




WRITING CURRICULUM

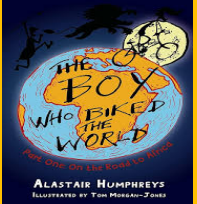
	<u>AUTUMN 1</u>	<u>AUTUMN 2</u>	<u>SPRING 1</u>	<u>SPRING 2</u>	<u>SUMMER 1</u>	<u>SUMMER 2</u>
<u>YEAR 1</u>	<p>FUNNYBONES (Janet and Allan Ahlberg) Wanted poster Descriptive writing.</p> 	<p>BEEGU (Alexis Deacon) A letter</p>  <p>THE SMEDS AND THE SMOOS (Julia Donaldson) Persuasive writing. Comparing the two texts.</p> 	<p>FILM UNIT: BUBBLES Setting Description- Beach Sequencing a story</p>  <p>POETRY PERFORMANCE EVENT</p>	<p>THE STORM WHALE (Benji Davies) To make inferences about how a character feels.</p>  <p>NON- FICTION: Facts about whales.</p> <p>FAIRTALES. LITTLE RED RIDING HOOD AND RAPUNZEL</p>	<p>THE DISGUSTING SANDWICH (Gareth Edwards) Recipe – Instructional writing.</p> 	<p>BOB THE MAN ON THE MOON Creating an advert to persuade somebody to go to the moon.</p>  <p>FILM UNIT: The way back home.</p> 

				<p>Writing a comparison</p> 		
GRAMMAR	<p>To identify and use a capital letter to begin a sentence. 1.3</p> <p>To identify and use a full stop to end a sentence. 1.3</p>	<p>To identify and write an adjective after a state of being verb. 1.13</p> <p>To identify and write two adjectives after a state of being verb. 1.14</p> <p>To identify and write questions 1.17</p> <p>To identify and use a capital letter to begin a sentence. 1.3</p> <p>To identify and use a full stop to end a sentence. 1.3</p>	<p>To identify and use a capital letter to begin a sentence. 1.3</p> <p>To identify and use a full stop to end a sentence. 1.3</p>	<p>To identify and write past tense action verbs. 1.1</p> <p>To identify and write nouns. 1.7</p> <p>To distinguish between statements and questions. 1.15</p> <p>Write the stop mark for questions and statements. 1.16</p> <p>To maintain a consistent past tense when writing. 1.5</p>	<p>To identify and write personal pronouns as subjects. 1.10</p> <p>To identify and write personal pronouns as objects. 1.11</p>	<p>To identify and write a simple subject. 1.2</p> <p>To identify and write a compound object. 1.9</p> <p>To identify and write a compound subject. 1.8</p> <p>To identify and write personal pronouns as subjects. 1.10</p> <p>To identify and write an adjective after a state of being verb. 1.13</p> <p>To identify and write two adjectives after a state of being verb. 1.14</p>

<p><u>YEAR 2</u></p>	<p>THE GREAT KAPOK TREE (Lynne Cherry) To write information sentences on an animal.</p> 	<p>TOBY AND THE GREAT FIRE OF LONDON. (Margaret Nash and Jane Cope) To write a recount.</p> 	<p>RAVI'S ROAR (Tom Percival) To plan and write a section of a story.</p>  <p>POETRY PERFORMANCE EVENT</p>	<p>GREGORY COOL (Caroline Binch) To write a descriptive postcard.</p> 	<p>ROSA PARKS (Lisbeth Kaiser) To write a newspaper article.</p> 	<p>LOOK UP (Nathan Bryon) To write a poem.</p> 
<p>GRAMMAR</p>	<p>Identify and write lists of nouns joined with conjunctions. 2.2 To identify and write conjunctions to list nouns 2.3 Identify and write commas to list nouns. 2.4</p>	<p>To identify and write adjectives before nouns acting as the subject. 2.11 To identify and write adjectives before nouns acting as the object. 2.12</p>	<p>Identify and write adverbs of manner and time within a sentence. 2.19 To identify and write adverbs of manner that begin a sentence. 2.20</p>	<p>To write adjectives before nouns acting as the subject/object. 2.11/2.12 To write apostrophes for contraction. 2.14</p>	<p>Identify and write prepositional phrases of time, place and movement within simple sentences. 2.17 Identify and write prepositional phrases of time, place and movement that begin simple sentences. 2.18</p>	<p>To identify and write adjectives before nouns acting as the subject. 2.11 To identify and write adjectives before nouns acting as the object. 2.12 To identify and write commas to list adjectives. 2.13</p>
<p><u>YEAR 3</u></p>	<p>JOURNEY (Aaron Becker)</p>	<p>MARCY AND THE RIDDLE OF THE SPHINX (Joe Todd Stanton)</p>	<p>CHARLIE AND THE CHOCOLATE FACTORY (Roald Dahl)</p>	<p>EYE OF THE WOLF (Daniel Pennac)</p>	<p>WHO LET THE GOD'S OUT? (Maz Evans) Information text:</p>	<p>JIM AND THE BEANSTALK (BY Raymond Briggs)</p>

	<p>NARRATIVE: Writing an ending/ sequel.</p>  <p>THE SNAIL AND THE WHALE (Julia Donaldson) Poetry: Describing a character.</p> <p>Persuasive Writing: Letter for help.</p> 	<p>To write a playscript.</p> <p>To write a riddle – linked to mountains/rivers.</p>  <p>FILM UNIT: TADEO JONES Diary entry – Informal tone.</p> 	<p>Explanation text: Sweet machine.</p>  <p>POETRY PERFORMANCE EVENT</p>	<p>Explanation text on deforestation. NARRATIVE: The fox and the girl.</p> <p>POETRY: Emotive poem: Gorilla- deforestation</p> 	<p>Create a care plan for a minotaur.</p> <p>Persuasive writing: Job application for a shop.</p> 	<p>NARRATIVE: To write an alternative story.</p>  <p>FILM UNIT: THE THREE LITTLE PIGS</p> 
<p>GRAMMAR</p>	<p>To write superlative and comparative adjectives. 3.3 3.4</p> <p>To write a prepositional phrase</p>	<p>To identify and write contractions.</p> <p>To write adverbial phrases of time, place</p>	<p>To write adverbs that modify adjectives (extremely tasty). 3.5</p> <p>To write exclamations. 3.2</p>	<p>To write personal pronoun replace (his, her, she, him, they, we) nouns. 3.14, 3.15</p>	<p>To write exclamations. 3.2</p> <p>To write a combination of simple and</p>	<p>To convert spoken word into direct speech. 3.25</p> <p>To write a combination of</p>

	<p>within a compound sentence. 3.16</p> <p>To convert spoken word into direct speech. 3.25</p> <p>To distinguish between simple and compound sentences. 3.12</p> <p>To write compound sentences with co-ordinating conjunctions (and, but, yet, or, so). 3.9, 3.10, 3.11, 3.18, 3.19</p>	<p>and manner. 3.8, 3.21, 3.22</p> <p>To write superlative and comparative adjectives. 3.3 3.4</p>	<p>To distinguish between simple and compound sentences. 3.12</p> <p>To write a combination of simple and compound sentences. 3.20</p>	<p>Write apostrophes for singular possession. 3.23</p> <p>Write apostrophes for plural possession. 3.24</p>	<p>compound sentences. 3. 20</p> <p>To write compound sentences with co-ordinating conjunctions (and, but, yet, or, so). 3.9, 3.10, 3.11, 3.18, 3.19</p>	<p>simple and compound sentences. 3.20</p> <p>To write superlative and comparative adjectives. 3.3 3.4</p>
<p><u>YEAR 4</u></p>	<p>ESCAPE FROM POMPEII. (Christina Balit) Third person recount.</p> 	<p>THE DAY THE CRAYONS QUIT (Drew Daywalt and Oliver Jeffers) Persuasive Writing: letter.</p> 	<p>THE TUNNEL (Anthony Browne) To write a balanced argument.</p>  <p>POETRY PERFORMANCE EVENT</p>	<p>FILM UNIT: THE LEGO STORY Explanation text: The History of Lego.</p> 	<p>THE NIGHT BUS (Ohjali Q RAUF) Playscript: Alternate ending.</p> 	<p>THE LION, THE WITCH AND THE WARDROBE (C.S LEWIS) Poetry</p>  <p>THE BOY WHO BIKED THE WORLD PART 1</p>

						<p>(Alastair Humphreys) Explanation text: How to survive in the desert?</p> 
GRAMMAR	<p>To distinguish between a main clause and a subordinate clause. 4.2</p> <p>To identify, write and use subordinating conjunctions: because, when and although. 4.3</p> <p>To identify and write complex sentences that open with a main clause followed by a subordinate clause. (because,</p>	<p>To identify, write and use subordinating conjunctions: since, after/ before and even though. 4.9</p> <p>To identify and write complex sentences that open with a main clause followed by a subordinate clause (since, after/before and even though). 4.10</p> <p>To identify and write complex sentences that</p>	<p>To identify and write compound sentences with semi-colons. 4.1</p> <p>Identify and write the subordinating conjunctions as, while and if. 4.16</p> <p>To identify and write complex sentences that open with a main clause followed by a subordinate clause (as, while and if) 4.17</p>	<p>To identify and write topic sentences that start new paragraphs in expository writing. 4.6</p> <p>To identify and write supporting detail that elaborates on topic sentences in expository writing. 4.7</p> <p>To identify and write concluding sentences that end paragraphs in</p>	<p>To convert spoken word into direct speech (question and exclamation) starting with a reporting clause. 4.12</p> <p>To convert spoken word into direct speech (statement starting with a reporting clause. 4.13</p> <p>To identify and write appropriate verbs in reporting clauses for</p>	<p>To identify and write compound sentences with semi-colons. 4.1</p> <p>To identify and write sentences that open with present or past participles. 4.19</p> <p>To identify and write sentences that open present or past participle phrases. 4.20</p>

	<p>when and although) 4.4</p> <p>To identify and write complex sentences that open with a subordinate clause followed by a main clause. (because, when and although). 4.5</p>	<p>open with a subordinate clause followed by a main clause (since, after/before and even though). 4.11</p>	<p>To identify and write complex sentences that open with a subordinate clause followed by a main clause (as, while and if) 4.18</p>	<p>expositional writing. 4.8</p>	<p>characterisation. 4.14</p> <p>To identify and write new paragraphs for new speakers 4.15</p>	
<p><u>YEAR 5</u></p>	<p>HOLES (LOUIS SACHAR)</p> <p>Non- Chronological report- yellow spotted lizard.</p> 	<p>BOY IN THE TOWER (Polly Hayen)</p> <p>Formal letter: Closure of school</p>  <p>NARRATIVE: Diary entry – different perspective.</p>	<p>NO BALLET SHOES IN SYRIA. (Catherine Bruton)</p> <p>Diary entry Comparative description</p>  <p>POETRY PERFORMANCE EVENT</p>	<p>HIDDEN FIGURES (Margot Lee Shetterly)</p> <p>Non- Fiction – Webpage Job advert- vacancy in Nasa Diary entry Newspaper article.</p> 	<p>CLOUDBUSTING (Malorie Blackman)</p> <p>Poetry Persuasive speech – Bullying.</p> 	<p>FILM UNIT: OKTAPODI</p> <p>To write a monologue speech.</p> 
<p><u>GRAMMAR</u></p>	<p>To identify and write similes 5.17</p>	<p>To identify and write expanded noun phrases that</p>	<p>To identify and write an introductory</p>	<p>To convert spoken word into direct speech where the</p>	<p>To identify and write conjunctive</p>	<p>To convert spoken word into direct speech where the</p>

	<p>To identify and write metaphors 5.18</p> <p>To identify and write personification 5.19</p>	<p>include a prepositional phrase 5.2</p> <p>To identify and write relatives clauses as. 5.3</p> <p>To write relative clauses and appositives within compound and complex sentences 5.6</p> <p>To identify and write conjunctive adverbs after semi-colons to combine and link two main clauses. 5.14</p>	<p>paragraph in expository writing. 5.15</p> <p>To identify and write a concluding paragraph in expository writing. 5.16</p> <p>To identify and write ellipsis as a pause. 5.12</p> <p>To identify and write ellipsis as a stop mark and an incomplete thought 5.11</p>	<p>reporting clause is embedded. 5.8</p> <p>To open, embed or end a paragraph with direct speech. 5.9</p> <p>To expand on direct speech with narrative to advance the plot 5.10</p>	<p>adverbs to open sentences. 5.13</p> <p>To identify and write metaphors 5.18</p> <p>To identify and write adverbs followed by present and past participles openers. 5.1</p>	<p>reporting clause is embedded. 5.8</p> <p>To open, embed or end a paragraph with direct speech. 5.9</p> <p>To expand on direct speech with narrative to advance the plot 5.10</p>
<u>YEAR 6</u>	<p>SKELLIG (David Almond)</p> <p><u>NARRATIVE:</u> To write a suspense narrative.</p>	<p>EVEREST (Alexander Stewart and Joe Todd-Stanton)</p> <p>Diary entry Information text about Everest.</p>	<p>MACBETH RETOLD (Andrew Matthews and Tony Ross)</p> <p>To write a balanced debate. Newspaper report: the death of King Duncan.</p>	<p>CARRIE'S WAR (by Nina Bowden)</p> <p>To write an emotive letter.</p>	<p>THE FINAL YEAR (Matt Goodfellow)</p> <p>To write a diary entry. To write about myself in verse.</p>	<p>FILM UNIT: ALMA</p> <p><u>NARRATIVE:</u> Suspense narrative with dialogue.</p> 

	 <p>NARRATIVE: FILM UNIT: FRANCIS To write a suspense narrative.</p> 	 <p>POETRY: FILM UNIT: DREADFUL MENACE. To write a poem.</p> 	 <p>POETRY PERFORMANCE EVENT</p>			
<p>GRAMMAR</p>	<p>To identify and write multi-clause compound sentences joined with two coordinating conjunctions. 6.1</p> <p>To identify and write multi-clause complex sentences joined with two subordinating conjunctions. 6.2</p>	<p>To distinguish between active and passive voice. 6.8</p> <p>To identify and write cohesive paragraphs where the topic sentence links to the preceding concluding sentence. 6.12</p> <p>To identify and write exaggeration. 6.16</p>	<p>To identify and use colons to introduce lists. 6.6</p> <p>To identify and use colons to explain. 6.7</p> <p>To identify and use epistrophe. 6.15</p>	<p>To identify and use colons to introduce lists. 6.6</p> <p>To identify and use colons to explain. 6.7</p> <p>To identify and write epistrophe. 6.15</p>	<p>To identify and use dashes and ellipses in direct speech for characterisation. 6.9</p> <p>To identify and write single sentence paragraphs to enhance the mood, add emphasis and alter the pace of the narrative. 6.13</p>	<p>To identify and use dashes and ellipses in direct speech for characterisation. 6.9</p> <p>To identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction. 6.3</p>

	<p>To identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction. 6.3</p> <p>Identify and write a combination of sentence types to avoid repetition. 6.4</p> <p>To identify and write single sentence paragraphs to enhance the mood, add emphasis and alter the pace of the narrative. 6.13</p> <p>To identify and write epistrophe. 6.15</p> <p>To identify and write cohesive paragraphs where the topic sentence links to the preceding concluding sentence. 6.12</p> <p>To identify and use dashes and ellipses in</p>	<p>To identify and write simple sentences to enhance the mood or add emphasis. 6.5</p> <p>To identify and use dashes and ellipses in direct speech for characterisation. 6.9</p> <p>To identify and write single sentence paragraphs to enhance the mood, add emphasis and alter the pace of the narrative. 6.13</p> <p>To identify and write anaphora. 6.14</p>			<p>To identify and write simple sentences to enhance the mood or add emphasis. 6.5</p> <p>To identify and write conjunctive adverbs to link paragraphs. 6.11</p>	<p>To identify and write epistrophe. 6.15</p> <p>To identify and write cohesive paragraphs where the topic sentence links to the preceding concluding sentence. 6.12</p> <p>To identify and write non-standard English in direct speech for characterisation. 6.10</p> <p>To identify and write cohesive paragraphs where the topic sentence links to the preceding concluding sentence. 6.12</p>
--	--	--	--	--	--	---

	direct speech for characterisation. 6.9					
--	--	--	--	--	--	--

*The grammar objectives for each year group are based on the Stanley Road grammar curriculum.