

WRITING CURRICULUM MAP

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Autumn 1</b>	<p>Recognising and writing their own name.</p> <p><b>Poetry rhymes</b> - A Great Big Cuddle.</p> <p><b>Drama:Performance</b></p>	<p><b>Narrative:</b> Leaf Letter Character description Empathy with a character.</p> <p><b>Narrative:</b> The Dark Nocturnal Animals Comparisons between fiction texts.</p>	<p><b>Recount:</b> Summer Holidays</p> <p><b>Narrative: Twits</b> Writing story Endings. Grammar focus.</p> <p><b>Descriptive Writing</b> Asha’s Attic Real life experiences- Take children up to the attic in PE store.</p>	<p><b>Narrative:</b> I’ll Take you to Mrs Cole’ Writing alternative endings.</p> <p><b>Narrative: Hair Love</b> (linked to Black History) Diary Entry</p>	<p><b>Narrative Stories with a historical setting</b> Medusa and Perseus</p> <p><b>Drama: Role play</b>  (Linked to Topic : Greek Myths)</p>	<p><b>Recounts:</b> The Mo Farah visited St Edmunds.</p> <p><b>Biographies:</b> Research and write biographies on:  1)Jerry Lawson 2)Malala Yousafza.  (Linked to Black History)</p>	<p><b>Narrative:</b> Mystery stories Literacy Shed: Francis Brandywine.</p> <p><b>Poetry:</b> Snowstorm poems.</p> <p><b>Drama: Performing Snow poems</b></p>
<b>Autumn 2</b>	<p>Labels Lists CVC words</p> <p><b>Traditional Tales:</b> The Gruffalo and The Gigantic Turnip</p>	<p><b>Narrative:</b> <b>Traditional Tales:</b> <b>Descriptive writing</b> Gingerbread Man Goldilocks and The Three Bears</p> <p><b>Non-fiction: A range of non-fiction texts.</b>  Looking at a range of non-fiction texts. Identifying what facts and opinions are. What is a non-fiction text? Identifying Features.</p>	<p><b>Instructions:</b> 1)Robin Robin 2)How to Grow a 3) Sunflower Jam sandwich. Real life experiences- making jam sandwiches.</p> <p><b>Narrative/ Story with a moral:</b> Ant and the Grasshopper. Speech/ Dialogue <b>Drama – Performing speeches.</b></p> <p><b>Newspaper Article:</b> Write a newspaper article about their class</p>	<p><b>Poetry:</b> Shape poems Firework poems</p> <p><b>Narrative:</b> The Stone Age Boy <b>Drama: Role play</b></p> <p><b>Fantasy Writing:</b> Sainsbury’s advert: Excitable Edgar</p>	<p><b>Non-Fiction Recounts: Newspapers</b> Inter-house Football Match.</p> <p>Real life experiences</p> <p><b>Narrative: stories set in imaginary worlds</b> Leon and the Place Between.</p>	<p><b>Poetry:</b> Slam Poetry – school theme</p> <p><b>Drama: Performing Slam Poems in Slam Poetry contest</b></p> <p><b>Instruction texts:</b> Making a Fortune Teller. (You Tube) Children practically make this.</p> <p>Directions to famous London landmarks using City mapper:  Buckingham Palace Wembley Stadium Shard.</p>	<p><b>Play scripts:</b> Romeo and Juliet.</p> <p><b>Drama: Performing their play scripts.</b></p> <p><b>Recounts</b> Visit to the chocolate museum.  Real life experiences</p>

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			<p>Tea party. Real life experiences- Class Tea Party.</p> <p><b><u>Writing a list for Santa:</u></b> Writing a list- Christmas list.</p>				
<p><b><u>Spring 1</u></b></p>	<p>Captions and Cards:</p> <p>No Dinner and Handa's surprise</p> <p><b><u>Poetry Assembly:</u></b> Oh Dear poem <b>DRAMA- Children performed both poems at the poetry assemblies.</b></p>	<p><b><u>Instructional Writing:</u></b> Recipe for making an apple pie. (Real Life Experiences)</p> <p><b><u>Poetry:</u></b> Animal Poems. Rhyming words. <b>Drama: Performing Poems with actions.</b></p> <p><b><u>Poetry Assembly:</u></b> Roar- Dinosaur Jubilee: The changing of the guard. <b>DRAMA- Children performed both poems at the poetry assemblies.</b></p>	<p><b><u>Non-chronological Report</u></b> Nocturnal animals</p> <p><b><u>Poetry: Rhyming</u></b> Animal Poems. <a href="#">Linked to Science topic</a></p> <p><b><u>Poetry Assembly:</u></b> Ning Nang Nong Jubilee: the Queen.</p> <p><b>DRAMA- Children performed both poems at the poetry assemblies.</b></p>	<p><b><u>Myths and Legends:</u></b> Theseus and the Minotaur.</p> <p><b><u>Instruction Texts:</u></b> Potions – Writing instructions for making a poem.</p> <p><b><u>Poetry Assembly:</u></b> Bone Yard Rap Jubilee: The Great Lady.</p> <p><b>DRAMA- Children performed both poems at the poetry assemblies</b></p>	<p><b><u>Poetry:</u></b> The Magic Box</p> <p><b>Drama: Performing Poems with actions.</b></p> <p><b><u>Poetry Assembly:</u></b> : The Magic Box Let the Sun Shine in.</p> <p><b>DRAMA- Children performed both poems at the poetry assemblies</b></p>	<p><b><u>Fantasy stories:</u></b> Literacy Shed – Something Fishy.</p> <p><b><u>Play Scripts:</u></b> The Lion, The Witch and The Wardrobe.</p> <p><b>DRAMA- acting out the scene they had written.</b></p> <p><b><u>Poetry Assembly:</u></b> Smile- Spike Milligan Jubilee – The Queen</p> <p><b>DRAMA- Children performed both poems at the poetry assemblies.</b></p>	<p><b><u>Biography:</u></b> Anne Frank</p> <p><b><u>Historical Narrative:</u></b> A day in the life of a child in WWII</p> <p><a href="#">Trip: National Army Museum</a> <a href="#">Online workshop: London Docklands in the Blitz.</a></p> <p><b><u>Poetry Assembly:</u></b> Nonsense poem Jubilee- Year 6 composed/ wrote and performed their own Jubilee poem.</p> <p><b>DRAMA- Children performed both poems at the poetry assemblies.</b></p>

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<p><b>Spring 2</b></p>	<p>Sentences of fact Naughty bus The Train Ride</p>	<p><b>Narrative:</b> Lila and the secret of rain ( Power of Reading)  Retelling Sequencing Storyboard Writing an alternative ending.  <b>Recounts:</b> I want my Hat back (Power of Reading).  <b>Writing from the same author:</b> Room on the Broom  Comparing similarities/ differences.</p>	<p><b>Narrative: Stories from other cultures</b> Gregory Cool Retelling/ Story mapping <b>Drama: Finger puppets.</b>  (Linked to Geography topic)  <b>Diary Entry:</b> Based on habitat trip to Jubilee Park. <a href="#">Trip: Jubilee Park</a>  <b>Newspaper Article:</b> Habitat trip</p>	<p><b>Non-Chronological Report:</b> Myths and Legends Creating a creature.  <b>Dialogues and Plays:</b> Plays for Children - Jack and Jill Play script.  <b>DRAMA- act out their scripts.</b></p>	<p><b>Stories from other cultures: Folktales</b>  Mufaros Beautiful Daughters.  <b>Drama: Role play</b></p>	<p><b>Newspaper Reports:</b> Mog the Cat  <b>Mystery stories:</b> Literacy Shed - Road's End</p>	<p><b>Speeches:</b> Winston Churchill Martin Luther King.  Wrote them on Racism/ Education / Climate change.</p>
<p><b>Summer 1</b></p>	<p><b>Recounts:</b>  Writing sentences  The Blue Penguin What the Ladybird.</p>	<p><b>Stories from other cultures:</b> Grace and Family (Power of Reading).  Diary Entries. <b>DRAMA – Role play/ Hot seating.</b>  <b>Descriptive/ Emotive writing:</b> Beogu ( Power of Reading)</p>	<p>SATS REVISION/ PREPARATION.  <b>Letter Writing:</b> Writing a letter to Year 2 about what they can expect in Year 3.  <b>Instructions:</b> Macarena Dance – (Real life experiences)</p>	<p><b>Non- Fiction: Persuasive texts:</b> The Day the Crayons quit.  <b>Recount:</b> Trip to Tower of London.  Real life experiences  <a href="#">Links to Topic London through time</a></p>	<p><b>Non- chronological reports:</b> How chocolate is made?  <b>Advertising:</b> Robots – Jibo  <b>DRAMA- Children pitched their adverts.</b></p>	<p><b>Non- Chronological Reports:</b> The effect of WWII on Europe  SATS REVISION</p>	
<p><b>Summer 2</b></p>	<p><b>Recounts:</b>  Writing letters to Ruby.</p>	<p><b>Recounts:</b> Man on the Moon ( Power of Reading)(  <a href="#">(Linked to History Topic)</a></p>	<p><b>Recount:</b> Jubilee Day. <b>Real life experiences-</b>  <b>Poetry: Summer</b></p>	<p><b>Letter Writing:</b> Persuasive – Formal letter to Headteacher about having an end of year party.</p>	<p><b>Plays and scripts</b> Jack and Jill. Little Red Riding Hood. <b>DRAMA- acting out the scene they had written.</b></p>	<p><b>Debating:</b> Should animals be kept in zoos?  Extinction Rebellion's methods of protesting.</p>	<p><b>Narrative:</b> Suspense Writing Literacy Shed: Alma  <b>Year 6 Production:</b> Film/ Play script – Charlie and The Chocolate Factory</p>

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	<p>Ruby's Worry Anna Hibicus</p> <p>Emotional Wellbeing</p> <p>Sentence Writing.</p>	<p><b>Information Texts</b> One day on Our Blue Planet ( Power of Reading).</p>	<p><b>poems</b> Dr Zeus <b>Drama – Poems Performed.</b></p> <p><b>Narrative: Writing Character/ Setting descriptions.</b> The Lion, The Witch and The Wardrobe.</p> <p><b>Information Texts:</b> Writing a brochure. Trip: Seaside Leigh on Sea.</p>	<p><b>Fantasy:</b> Wolves in the Walls <b>DRAMA – Role play</b></p>		<p>Arguments for and against.</p> <p><b>DRAMA – Debating</b></p> <p><b>Persuasive writing:</b> Writing a letter to the leader of Extinction Rebellion to persuade him to change his methods of protesting.</p>	<p><b>Drama</b></p>
Composition		<p>Sequences sentences to form short narratives.</p> <p>Re-reads what they have written to check that it makes sense.</p> <p>Says out loud what they are going to write about.</p> <p>Composes a sentence orally before writing it.</p> <p>Discusses what they have written with the teacher or other pupils.</p> <p>Reads aloud their writing clearly enough to be heard</p>	<p>To write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>To write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</p> <p>To make simple additions, revisions and proof-reading corrections to</p>	<p>Organises paragraphs around a theme.</p> <p>In narratives creates settings, characters and plot.</p> <p>Proof-reads for errors.</p> <p>Composes and rehearses sentences orally.</p> <p>Read their own and others' writing suggesting improvements.</p> <p>Reads aloud their own writing, to a group or the whole class, using appropriate</p>	<p>Organises paragraphs around a theme.</p> <p>In narratives creates settings, characters and plot.</p> <p>Proof-reads for errors.</p> <p>Composes and rehearses sentences orally.</p> <p>Read their own and others' writing suggesting improvements.</p> <p>Reads aloud their own writing, to a group or the whole class, using appropriate intonation.</p>	<p>Identifies the audience for and purpose of the writing, selecting the appropriate form.</p> <p>In narratives, uses a range of devices to describe settings, characters and atmosphere.</p> <p>To use organisational and presentational devices to structure text.</p> <p>Consistent and correct use of tense throughout a piece of writing.</p> <p>Proof-reads effectively for spelling and punctuation errors.</p> <p>Makes notes and develops initial ideas, drawing on reading and research where necessary.</p> <p>Uses an ambitious vocabulary, generally appropriate to purpose and audience.</p>	<p>Identifies the audience for and purpose of the writing, selecting the appropriate form.</p> <p>In narratives, uses a range of devices to describe settings, characters and atmosphere.</p> <p>To use organisational and presentational devices to structure text.</p> <p>Consistent and correct use of tense throughout a piece of writing.</p> <p>Proof-reads effectively for spelling and punctuation errors.</p> <p>Makes notes and develops initial ideas, drawing on reading and research where necessary.</p> <p>Uses an ambitious vocabulary, generally appropriate to purpose and audience.</p>

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		<p>by their peers and the teacher.</p>	<p>their own writing</p> <p>To write about real events, recording these simply and clearly.</p> <p>To use present and past tense mostly correctly and consistently.</p> <p>To use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>intonation.</p>		<p>Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Integrates dialogue to convey character and advance the action.</p> <p>Uses a wide range of devices to build cohesion within and across paragraphs.</p>	<p>Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Integrates dialogue to convey character and advance the action.</p> <p>Uses a wide range of devices to build cohesion within and across paragraphs.</p>
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<p>Spelling</p>		<p>Names the letters of the alphabet in order.</p> <p>Spells words containing each of the 40+ phonemes already taught.</p> <p>Spells the days of the week.</p> <p>Spells common exception words.</p> <p>Understands that words are divided into 'beats' or syllables.</p> <p>Uses the prefix un-</p> <p>Distinguishes between homophones.</p>	<p>To segment spoken words into phonemes and represent these by graphemes.</p> <p>To spell common homophones.</p> <p>To spell common exception words.</p> <p>To learn to spell more words with contracted forms.</p> <p>To distinguish between homophones and near-homophones</p> <p>To add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Uses further prefixes and suffixes.</p> <p>Spells some words with 'silent' letters.</p> <p>Continues to distinguish between homophones and other words which are often confused.</p> <p>Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1.</p> <p>Uses the first three or four letters of a word to check spelling or meaning In a dictionary.</p> <p>Uses a thesaurus.</p>	<p>Uses further prefixes and suffixes.</p> <p>Spells some words with 'silent' letters.</p> <p>Continues to distinguish between homophones and other words which are often confused.</p> <p>Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1.</p> <p>Uses the first three or four letters of a word to check spelling or meaning In a dictionary.</p> <p>Uses a thesaurus.</p>
<p>Grammar /Punctuation</p>		<p>Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Understands how words can combine to make sentences.</p> <p>Separates words with spaces.</p>	<p>To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>To learn the possessive apostrophe.</p> <p>To demarcate most sentences</p>	<p>Uses fronted adverbials</p> <p>Makes appropriate choice of pronoun or noun to avoid repetition and improve cohesion.</p> <p>Uses inverted commas and other punctuation to indicate direct speech.</p>	<p>Uses fronted adverbials</p> <p>Makes appropriate choice of pronoun or noun to avoid repetition and improve cohesion.</p> <p>Uses inverted commas and other punctuation to indicate direct speech.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p>	<p>Uses commas to clarify meaning or avoid ambiguity.</p> <p>Uses a range of devices to build cohesion within a paragraph.</p> <p>Indicates degrees of possibility using modal verbs.</p> <p>Understands how to convert nouns or adjectives into verbs using suffixes.</p> <p>Uses brackets, dashes or commas to indicate parenthesis.</p>	<p>Uses the colon to introduce a list and uses semi-colons within lists.</p> <p>Punctuates bullet points when listing information.</p> <p>Use of layout devices</p> <p>Uses the passive voice to affect the presentation of information in a sentence.</p> <p>To recognise and use informal/formal speech when speaking and writing.</p>

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		<p>Joins words and clauses using 'and.'</p> <p>Uses capital letters for names and for the personal pronoun 'I'.</p> <p>Shows understanding of regular plural noun suffixes.</p> <p>Shows understanding of how the prefix un.</p> <p>Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words.</p>	<p>in their writing with capital letters and full stops, and use question marks correctly when required.</p>	<p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Uses commas after fronted adverbials</p> <p>Using the present perfect form of verbs.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions.</p>	<p>Uses commas after fronted adverbials</p> <p>Using the present perfect form of verbs.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions.</p>	<p>Uses a range of linking ideas across paragraphs: adverbials of time.</p> <p>Uses relative clauses beginning with who, which, where, when, whose, that.</p> <p>Knowledge of verb prefixes.</p>	<p>Shows knowledge of how hyphens can be used to avoid ambiguity.</p> <p>Uses linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections.</p> <p>Use a wide range of clause structures, varying their position within the sentence.</p> <p>Shows knowledge of how words are related by meaning as synonyms and antonyms.</p>
Handwriting		<p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Forms capital letters.</p> <p>Sits correctly at a table, holding a pencil comfortably and correctly. Understands which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>To increase the legibility, consistency and quality of their handwriting</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>To increase the legibility, consistency and quality of their handwriting</p>	<p>Uses the diagonal and horizontal strokes that are needed to join letters</p> <p>Increases the legibility, consistency and quality of their handwriting,</p>	<p>Writes legibly, fluently and with increasing speed.</p> <p>Is clear about what standard of handwriting is appropriate for a particular task.</p>	<p>Writes legibly, fluently and with increasing speed.</p> <p>Is clear about what standard of handwriting is appropriate for a particular task.</p>

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### CAPITAL CULTURE:

World Book Day – Poet Kate Williams ‘Haunted Castle theme’.

Young Shakespeare Company.

Poetry Assemblies – Funny poems/ Jubilee

Year 6 Production- Charlie and The Chocolate Factory.

TRIPS LINKED to English – National Army Museum ( Year 6)

Chocolate Museum (Year 6)

Jubilee Park ( Year 2)

Seaside: Leigh on Sea ( Year 2)

Gangs Workshop – Millfield Theatre

Mayor’s Writing Award.

Book Fair/ Marcus Rashford books

School Newspaper – St Edmunds Echo

WEBINARS: Jacqueline Wilson ( KS2)

London Docklands in the Blitz ( Year 6)

Power of Reading – Year R AND 1

Mayor’s Young Writer’s Award.