

WRITING SKILLS MAP

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Own name Poetry rhymes - A Great Big Cuddle.	<u>Narrative:</u> <u>Traditional Tales:</u> Goldilocks and the three Bears: character description. Role play: Masks/ Finger puppets. <u>Non-fiction:</u> Labels, lists and captions: ingredients lists, shopping lists, Christmas list, character descriptions. Trip: Market	<u>Description</u> <u>(character)</u> The Enormous Turnip <u>Narrative</u> sequencing. <u>Recount</u> <u>Description</u> <u>(setting)</u> Asha's Attic	<u>Narrative:</u> I'll Take you to Mrs Cole' <u>Non-Chronological</u> <u>Report:</u> Healthy Eating <u>Narrative:</u> Three little Pigs – alternative ending.	<u>Narrative</u> <u>Stories with a historical</u> <u>setting</u> Queen's Token The Prince, the cook and the cunning king. <u>Poetry</u> Recognise different forms of poetry	<u>Recounts:</u> Summer holiday <u>Biographies:</u> Research inspirational people – Oprah Winfrey, Anthony Joshua, JK Rowling, Ed Sheeran, Emma Watson	<u>Narrative:</u> Mystery stories Literacy Shed: Francis Brandywine.
Autumn 2	Labels Lists CVC words The Gruffalo and The Gigantic Turnip	<u>Narrative:</u> <u>Stories with a</u> <u>familiar setting:</u> The Three Billy Goats Gruff: <u>Non-fiction:</u> <u>Instructions and</u> <u>recipes:</u> Making a jam sandwich, How to brush your teeth, Witches potions/brew.	<u>Instructions</u> <u>Explanations</u> How to Grow a Sunflower Jam sandwich <u>Letter</u> Father Christmas Reindeers <u>Poem</u> Christmas Acrostic	<u>Poetry:</u> Shape poems Performance: The magic box/The school kids rap. <u>Narrative:</u> The Stone Age Boy	<u>Non-Fiction</u> <u>Recounts: newspapers</u> Little Lunch- The Fireman's pole. <u>Narrative: stories set in</u> <u>imaginary worlds</u> +Leo and the Place Between	<u>Poetry:</u> Slam Poetry – school theme Drama: Performing Slam Poems in Slam Poetry contest <u>Instruction texts:</u> Christmas themed – baking, decorations etc	<u>Recounts</u> North Middlesex Hospital: 'Restart a Heart.' <u>Poetry:</u> Snowstorm poems. Drama: Performing Snow poems <u>Playscripts:</u> Romeo and Juliet. Drama: Performing their playscripts.
Spring 1	Captions and Cards: No Dinner and Handa's surprise; <u>Poetry Assembly:</u> Oh Dear poem	<u>Narrative:</u> Describing a setting with our senses, <u>Stories from other</u> <u>cultures:</u> Kakadu Jack. <u>Poetry:</u> On the Ning Nang Nong.	<u>Description</u> <u>Fictional diary</u> The Twits <u>Non-</u> <u>chronological</u> <u>Report</u> Nocturnal animals <u>Poetry Assembly:</u> Roald Dahl Poems Dirty Beasts	<u>Myths and Legends:</u> Theseus and the Minotaur, Icarus and Daedalus, Medusa <u>Instruction Texts:</u> Potions <u>Poetry Assembly:</u> The School Kids Rap	<u>Non-Fiction Information</u> <u>texts-explanation-</u> Romans <u>Stories from other</u> <u>cultures: Folktales</u> Mufaros Beautiful Daughters <u>Poetry Assembly:</u> : Alpacas with maracas.	<u>Fantasy stories:</u> Literacy Shed – Something Fishy & O Once in a Lifetime <u>Play Scripts:</u> <u>Poetry Assembly:</u> The Crocodile/The ABC	<u>Historical Narrative:</u> The Trojan War. <u>Speeches:</u> Odysseus' speech. <u>Poetry Assembly:</u> The Tin Can Man.

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		Drama: Performing poem.	Seasonal poems				
Spring 2	Sentences of fact Naughty bus The Train Ride	Non-fiction: Information texts: Wheels, Wings and Things-	Narrative Jungle Book video clip Literacy Shed Bubbles Description character and setting. Percy the Park Keeper	Non-Chronological Report: Animal habitats Performance – documentary style presentation.	Narrative Stories set in imaginary/fantasy worlds Once in a life time- Literacy shed. Plays and scripts Jack and Jill-play scripts	Newspaper Reports: Mog the Cat Mystery stories: Literacy Shed - Road's End	Autobiography: Anne Frank Non- Chronological Reports: Earthquakes
Summer 1	Recounts	Narrative: Fantasy stories: What is a fantasy story, creating a fantasy setting, planning a fantasy story, writing a fantasy with beginning, middle and end. Poems: Jack and Jill, Hickory Dickory Dock, Hey Diddle Diddle.	Information Recount Newspaper Report Easter Bunny Diary/Recount Personal experiences	Dialogues and Plays: The Twits: The Twits: Plays for Children - Reading Detectives, Jack and Jill Playscript. Letter Writing: Persuasive	Non-fiction: Persuasive texts The Day the Crayons quit.	Non- chronological reports: How chocolate is made Advertising: Robots - Jibo	Non- Chronological Reports: Earthquakes
Summer 2	Stories	Narrative: Stories with the same author. Julia Donaldson Poems: Using and creating senses poems. Learning and performing their poems.	Recounts FX Guru, School experiences	Letter Writing: Formal and informal features Narrative: Wolves in the Walls	Narrative Stories which raise issues/dilemmas The Present-Literacy Shed.	Debating: Education, environment, animal rights Persuasive writing: Education, environment, social media	Narrative: Suspense Writing Literacy Shed: Alma Year 6 Production: Film/ Play script – Charlie and The Chocolate Factory Drama
Composition		Sequences sentences to form short narratives. Re-reads what they	To write simple, coherent narratives about personal experiences and	Organises paragraphs around a theme. In narratives creates settings, characters	Organises paragraphs around a theme. In narratives creates settings, characters and plot.	Identifies the audience for and purpose of the writing, selecting the appropriate form. In narratives, uses a range of	Identifies the audience for and purpose of the writing, selecting the appropriate form. In narratives, uses a range of

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		<p>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 by their peers and the teacher.</p>	<p>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 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</p>	<p>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>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>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>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>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>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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			that reflects the size of the letters.				
Spelling		<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>
Grammar /Punctuation		<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>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>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</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</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</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</p>

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		<p>Separates words with spaces.</p> <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>To demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p>	<p>speech.</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>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>to indicate parenthesis.</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>speaking and writing.</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</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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		that are formed in similar ways) and practises these.						
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CAPITAL CULTURE:

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

Young Shakespeare Company.

Poetry Assembly.

Year 6 Production- Charlie and The Chocolate Factory.

Reception: Trip to local shops.

Mayor’s Writing Award.

Book Fair.

Gangs Workshop – Millfield Theatre

North Middlesex Hospital : Restart a Heart.

Trip to the market.- Year 1