

SUBJECT – Writing
Whole School Overview

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

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

YEAR 4

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 redraft this work a number of times</p> <p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can</p> <p>I can organise my non narrative writing so that it has headings and sub headings</p> <p>I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience</p> <p>I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together</p>	<p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can</p> <p>I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience</p> <p>I can organise my non narrative writing so that it has headings and sub headings</p> <p>I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting, controlling</p>	<p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can</p> <p>I can assess my work and that of others and suggest improvements</p> <p>I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience</p> <p>I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together</p> <p>I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together</p>	<p>I can organise my non narrative writing so that it has headings and sub headings</p> <p>I can assess my work and that of others and suggest improvements</p> <p>I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together</p> <p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can</p> <p>I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience</p>	<p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can</p> <p>I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together</p> <p>I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience</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 redraft this work a number of times</p>	<p>I can edit my work by changing the grammar to improve the way my work reads</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear</p> <p>I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience</p> <p>I can assess my work and that of others and suggest improvements</p> <p>I can organise my non narrative writing so that it has headings and sub headings</p>

	that blocks of text flow and ideas are grouped together	the tone and volume so that its meaning is clear			<p>I can edit my work by changing the grammar to improve the way my work reads.</p> <p>I can proof read my writing for spelling and use of punctuation</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear</p>	
Vocabulary, Grammar and Punctuation:	<p>I can use an adverbial phrase at the start of a sentence e.g. Later that day, I heard the bad news</p> <p>I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news</p>	<p>I can explain the difference between the plural and possessive -s</p> <p>I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names</p>	I can use inverted commas and other punctuation to indicate direct speech	<p>I can make my writing interesting by using adjectives and other descriptive methods</p> <p>I can use paragraphs to organise ideas around a theme</p>	<p>I can use the correct form of the verb inflection e.g. we were instead of we was</p> <p>I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated</p>	I can understand and use the following terms: determiner; pronoun, possessive pronoun; and adverbial
Handwriting:	I can use some 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 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				
Spellings:	<p>Homophones</p> <p>The prefix – in</p> <p>The prefix – il</p> <p>The prefix – sub</p> <p>The prefix – inter</p>	<p>The suffix ‘-ation</p> <p>Adding –ly to adverbs</p> <p>Word with the ‘sh’ sound spelled ch</p> <p>Challenge Words</p>	<p>The suffix ‘ous’</p> <p>The ‘ee’ sound spelled with an ‘i’</p> <p>The suffix ‘ous’</p> <p>Challenge words</p>	<p>The suffix ‘ion’</p> <p>The suffix ‘ion’</p> <p>The suffix ‘cian’</p> <p>Adding ‘ly’</p> <p>Challenge words</p>	<p>The ‘s’ sound spelled c before ‘i’ and ‘e’</p> <p>Word families – ‘sol’ and ‘real’</p>	<p>Spell words ending with the ‘g’ sound spelt ‘gue’ and the ‘k’ sound spelt -que e.g. rogue, tongue, and antique, unique.</p>

	<p>Challenge words The suffix '-ation'</p> <p>I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-</p> <p>I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>	<p>Adding the suffix '-ion' Adding the suffix -ous The suffix '-ous'</p> <p>I can understand and add the suffixes -ation, -ous</p> <p>I can add endings which sound like 'shun' spelt -tion, -sion, -cian e.g. invention, discussion, tension, magician</p>	<p>The 'au' diagraph</p> <p>I can understand and add the suffixes -ation, -ous</p> <p>I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's</p>	<p>Homophones</p> <p>I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician</p> <p>I can use the first three or four letters of a word to check its spelling in a dictionary</p>	<p>Word families – 'phon' and 'sign'</p> <p>Prefixes – super, anti and auto The prefix bi – meaning two</p> <p>I can spell words with the 's' sounds spelt 'sc' e.g. science, scene</p> <p>I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Revision spelling rules</p> <p>I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique</p> <p>I can spell more complex words that are often misspelt e.g. caught, occasionally, interest</p>
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