry Narrative poetry	<ul style="list-style-type: none"> <li>• Use literary techniques to tell a story</li> <li>• Stanzas flow and show similar structure</li> <li>• Children are guided on structure</li> </ul>
	Recount	<ul style="list-style-type: none"> <li>• Write historical, scientific or personal recounts linked to topics of study</li> <li>• Recount is sequenced and show cohesion using several techniques</li> <li>• The purpose of the recount is clear within the orientation</li> <li>• Use of senses, detailed description and emotive language appeals to the reader</li> <li>• The reader is through sentence variation e.g. questions and possibly the use of second person</li> <li>• Recounts are of appropriate formality</li> <li>• Language is fitting to the time</li> </ul>

	News Report	<ul style="list-style-type: none"> <li>• Historical / Scientific or modern setting</li> <li>• If Historical, language should be appropriate.</li> <li>• MA /HA children should aim to write with a biased view - using fact and opinion</li> <li>• Range of chronological devices</li> <li>• Complex sentence structure appropriate to Y5 should be applied.</li> <li>• Reported and direct speech</li> </ul>
	Persuasion	<ul style="list-style-type: none"> <li>• Sustain the viewpoint throughout whether personal or befitting of character role</li> <li>• Support opinions with facts and other side of argument is mentioned and used with affect</li> <li>• Sentence and overall structure is appropriate to the time period / formality and intended audience</li> <li>• Formality is consistent</li> <li>• Possible use of mixed genre</li> </ul>
	Non-chronological	<ul style="list-style-type: none"> <li>• Create an information text with research include mixed genre to add challenge e.g. inform and persuade</li> <li>• Organised logically with the audience in mind</li> <li>• Use concise, well-chosen language, correct for the purpose and audience</li> </ul>
	Instructions	<ul style="list-style-type: none"> <li>• Instructions are well introduced and sequenced</li> <li>• Language is chosen to give appropriate detail</li> <li>• Audience and purpose is clear and considered</li> </ul>
	Explanation	<ul style="list-style-type: none"> <li>• Features of texts are chosen for the audiences benefit</li> <li>• Subject might be more abstract e.g. Science / Geography focus and vocabulary is used to suit</li> <li>• Text is well sequenced including cause and effect</li> <li>• Structure and language is matched appropriately to audience</li> <li>• Introduce the challenge of mixed genre e.g. inform and explain</li> </ul>

YEAR SIX

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts						
Suggested Outcomes	<p>Persuasive letter</p> <p>Interview of character</p> <p>Biography – William Shakespeare</p> <p>Sonnet</p>	<p>Narrative Story</p> <p>Diary entry</p> <p>Non-Chronological report (Climate Change)</p>	<p>Informal letter</p> <p>Balanced Argument / Debate</p> <p>Newspaper Report</p> <p>Nonsense Poetry – Ning Nang Nong</p>	<p>Narrative – alternative ending</p> <p>Persuasive speech</p> <p>Recount</p>	<p>Narrative Story</p> <p>Character/Setting description</p> <p>Diary entry</p>	<p>Performance Drama</p> <p>Playscript writing</p>
SPAG	Word	<ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</li> <li>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</li> </ul>				
	Sentence	<ul style="list-style-type: none"> <li>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</li> <li>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 <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</li> </ul>				

	Text	<ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and <b>ellipsis</b></li> <li>• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul>
	Punctuation	<ul style="list-style-type: none"> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</li> <li>• Use of the colon to introduce a list and use of semi-colons within lists</li> <li>• <b>Punctuation</b> of bullet points to list information</li> </ul>
		<ul style="list-style-type: none"> <li>• How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</li> </ul>
	Terminology	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, dash, colon, semi-colon, bullet points
<b>Writing Genre Skills</b>	Story Writing	<ul style="list-style-type: none"> <li>• Agree basic plot: children have freedom to make changes</li> <li>• Use a range of devices to create tension</li> <li>• Leave clues to the reader whilst showing cohesion</li> <li>• Apply a range of descriptive techniques</li> <li>• Range of cohesive devices</li> <li>• Clear change in setting and mood described with a range of techniques</li> <li>• Use dialogue to advance action and show character</li> </ul>
	Poetry	<ul style="list-style-type: none"> <li>• Use a range of literary techniques creatively</li> <li>• Stanzas flow and show similar structure</li> <li>• Children have freedom on structuring</li> </ul>
	Recount	<ul style="list-style-type: none"> <li>• Recount is cohesive and well structured</li> <li>• Word choices and structure is chosen to engage and appeal to the reader</li> <li>• Formality and language is fitting to the time period / audience</li> <li>• Biography and Autobiography are also explored</li> </ul>

	News Report	<ul style="list-style-type: none"> <li>• Historical / Scientific or modern setting with appropriate language use.</li> <li>• Word choice and sentence structure selected to inform reader with use of devices to write with a biased view—using fact and opinion effectively / consciously</li> <li>• Range of chronological devices</li> <li>• Reported and direct</li> </ul>
	Persuasion	<ul style="list-style-type: none"> <li>• Sustain the viewpoint throughout whether personal or befitting of character role</li> <li>• Support opinions with facts and other side of argument is mentioned and used with affect</li> <li>• Sentence and overall structure is appropriate to the time period / formality and intended audience</li> <li>• Formality is consistent</li> <li>• Possible use of mixed genre</li> </ul>
	Non-chronological	<ul style="list-style-type: none"> <li>• Create an information text with research include mixed genre to add challenge e.g. inform and persuade</li> <li>• Organised logically with the audience in mind</li> <li>• Use concise, well-chosen language, correct for the purpose and audience</li> </ul>
	Instructions	<ul style="list-style-type: none"> <li>• Instructions are well introduced and sequenced</li> <li>• Language is chosen to give appropriate detail</li> <li>• Audience and purpose is clear and considered</li> </ul>
	Explanation	<ul style="list-style-type: none"> <li>• Features of texts are chosen for the audiences benefit</li> <li>• Subject might be more abstract e.g. Science / Geography focus and vocabulary is used to suit</li> <li>• Text is well sequenced including cause and effect</li> <li>• Structure and language is matched appropriately to audience</li> <li>• Introduce the challenge of mixed genre e.g. inform and explain</li> </ul>