

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.	Mixed text and genre Moderation preparation for SATs Narrative – Greek myth Formal letter Persuasive writing Report writing	Same Time Different Place Stories from different cultures. Playscript Instructions/ explanation. Non chronological report.

YEAR 6

I Can statements	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Composition:</p>	<p>I can change my writing to fit the audience and change the language and sentence length for the purpose</p> <p>I can write effectively for a range of purposes and audiences, independently using ideas from my own reading</p> <p>I can use grammar and vocabulary which is suited to the purpose of my writing</p> <p>I can read work looking for spelling errors and correct them using a dictionary</p> <p>I can use different techniques to make my writing flow and link paragraphs</p> <p>I can write pieces describing settings, characters and atmosphere</p>	<p>I can change my writing to fit the audience and change the language and sentence length for the purpose</p> <p>I can mark and edit work to have the correct subject and verb agreement</p> <p>I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary</p> <p>I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader</p> <p>I can write effectively for a range of purposes and audiences, independently using ideas from my own reading</p>	<p>I can draft and write by accurately précising longer passages</p> <p>I can change my writing to fit the audience and change the language and sentence length for the purpose</p> <p>I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear</p> <p>I can plan a detailed character and / or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films</p> <p>I can plan my writing by recording my first thoughts and building on those ideas using</p>	<p>I can change my writing to fit the audience and change the language and sentence length for the purpose</p> <p>I can plan a detailed character and / or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films</p> <p>I can draft and write by accurately précising longer passages</p> <p>I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary</p> <p>I recognise differences between the language of speech and writing and can choose sensibly</p>	<p>Moderation Prep –</p> <p>I can change my writing to fit the audience and change the language and sentence length for the purpose</p> <p>I can plan a detailed character and / or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films</p> <p>I can write pieces describing settings, characters and atmosphere</p> <p>I can draft and write by accurately précising longer passages</p> <p>I can mark and edit work to have the correct tense throughout</p> <p>I can give reasoned feedback on a text and suggest changes to</p>	<p>I can change my writing to fit the audience and change the language and sentence length for the purpose</p> <p>I can draft and write by accurately précising longer passages</p> <p>I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader</p> <p>I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary</p> <p>I can plan a detailed character and / or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films</p>

	<p>I can include dialogue in my writing to convey character and advance the action</p> <p>I can give reasoned feedback on mine and others' work to improve it</p> <p>I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer</p> <p>I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader</p>	<p>I can mark and edit work to have the correct tense throughout</p> <p>I can plan a detailed character and / or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films</p> <p>I can write pieces describing settings, characters and atmosphere</p> <p>I can include dialogue in my writing to convey character and advance the action</p> <p>I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer</p>	<p>what I have read or need to find out about as necessary</p> <p>I can read work looking for spelling errors and correct them using a dictionary</p> <p>I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader</p> <p>I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens</p> <p>I can include dialogue in my writing to convey character and advance the action</p> <p>I can write effectively for a range of purposes and audiences, independently using ideas from my own reading</p>	<p>I can mark and edit work to have the correct tense throughout</p> <p>I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader</p> <p>I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens</p> <p>I can write effectively for a range of purposes and audiences, independently using ideas from my own reading</p>	<p>vocabulary, grammar and punctuation to make the meaning clearer</p> <p>I can write effectively for a range of purposes and audiences, independently using ideas from my own reading</p>	
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<p>Vocabulary, Grammar and Punctuation:</p>	<p>I can use expanded noun phrases to explain complicated information simply</p> <p>I can understand the following words: subject, object, active, passive, synonym antonym, ellipsis, hyphen, colon, semi-colon and bullet points</p> <p>I can use the full range of punctuation I have been taught to enhance meaning and avoid ambiguity</p> <p>I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing</p> <p>Verbs Modal verbs using modal verbs or adverbs to indicate degrees of possibility</p> <p>Commas using commas to clarify meaning or avoid ambiguity in writing.</p>	<p>I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>I can use bullet points to list information</p> <p>I can use the semi-colon, colon and dash to mark the boundary between independent clauses and in lists e.g. It's raining; I'm fed up</p> <p>I can manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.</p> <p>I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing</p> <p>Parenthesis using brackets, dashes or commas to indicate parenthesis</p>	<p>I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing</p> <p>I can understand the following words: subject, object, active, passive, synonym antonym, ellipsis, hyphen, colon, semi-colon and bullet points</p> <p>I can link ideas within and across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis</p> <p>I can use the passive to affect the presentation of information in a sentence</p> <p>I can understand how words are related by meaning as synonyms and antonyms</p> <p>I can change the vocabulary to suit the</p>	<p>I can use the perfect form of verbs to mark relationships of time and cause</p> <p>I can link ideas within and across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis</p> <p>Prepositions Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p> <p>Targeted revision focussed on areas of weakness.</p>	<p>I can link ideas within and across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis</p> <p>I can use hyphens for clarity e.g. man eating shark or man-eating shark</p> <p>I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing</p> <p>I can manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.</p> <p>Perfect/progressive using the perfect form of verbs to mark relationships of time and cause</p> <p>Noun phrases</p>	<p>I can use the colon to introduce a list and use semi-colons within lists</p> <p>I can use the passive to affect the presentation of information in a sentence</p> <p>I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing</p> <p>I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing</p> <p>Revision and implementation of learnt Grammar skills in writing.</p> <p>use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p>
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		<p>Prefixes</p> <p>learning the grammar for years 5 and 6 in English Appendix 2</p>	<p>purpose such as using formal and informal language appropriately in my writing</p> <p>Prepositions Editing skills -proofread for spelling and punctuation errors</p> <p>Apostrophes use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p> <p>Passive and active voice using passive verbs to affect the presentation of information in a sentence</p>		<p>- using expanded noun phrases to convey complicated information concisely</p> <p>Subordinating Conjunctions (Grammarsaurus whitebus) Coordinating Conjunctions (fanboys) learning the grammar for years 5 and 6 in English appendix 2</p>	
Handwriting:	I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters	I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task				
Spelling:	<p>I can use a dictionary to check the spelling of less common or interesting words I want to use</p> <p>Challenge words</p>	<p>I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter</p> <p>Challenge words Linked to year 5&6 spelling words</p>	<p>I can use dictionaries to check the spelling and meaning of words</p> <p>I can distinguish between words which sound the same but have different</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>I can use a thesaurus with confidence</p> <p>I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter</p>	<p>I can spell most words correctly including words that are often misspelt</p> <p>Spelling Rules: Adjectives to describe settings</p>

<p>Linked to year 5&6 spelling words. Spell most of the year 5 and 6 words correctly</p> <p>Challenge words Linked to year 5&6 spelling words. Spell most of the year 5 and 6 words correctly</p> <p>Challenge words Linked to year 5&6 spelling words. Spell most of the year 5 and 6 words correctly</p> <p>Challenge words Linked to year 5&6 spelling words. Spell most of the year 5 and 6 words correctly</p> <p>Challenge words Linked to year 5&6 spelling words. Spell most of the year 5 and 6 words correctly.</p> <p>Challenge words Linked to year 5&6 spelling words. Spell most of the year 5 and 6 words correctly</p>	<p>Spell most of the year 5 and 6 words correctly (English Appendix 1). (Spelling) 6</p> <p>Challenge words Linked to year 5&6 spelling words Spell most of the year 5 and 6 words correctly (English Appendix 1). (Spelling) 6</p> <p>Challenge words Linked to year 5&6 spelling words Spell most of the year 5 and 6 words correctly (English Appendix 1). (Spelling) 6</p> <p>Spelling Rules: Words with the short vowel sound /i/ spelled y</p> <p>Spelling Rules: Words with the long vowel sound /i/ spelled with a y. Spelling Rules: Adding the prefix 'over' to verbs</p> <p>Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'</p>	<p>meanings and other words which are often confused e.g. lose/loose</p> <p>Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.' Spelling Rules: Words with a 'soft c' spelled /ce/.</p> <p>Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite</p> <p>Spelling Rules: Words with the /f/ sound spelled ph.</p> <p>Spelling Rules: Words with origins in other countries</p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>Spelling Shed Spelling Rules: Words with unstressed vowel sounds. Spelling Shed Spelling Rules: Words with endings /shuhl/ after a vowel letter. Spelling Shed Spelling Rules: Words with endings /shuhl/ after a consonant letter. Spelling Shed Spelling Rules: Words with the common letter string 'acc' at the beginning of words. Spelling Shed Spelling Rules: Words ending in '-ably.' Spelling Shed Spelling Rules: Words ending in '-ible'</p>	<p>I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference</p> <p>Targeted revision of spelling patterns and rules.</p> <p>Spelling Rules: Adding the suffix '-ibly' to create an adverb. Spelling Rules: Changing '-ent' to '-ence.' Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference. Spelling Rules: -er, -or, -ar at the end of words.</p> <p>Spelling Rules: Adverbs synonymous with determination</p>	<p>Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.</p> <p>Spelling Rules: Vocabulary to describe feelings Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little. Spelling Rules: Adjectives to describe character Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little. Grammar Vocabulary Grammar Vocabulary Mathematical Vocabulary</p>
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	Challenge words Linked to year 5&6 spelling words. Spell most of the year 5 and 6 words correctly					
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