

SUBJECT – Writing  
Whole School Overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Magnificent Me</b> Range of Fiction and Non-Fiction about similarities and differences. Name Writing Labels Big Write-gross motor writing in the hall Writing for different purposes-emergent	<b>Time to Celebrate</b> <b>Lighting a Lamp</b> Range of Non-fiction about celebrations. Name writing Big Write Captions Writing for different purposes	<b>Trip Trap</b> <b>Traditional Tales</b> Captions Simple sentences	<b>Out of this World</b> The Darkest Dark Here we are Dinosaur Roar Range of Fiction and Non-Fiction Poetry Captions Simple sentences Factual writing	<b>Oh How we Grow</b> The very Hungry Caterpillar Superworm Range of Fiction and Non-Fiction Poetry Captions Simple sentences Factual writing Narrative Poetry	<b>Hooray for Fish</b> Range of Fiction and Non-Fiction Poetry Captions Simple sentences Factual writing Narrative Poetry
1	<b>Stuck</b> Narratives Labels, lists and captions Instructions	<b>Lost &amp; Found</b> Recount Non-fiction	<b>Up, Up and Away</b> Narrative Poetry	<b>5 Go Wild</b> Non-chronological Poetry	<b>Growing Giants</b> Narrative Traditional Tales	<b>Medieval Madness</b> Invitations Non-fiction
2	<b>Treasure Seekers</b> Fiction -predicting -describing a setting and characters Instructions	<b>Polar Express</b> Poetry Recounts – newspapers Persuasive writing Reports -Letter	<b>Fire, Fire</b> Report –Newspaper Explanation text Diary	<b>Light House Keepers</b> Narrative writing -beginning, middle and end Diary Persuasive writing	<b>Into The Deep</b> Persuasive writing Narrative Report writing	<b>Dino Hunters</b> Recount Report writing -newspaper Poetry –riddles
3	<b>Rock and Roll</b> Recount Report Instructions Fiction/reading and performing a play.	<b>Winterland</b> Fiction – describe setting and characters Fiction/Recount -describe setting and characters Recount - Newspaper Reports - Letter	<b>Feathers &amp; Scales</b> Fiction Discussion Text Poetry	<b>Little Monsters</b> Fiction Poetry	<b>Washed Ashore</b> Persuasive Fiction	<b>Swords &amp; Sandals</b> Discussion text Explanation Instructions Non-fiction

4	<b>Storms &amp; Shipwrecks</b> Recounts - newspapers  Fiction – describe settings/characters	<b>The Ice Queen</b> Instructions Poems	<b>Inferno</b> Recount – events Recount – informal letter  Recount- story Recount – diary Recount – Formal letter  Recount - Play scripts	<b>Invasion</b> Report Fiction - Historical - Characters/settings Poems	<b>Let It Grow</b> Recount - Retell Recount – sequence and describe Persuasive writing Instructions	<b>Treason</b> Description Newspaper Play script
5	<b>Footprints in the Sand</b> Diary Writing Instructional Text Non-Chronological Reports Persuasive Text Balanced Argument	<b>Clockwork</b> Letters (formal and informal) Balanced Argument Newspaper Report Poetry	<b>Reach For The Stars</b> Biographies Newspaper Report Narrative Writing Space Poetry	<b>The Highwayman</b> Narrative Poetry Diary Writing Play scripts Comparisons between texts	<b>Keep Calm and Carry On</b> Letter Writing Diary Entry Newspaper Writing Non-Chronological Reports Non-Fiction Writing	<b>The Tales of the Unexpected</b> Descriptive Writing Letter Writing Story Writing Newspaper Report Instructional
6	<b>We're All Wonderful</b> Diary Story writing. Balanced argument. Recount from different viewpoint.	<b>My Big Fat Greek Topic</b> Diary Greek myth Formal letter Non-chronological report	<b>Wherefore Art Thou</b> Narrative – rewrite modern day version. Alternative ending Diary  Formal Letter News report Biography Persuasive writing	<b>The Great War</b> Diary Description (recount) Argument Formal and informal letters. Non chronological report.	<b>Same Time Different Place</b> Stories from different cultures. Instructions/ explanation. Non chronological report. Persuasive writing	Play scripts

YEAR 3

I Can statements	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Composition:</p>	<p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.</p> <p>I can draft and write descriptive work that creates settings, characters and plots</p> <p>I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.</p> <p>I can draft and write material such as instructions, using headings and sub-headings to organise my work.</p> <p>I can use paragraphs to organise my writing so that blocks of text group related material.</p> <p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and</p>	<p>I can use paragraphs to organise my writing so that blocks of text group related material</p> <p>I can re-read my work to improve it for my audience</p> <p>I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it</p> <p>I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like</p> <p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use</p>	<p>I can use paragraphs to organise my writing so that blocks of text group related material</p> <p>I can use paragraphs to organise my writing so that blocks of text group related material.</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.</p> <p>I can draft and write material such as instructions, using headings and sub-headings to organise my work</p> <p>I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting</p> <p>I can re-read my work to improve it by thinking about changes to vocabulary and</p>	<p>I can draft and write descriptive work that creates settings, characters and plots</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it</p> <p>I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice</p>	<p>I can draft and write material such as instructions, using headings and sub-headings to organise my work</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it</p> <p>I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like</p> <p>I can draft and write descriptive work that creates settings, characters and plots</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.</p>	<p>I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.</p> <p>I can draft and write material such as instructions, using headings and sub-headings to organise my work.</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.</p> <p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.</p>

	<p>making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.</p> <p>I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice</p>	<p>conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because</p>	<p>grammar to make it more interesting</p>			<p>I can re-read my work to improve it for my audience.</p>
<p>Vocabulary, Grammar and Punctuation:</p>	<p>I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.</p> <p>I can create new words using a range of prefixes including super-, anti-, auto-</p>	<p>I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play</p> <p>I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of</p>	<p>I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of</p> <p>I can understand when to use 'a' or 'an' in front of a word</p> <p>Time conjunctions</p>	<p>I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play</p> <p>Using apostrophes for contractions</p> <p>Using apostrophes for possession (singular)</p>	<p>I can identify word families based on root words e.g. solve, solution, dissolve, insoluble</p> <p>I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.</p>	<p>I can use headings and sub-headings</p> <p>I can use paragraphs</p> <p>I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.</p>

		I can use speech marks correctly sometimes.	<p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because</p> <p>Prepositions I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because</p> <p>Consolidation I can use speech marks correctly sometimes</p>	Using apostrophes for possession (singular)	letter, vowel, vowel letter, inverted commas	
Handwriting:	I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined	I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap				

<p><b>Spelling:</b></p>	<p>The /ow/ sound spelled 'ou.'</p> <p>The /u/ sound spelled 'ou.'</p> <p>The /i/ sound spelled with a 'y.'</p> <p>Words with endings that sound like /ze/ as in measure are always spelled with '- sure.'</p> <p>Challenge words</p> <p>I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double</p> <p>I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.</p> <p>I can spell words that are often misspelt</p> <p>I can use the prefixes un-, dis-, mis-, re-, pre-.</p> <p>I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature</p>	<p>The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.</p> <p>The prefix 'mis-' This is another prefix with negative meanings.</p> <p>Challenge words</p> <p>The long vowel /a/ sound spelled 'ai'</p> <p>I can spell words that are often misspelt</p> <p>I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited</p> <p>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know</p>	<p>Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</p> <p>Challenge Words</p> <p>The /l/ sound spelled '-al' at the end of words.</p> <p>I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they</p> <p>I can use the suffix -ly</p> <p>I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature</p> <p>I can spell words with endings which sound like 'zhun' e.g. division, decision</p> <p>I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature</p> <p>I can use the suffix -ly</p> <p>I can spell words which sound the same but</p>	<p>The /l/ sound spelled '-le' at the end of words.</p> <p>Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'</p> <p>Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'</p> <p>Adding the suffix -ly.</p> <p>Words which do not follow the rules.</p> <p>Challenge Words</p> <p>Words ending in '-er' when the root word ends in (t)ch.</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.</p> <p>Challenge Words</p> <p>I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine</p> <p>I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo</p> <p>I can spell words that are often misspelt</p> <p>I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited</p> <p>I can use the suffix -ly</p>	<p>Revision – spelling rules we have learned in Stage 3.</p> <p>I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature</p>
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have different meanings brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane

I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know