

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.	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 5

I Can statements	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Composition:</p> <p>I can mark and edit work to have the correct subject and verb agreement</p> <p>I can read work looking for spelling errors and correct them using a dictionary</p>	<p>I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary</p> <p>I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' () –</p> <p>I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood</p> <p>I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place, e.g. nearby and number, e.g. secondly or tense choices e.g. he had seen her before</p> <p>I can set out my work correctly and use headings, bullet points, underlining depending on</p>	<p>I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' () –</p> <p>I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph</p> <p>I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary</p> <p>I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.</p> <p>I can perform my own work to a group with some confidence changing the tone and volume of my voice to make the meaning clear</p>	<p>I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.</p> <p>I can set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions</p> <p>I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' () –</p> <p>I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph</p>	<p>I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.</p> <p>I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' () –</p> <p>I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films</p> <p>I can give feedback on and improve my own writing and my classmates' writing</p>	<p>I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.</p> <p>I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' () –</p> <p>I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph</p> <p>I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose</p> <p>I can plan my writing by noting down and</p>	<p>I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.</p> <p>I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films</p> <p>I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' () –</p> <p>I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph</p>

	<p>the purpose of my writing e.g. letter, leaflet, information text, instructions</p> <p>I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer</p> <p>I can read work looking for spelling errors and correct them using a dictionary</p>	<p>I can draft and write by summarising longer passages</p> <p>I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer</p> <p>I can mark and edit work to have the correct subject and verb agreement</p> <p>I can read work looking for spelling errors and correct them using a dictionary</p>	<p>I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary</p> <p>I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood</p> <p>I can give feedback on and improve my own writing and my classmates' writing</p> <p>I can mark and edit work to have the correct tense throughout</p> <p>I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.</p> <p>I can perform my own work to a</p>	<p>I can perform my own work to a group with some confidence changing the tone and volume of my voice to make the meaning clear</p> <p>I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary</p> <p>I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph</p> <p>I can set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions</p> <p>I can draft and write by</p>	<p>developing my initial ideas, drawing on reading other writing where necessary</p> <p>I can use different verb forms with consideration for the audience and purpose</p> <p>I can mark and edit work to have the correct tense throughout</p> <p>I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' () –</p> <p>I can set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions</p> <p>I can give feedback on and improve my</p>	<p>I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary</p> <p>I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood</p> <p>I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.</p> <p>I can give feedback on and improve my own writing and my classmates' writing</p> <p>I can mark and edit work to have the correct tense throughout</p>
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Vocabulary, Grammar and Punctuation:	Year 4 Use apostrophes to mark plural possession e.g. the girl's name, the girls' names	Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause;	I can understand the following terms: modal verb, relative pronoun; relative clause;	I can add information to my sentences using relative clauses starting with: who,	I can use commas to make my writing clear to the reader	I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis,

	<p>Understands the grammatical difference between plural and possessive –s</p> <p>Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair</p> <p>Use fronted adverbials e.g. Later that day, I heard the bad news.</p> <p>Use paragraphs to organise ideas around a theme</p> <p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before</p>	<p>end punctuation within inverted commas</p> <p>Apostrophes for possessions</p> <p>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names</p> <p>Use commas after fronted adverbials</p> <p>Use fronted adverbials e.g. Later that day, I heard the bad news.</p> <p>Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial</p> <p>I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p> <p>I can use commas to make my writing clear to the reader</p> <p>I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify</p>	<p>parenthesis, bracket, dash; and cohesion, ambiguity</p> <p>I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-</p> <p>I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p>	<p>which, where, when, whose, that or by missing out the pronoun</p> <p>I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p> <p>I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p> <p>I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly</p> <p>Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before</p>	<p>I can use brackets and can also use dashes or commas for the same purpose</p> <p>I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p>	<p>bracket, dash; and cohesion, ambiguity</p> <p>I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p>
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	I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must	I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must				
Challenge	(Y6 TARGET) Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points			Modal verbs	Modal verbs	Semi Colons In prep for year 6 Colons In prep for year 6 Bullet Points Hyphens
Handwriting:	I can write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters	I can write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task				
Spelling:	Sh Spelt Ch – Yr 4 target recapping Suffix – ion – Yr 4 target recapping Suffix –ous Yr 4 target recapping Suffix –ous Yr 4 target recapping Diagraph – au Yr 4 target recapping Suffix – ation Add endings which sound like 'shun' spelt -tion, -sion,	I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial Challenging words I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words	I can spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly Challenge Words I can spell some more complex words correctly	I can spell some words with 'silent' letters e.g. knight, psalm, solemn Challenge Words I can spell some more complex words correctly including words	I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough ' Spelling Pattern – adverbs of possibility Challenge Words	Challenge Words I can spell some more complex words correctly including words that are often misspelt I can use the first three or four letters of a word to check spelling, meaning or

	<p>-ssion, -cian e.g. invention, discussion, tension, magician</p> <p>I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>I can use a thesaurus</p>	<p>needs to be learnt specifically</p> <p>I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>I can use a thesaurus</p>	<p>including words that are often misspelt</p> <p>Adverbs of time Adding suffixes Homophones Your / You're Our / Are Wear/ Where Were/ We're</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>I can use a thesaurus</p>	<p>that are often misspelt</p> <p>Words spelled ie after c.</p> <p>Words with 'ee' spelt 'ie' after c</p> <p>I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough '</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>I can use a thesaurus</p>	<p>I can spell some more complex words correctly including words that are often misspelt</p> <p>I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>Homophons or near homophones</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>I can use a thesaurus</p>	<p>both of these in a dictionary</p> <p>I can use a thesaurus</p> <p>Revision</p>
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