



# **Subject Curriculum Map and Rationale**

## **Writing**



# Vision for Writing

Our curriculum is based on a thematic approach with reading at the core. Core and foundation subjects are explicitly taught to secure a sound understanding of subject specific knowledge and skills within a framework that is designed to maximise learning. Core concepts are sequenced to ensure regular repetition within and across year groups and themes and key stages, thus enabling pupils to 'know more and remember more' and develop a deeper understanding of each subject in the context of the world around them. Children follow the Mastery Flow structure, to make rich connections across the English curriculum. Reading and writing lessons are combined to enable the children to learn first-hand a broad range of authors. Teacher support this by providing the children with a variety of high-quality texts and engaging yet ambitious activities. These tasks then grow in challenge from the initial teaching, to the independent application, through to the probing questions, further extension and problem solving tasks.

## Writing Principles

- 1. Understand the role reading plays in developing writers and the value of being immersed in high quality literature**
- 2. Ensure children have experience of a breadth of texts including those that are visual and digital**
- 3. Provide a range of meaningful opportunities to write for real purposes and audiences and to respond to writing as a reader**
- 4. Develop an understanding of the craft of writing by engaging meaningfully with professional authors and their processes**
- 5. Understand and model the craft and process of writing authentically**
- 6. Support children to identify as writers and to develop their own authentic voice**
- 7. Give children time and space to develop their own ideas in writing**
- 8. Use creative teaching approaches that build imagination and give time for oral rehearsal**
- 9. Ensure the teaching of phonics, grammar and spelling is embedded in context**
- 10. Celebrate writing through authentic publication and presentation across platforms**

## Intent

Writing is a key skill that features across all the subjects in our curriculum. Children are taught to use their skill of writing to articulate their thoughts, ideas and unleash their creativity. Our aim is to equip children with transferable skills that will be built on year upon year, in each phase of their educational journey, which will ultimately prepare them for secondary school. As part of our thematic curriculum, children are able to make links and use their imagination freely through the hooks provided in our curriculum. Our priority is to ensure our children are engaged and enthused, so that their writing has meaning for them to be able to connect learning with purpose in order to produce high-quality writing. Through this immersion, children are provided with opportunities to write for a range of purposes and audiences. We recap prior learning and ensure children understand the progression at each phase of their school journey. This connectivity of learning allows for children to understand their role as global citizens and build upon their cultural capital.



# Literacy in the Early Years Foundation Stage






EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
<p><b>Development Matters and Statutory ELGs are not the EYFS curriculum. This outlined a top-level view of how children develop and learn. Children's early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child's level of development and make informed decisions about what a child needs to learn and be able to do next.</b></p>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</li> <li>• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</li> <li>• Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme.</li> <li>• • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly.</li> <li>• • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>













# Reception

Theme/ Term		Outside Inside – Autumn 1			Knowing Yourself – Autumn 2		
Writing Root Text			Where the Wild Things Are Maurice Sendak		Bringing the Rain to Kapiti Plain Verma Aardema		OR Anansi Gerald McDermott
			Look up! Nathan Bryon and Depo Adeola		I am Henry Finch Alexis Deacon		OR Halibut Jackson David Lucas
Length		10+ sessions, 2+ weeks		10+ sessions, 2+ weeks		10+ sessions, 2+ weeks	
Outcomes		Own version 'wild thing' narratives Labels, captions, oral re-telling, developing a new character		Tourist information leaflets Labels and captions, retellings, simple explanations		Booklets about spiders Labels and captions, call-and-response poems, descriptive posters, simple explanations	
Theme/ Term		Talents & powers – Spring 1			Sowing a seed – Spring 2		
Writing Root Text			The Magic Paintbrush Julia Donaldson and Joel Stewart		Little Red Lynn Roberts and David Roberts		OR Super Milly and the Super School Day Stephanie Clarkson
			The Tiny Seed Eric Carle		I Will Not Ever Never Eat a Tomato Lauren Child		OR The Extraordinary Gardener Sam Boughton
Length		10+ sessions, 2+ weeks		10+ sessions, 2+ weeks		10+ sessions, 2+ weeks	
Outcomes		Own version 'overcoming' tales Thought bubbles, labels, oral re-telling, writing in role, thank you letters		Alternative character versions Labels, notes of advice, adverts		Alternative character version Letters of encouragement; a retelling; song lyrics and job applications	
Theme/ Term		Strength of mind – Summer 1			Family & friends – Summer 2		
Writing Root Text			Weirdo Zadie Smith and Nick Laird		OR My Shadow is Pink Scott Stuart		Hairy Maclary from Donaldson's Dairy Lynley Dodd
			OR The Night Pirates Pete Harris and Deborah Allwright		So Much Trish Cooke and Helen Oxenbury		Ol' Frog! Kes Gray and Jim Field
Length		10+ sessions, 2+ weeks		10+ sessions, 2+ weeks		10+ sessions, 2+ weeks	
Outcomes		Instructional guides to being brave Writing in role, letters, captions and labels, narrative retellings		Leaflet Innovated spoken rhymes, questions, notes and advice, lists, instructions		Alternative version narratives Character description, writing in role, letters, leaflets	
Theme/ Term		Family & friends – Summer 2			Family & friends – Summer 2		
Writing Root Text			OR Izzzy Gizmo Pip Jones		So Much Trish Cooke and Helen Oxenbury		Ol' Frog! Kes Gray and Jim Field
			So Much Trish Cooke and Helen Oxenbury		Ol' Frog! Kes Gray and Jim Field		OR Izzzy Gizmo Pip Jones
Length		10+ sessions, 2+ weeks		10+ sessions, 2+ weeks		10+ sessions, 2+ weeks	
Outcomes		Own 'So Much' narrative poems Past tense sentences, writing in role, performance/ narrative poetry		Own version rhyming narratives Rhyming flipbooks, questions, captions and labels		Simple explanation Signage, letters of advice, lists, labelled diagrams	

# Year 1

Theme/ Term		Journeys & exploration – Autumn 1				Heroes & villains – Autumn 2			
Writing Root		 Cave Baby Julia Donaldson and Emily Gravett	 OR Naughty Bus Jan Oke and Jerry Oke	 Astro Girl Ken Wilson-Max	 OR Sidney, Stella and the Moon Emma Yarlett	 I Want My Hat Back Jon Klassen	 Billy and the Beast Nadia Shireen	 OR Send for a Superhero Michael Rosen & Katharine McEwan	
	Length	10+ sessions, 2+ weeks	16 sessions, 3+ weeks	11 sessions, 2+ weeks	11 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	
Outcomes		<b>Narrative retellings</b> Labels and captions, informal letters	<b>Own adventure stories</b> Letters, diaries, sequels, non-chronological reports	<b>Fact files about being astronauts</b> Writing in role, commands, 'how to' guides	<b>Fact files about the moon</b> 'Lost' posters, labels, glossaries	<b>Story sequels</b> Questions, speech bubbles, letters, lists	<b>Own version 'defeat a monster' narratives</b> Wanted posters, summaries, emails, character descriptions, recipes	<b>Own version superhero narratives</b> Wanted posters, letters, speech bubbles, diaries, emails, character descriptions	

Theme/ Term		Similarities & differences – Spring 1			Nature & environment – Spring 2		
Writing Root		 Beegu Alexis Deacon	 The Odd Egg Emily Gravett	 OR Leo and the Octopus Isabelle Marinov	 Stanley's Stick John Hegley and Neal Layton	 Dinosaurs and all that Rubbish Michael Foreman	 OR The Sea Saw Tom Percival
	Length	10 sessions, 2 weeks	10 sessions, 2 weeks	15 sessions, 3 weeks	11 sessions, 2+ weeks	10 sessions, 2 weeks	15 sessions, 3 weeks
Outcomes		<b>Own version 'alien' narratives</b> Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports	<b>Egg-spotter's guides (non-fiction reports)</b> Thought and speech bubbles, diaries, letter, certificate	<b>Fact file</b> This is Mel posters, letters of advice, factual descriptions, logbooks, scripts	<b>Own version narratives</b> Retellings, descriptions	<b>Pamphlets</b> Letters, setting descriptions, instructions, narrative retellings, pamphlets, posters	<b>Own version narrative</b> Writing in role; notes of advice; missing posters; diary entries; letters of thanks

Theme/ Term		Friendship & kindness – Summer 1			Imagination & creativity – Summer 2			
Writing Root		 Lost and Found Oliver Jeffers	 Yeti and the Bird Nadia Shireen	 OR Pig the Pug Aaron Blabey	 Dadaji's Paintbrush Rashmi Sirdeshpande	 OR Iggy Peck, Architect Andrea Beatty and David Roberts	 The Magic Bed John Burningham	 OR Julian is a Mermaid Jessica Love
	Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15+ sessions, 3+ weeks	15 sessions, 3 weeks	10 sessions, 2 weeks	15 sessions, 3 weeks	10+ sessions, 2+ weeks
Outcomes		<b>Own version 'losing/finding' narratives</b> Character descriptions, retellings, advice, instructions, non-chronological reports	<b>Own version narratives about unlikely friendships</b> List of rules, letters, postcards, character descriptions	<b>'How to' guides</b> Character comparisons, fact sheets, shared poetry, own version narratives	<b>Own version narrative</b> Labels, captions, character comparisons, thought and speech bubbles, fact files	<b>Fact files</b> Labels, captions, character comparisons, thought and speech bubbles	<b>Own version fantasy stories</b> Setting descriptions, additional scenes, description of magical piece of furniture, lists	<b>Three-verse poems</b> Instructions, writing in role, advertisements



# Year 2

Theme/ Term	A twist in the tale – Autumn 1		
Writing Root/ Spelling Seed Text	 Goldilocks and the Three Bears Lauren Child You & Me Anthony Browne Goldilocks & Just the One Bear	 Wolves Emily Gravett	 Jim and the Beanstalk Raymond Briggs
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	<b>Sequel stories</b> Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions	<b>Non-chronological leaflets</b> Captions, information writing, character descriptions and comparisons	<b>Sequel stories</b> Narrative retellings (including dialogue), thought bubbles, informal letters
Literary Leaf Text	 The Spider and the Fly Mary Howitt and Tony Dillerizzi	 After Fall Dan Santat	 Cinderella Lynn Roberts and David Roberts
Length	10 sessions, 2 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks

Theme/ Term	Bravery vs. fear – Spring 1		
Writing Root/ Spelling Seed Text	 The Bear Under the Stairs Helen Cooper	 The Minpins Roald Dahl	 The Bear and the Piano David Litchfield
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	<b>Information texts</b> Letters, retellings, own version narratives	<b>Own version adventure narratives</b> Danger posters, setting descriptions, character descriptions, information reports, postcards	<b>Own version narratives about bravery</b> Letters of advice, short news reports, writing in role, retellings, information posters
Literary Leaf Text	 Rabbit and Bear Julian Cough & Jim Field	 A Book of Bears Katie Viggers	 Hotel Flamingo Alex Milway
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks

Theme/ Term	Fictional Worlds & fantasy – Summer 1		
Writing Root/ Spelling Seed Text	 The Dragon Machine Helen Ward	 Ocean Meets Sky Eric Fan and Terry Fan	 Toys in Space Mini Grey
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	<b>Own version dragon stories</b> Dragon guides & encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters	<b>Own version fantasy world narratives</b> Setting & character descriptions, labels, diaries, postcards, captain's logs, instructions, dialogue	<b>Own version fantasy world narrative</b> Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions
Literary Leaf Text	 Eric Shaun Tan	 Cakes in Space Philip Reeve	 Ride-by-Nights Walter de la Mare
Length	12 sessions, 2+ weeks	15 sessions, 3 weeks	10 sessions, 2 weeks

Creation & conservation – Autumn 2			
 The Journey Home Frann Preston-Gannon	 We Are Water Protectors Carole Lindstrom	 House Held Up By Trees Ted Kooser	<b>Science: Plants</b>
15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	
<b>Persuasive letters</b> Posters, lists, postcards, wanted posters, information reports, short stories	<b>Environmental campaign</b> List poems, non-chronological reports (animals), chronological reports (life-cycles), character descriptions, protest signs	<b>Factual reports</b> Factual descriptions, advertisements, explanations, poetry	
 There's a Rong-Tan in my Bedroom James Sellick	 Lost Species Jess French	 The Magic and Mystery of Trees Jen Green	<b>Science: Plants</b>
10 sessions, 2 weeks	12 sessions, 2+ weeks	15 sessions, 3 weeks	

Change & relationships – Spring 2			
 The Owl and the Pussy-cat Edward Lear	 Tadpole's Promise Jeanne Willis	 Grandad's Camper Harry Woodgate	 If all the World Were... Joseph Coelho
10 sessions, 2 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks
<b>Rhyming poems</b> Letters, interviews, lists, instructions	<b>Own version narratives</b> Simple explanations, speech and thought bubbles, setting descriptions, extended explanations	<b>Sequel narratives</b> Labels, memories poems, interviews, photo album captions, postcards	<b>Non-narrative poems</b> Writing in role, diaries, letters of advice, short explanations
 Too Small Tola Atinuke	 Fanatical about Frogs Owen Davey	 The Magic Finger Roald Dahl	
12 sessions, 2+ weeks	12 sessions, 2+ weeks	12 sessions, 2+ weeks	

Urban metropolis – Summer 2			
 The Great Fire of London Emma Adams	 Rosie Revere, Engineer Andrea Beaty	 A Walk in London Salvatore Rubbino	<b>Geography: London</b>
15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	
<b>Information booklets</b> Persuasive poster, warning posters (instructional writing), speech bubbles, letters of advice, certificates	<b>Leaflet for local landmarks</b> Short explanations, writing in role, reports, adverts	<b>'A Walk in...' tour guide</b> Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry	
 Ada Twist and the Perilous Pantaloons Andrea Beaty	 The Street Beneath my Feet Charlotte Guillian	 Grimwood Nadia Shireen	
14 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	

# Year 3

Theme/ Term	Magic & wonder – Autumn 1		
Writing Root/ Spelling Seed Text	 <i>Leon and the Place Between</i> Angela McAllister	 <i>The Heart and the Bottle</i> Oliver Jeffers	 <i>The First Drawing</i> Mordica Gerstein
Length	15 sessions, 3 weeks	17 sessions, 3+ weeks	10 sessions, 2 weeks
Outcomes	<b>Own version fantasy narratives</b> Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue	<b>Own version 'dilemma' narratives</b> Setting descriptions, advertisement/poster, retelling, instructional flyer, social media updates, dialogue	<b>Own historical narratives</b> Character descriptions, diaries, recounts
Literary Leaf Text	 <i>The Lost Spells</i> Robert MacFarlane	 <i>Arthur and the Golden Rope</i> Joe Todd Stanton	
Length	10 sessions, 2 weeks	15 sessions, 3 weeks	

Theme/ Term	Dreams & curiosity – Autumn 2		
Writing Root/ Spelling Seed Text	 <i>The BFG</i> Roald Dahl	 <i>The Tear Thief</i> Carol Ann Duffy	 <i>The Tin Forest</i> Helen Ward
Length	15 sessions, 3 weeks	10 sessions, 2 weeks	15 sessions, 2 weeks
Outcomes	<b>Own version fantasy narratives</b> Recount (diary entry), character descriptions, wanted posters, new chapters, instructions	<b>Letters of explanation</b> Shared poems, persuasive posters, discussions	<b>Persuasive information leaflets</b> Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions
Literary Leaf Text	 <i>The BFG</i> Roald Dahl	 <i>New and Collected Poems for Children</i> Carol Ann Duffy	
Length	15 sessions, 3 weeks	10 sessions, 2 weeks	

Theme/ Term	Disaster, hope & healing – Spring 1		
Writing Root/ Spelling Seed Text	 <i>The Pied Piper of Hamelin</i> Michael Morpurgo	 <i>Escape from Pompeii</i> Christina Balit	 <i>The Last Garden</i> Rachel Ip
Length	15 sessions, 3 weeks	16 sessions, 3+ weeks	15 sessions, 3 weeks
Outcomes	<b>Own version myths/legends</b> Writing in role, information reports, adverts, formal letters	<b>Newspaper reports</b> Setting descriptions, diaries, letters, thought bubbles	<b>Own version extended narrative</b> Setting descriptions, advertisement/poster, retelling, instructional flyer, social media updates, dialogue
Literary Leaf Text	 <i>The Pied Piper of Hamelin</i> Robert Browning	 <i>Earth Shattering Events</i> Robin Jacobs	
Length	10 sessions, 2 weeks	15 sessions, 3 weeks	

Theme/ Term	Overcoming adversity – Spring 2				
Writing Root/ Spelling Seed Text	 <i>Cloud Tea Monkeys</i> Mal Peet & Elspeth Graham	 <i>Small in the City</i> Sydney Smith	 <i>Black Dog</i> Levi Pinfold	 <i>Cinderella of the Nile</i> Beverley Naidoo	 <i>Nen and the Lonely Fisherman</i> Ian Eagleton & James Mayhew
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	<b>Non-chronological reports</b> Descriptions, how to guides (instructions), letters, discussions	<b>Extended narrative from alternative perspective</b> Setting description, poem, diary entry, dialogue, letter of advice, lost poster	<b>Own version 'suspense' narratives</b> Postcards, dialogue, retellings, descriptions	<b>Own version narratives</b> Descriptive passages, how to guides, letters, discussions, non-chronological reports	<b>Own version narrative</b> Lonely hearts advert, character description, thought bubbles, diary entries, message in a bottle setting description
Literary Leaf Text	 <i>Old Possum's Book of Practical Cats</i> T. S. Eliot	 <i>Africa, Amazing Africa</i> Atinuke	 <i>The White Fox</i> Jackie Morris		
Length	12 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks		

Theme/ Term	From mystery to discovery – Summer 1		
Writing Root/ Spelling Seed Text	 <i>The Mysteries of Harris Burdick</i> Chris Van Allsburg	 <i>How to Live Forever</i> Colin Thompson	 <i>Flotsam</i> David Wiesner
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	<b>Own version mystery narratives</b> Diary entries, dialogue, setting descriptions (atmospheric descriptions), captions and titles	<b>Prequels</b> Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning	<b>Sequels (mystery narratives)</b> Postcards, setting descriptions, non-chronological reports, message in a bottle letters
Literary Leaf Text	 <i>Mr Penguin and the Lost Treasure</i> Alex T. Smith	 <i>I am the Seed that Grew the Tree</i> Fiona Waters	
Length	15 sessions, 3 weeks	12 sessions, 2+ weeks	

Theme/ Term	Confidence & caution – Summer 2		
Writing Root/ Spelling Seed Text	 <i>Jim, A Cautionary Tale</i> Hilaire Belloc	 <i>Our Tower</i> Joseph Coelho	 <i>The Day I Swapped my Dad for Two Goldfish</i> Neil Gaiman
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	12 sessions, 3 weeks
Outcomes	<b>Narrative poems</b> Warning posters, warning announcements, alternative endings, performance poetry, letters of apology	<b>Extended fantasy narratives</b> Poems, setting descriptions, diary entries, dialogue, letters of thanks	<b>Own version narratives</b> Thought bubbles, missing scenes, diaries
Literary Leaf Text	 <i>A Necklace of Raindrops</i> Joan Aiken	 <i>Fortunately, the Milk</i> Neil Gaiman	
Length	14 sessions, 2+ weeks	12 sessions, 2+ weeks	



# Year 4

Theme/ Term	Finding Freedom – Autumn 1			Invention & innovation – Autumn 2		
Writing Root/ Spelling Seed Text	 Tar Beach Faith Ringgold	 Varmints Helen Ward	 OR The Mermaid of Zennor Charles Causley	 Farther Grahame Baker Smith	 Until I Met Dudley Roger McGough and Chris Riddell	 OR The Iron Man Ted Hughes
Length	15 sessions, 3 weeks	16 sessions, 3+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks	15 sessions, 3 weeks
Outcomes	<b>Narrative retelling as a play script</b> Poetry, setting descriptions, formal letters, dialogue (as a script)	<b>Explanations</b> Descriptive comparisons, retellings, setting descriptions, poetry	<b>Own version legends</b> Information booklets, retelling from a different perspective, letters, tourist guides updates, dialogue	<b>Sequel stories</b> Retellings, recounts (postcards), setting descriptions, diary entries, instructions	<b>Two explanation texts - formal and informal</b> Letters, short explanatory paragraphs	<b>Mystery narratives</b> Character descriptions, short news reports, letters of advice, menus (using descriptive devices), poetry
Literary Leaf Text	 The Undeclared Kwame Alexander	 Zombierella Joseph Coelho	 Annie Lumsden, The Girl from the Sea David Almond	 The Story of Flight Jakob Whitfield	 Skygazing Anna Claybourne	 The Wild Robot Peter Brown
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	12 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks

Theme/ Term	Darkness & light – Spring 1			Taking courage – Spring 2			
Writing Root/ Spelling Seed Text	 Frindlewyld Natalia & Lauren O'Hara	 OR Winter's Child Angela McAllister	 The Selfish Giant Oscar Wilde	 OR Cinnamon Neil Gaiman	 The Lion and the Unicorn Shirley Hughes	 Odd and the Frost Giants Neil Gaiman	 OR The Matchbox Diary Paul Fleischman
Length	16 sessions, 3+ weeks	11 sessions, 2+ weeks	15 sessions, 3 weeks	16 sessions, 3+ weeks	18 sessions, 3+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	<b>Narrative sequels</b> Letters, voting slips, dialogue, poetry, birds-eye view descriptions, speeches	<b>Fantasy story sequels</b> Postcards (recount), dialogue, setting descriptions as letters, retellings	<b>Own version narratives</b> Letters, first person recounts, diaries, letters, posters, reports	<b>Own version mythical tales</b> Diaries, informal letters, dialogue, adverts, limericks and other poetic forms	<b>Own version historical narratives</b> Letters, diaries, character and setting descriptions, non-chronological reports	<b>Retellings - alternative perspective</b> Narrative recounts, character and setting descriptions, letters, short explanations	<b>Biography</b> Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file
Literary Leaf Text	 The Firework Maker's Daughter Philip Pullman	 The Poet's Dog Patricia MacLachlan <b>COMING SOON</b>	 Tamarin and the Star of Ishta Jasbinder Bilan	 How Does a Lighthouse Work? Roman Belyaev	 Viking Voyagers Jack Tate	 Norse Myths Kevin Crossley-Holland	
Length	14 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	12 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks

Theme/ Term	Exploration & discovery – Summer 1			Different worlds – Summer 2			
Writing Root/ Spelling Seed Text	 Weslandia Paul Fleischman	 OR The Baker by the Sea Paula White	 The Story of Tutankhamun Patricia Cleveland -Peck	 OR Shackleton's Journey William Grill	 The Lion the Witch and the Wardrobe C. S. Lewis	 Jabberwocky Lewis Carroll	 OR Pride: The Story of Harvey Milk and the Rainbow Flag Rob Sanders
Length	15 sessions, 3 weeks	15 sessions, 3+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	20 sessions, 4 weeks	10 sessions, 2 weeks	10 sessions, 2 weeks
Outcomes	<b>Non-chronological reports</b> Retellings, character descriptions, book reviews	<b>Tourist brochure</b> Job applications, advertisements, setting descriptions, letters in role	<b>Tutankhamun biographies</b> Reports, instructions, character descriptions, diaries, newspaper, posters	<b>Newspaper reports</b> Packing lists (justifications), letters (formal and informal), interviews, diaries	<b>Own version narratives (set in other worlds)</b> Poems, eyewitness reports, imaginary conversations, writing in role	<b>Nonsense poems</b> Performance poetry, explanatory descriptions	<b>Biographies of Harvey Milk</b> Thought bubbles, speech, simple leaflets
Literary Leaf Text	 The Humans: Ancient civilisations Jonny Marx	 The Last Firefox Lee Newbery	 Poems from a Green and Blue Planet Sabrina Mahfouz	 The Lion the Witch and the Wardrobe C. S. Lewis	 Two Weeks with the Queen Morris Gleitzman		
Length	14 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	20 sessions, 4 weeks	16 sessions, 3+ weeks	



# Year 5

Theme/ Term		Ambition & desire – Autumn 1			
Writing Root/ Spelling Seed Text	Length	 The Man Who Walked Between the Towers Mordica Gerstein	 Robot Girl Malorie Blackman	 <b>HIDDEN FIGURES</b> Margot Lee Shetterly	<b>OR</b> Hidden Figures Margot Lee Shetterly
		15 sessions, 3 weeks	15 sessions, 3 weeks	15+ sessions, 3+ weeks	
Outcomes	Literary Leaf Text	<b>Biographies/autobiographies</b> Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speeches	<b>Science-fiction narratives</b> Discussions, debates, dialogue, character comparisons, reviews	<b>Memoirs</b> Reports, formal and informal letters, diaries, character descriptions, journalistic writing	
		 The Good Thieves Katherine Rundell	 Cosmic Frank Cottrell Boyce	 Hidden Figures Young Readers' Edition Margot Lee Shetterly	
Length		15 sessions, 3 weeks	19 sessions, 3+ weeks	15 sessions, 3 weeks	
Theme/ Term		Power vs. principles – Autumn 2			
Writing Root/ Spelling Seed Text	Length	 The Tempest William Shakespeare	 The Odyssey Gillian Cross	 <b>OR</b> Percy Jackson Rick Riordan	<b>OR</b> Percy Jackson Rick Riordan
		17+ sessions, 3+ weeks	20 sessions, 4 weeks	20 sessions, 4 weeks	
Outcomes	Literary Leaf Text	<b>Playscripts</b> Setting descriptions, character descriptions, diaries, dialogue	<b>Epic stories</b> Speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts	<b>Mythical narratives</b> Odes, soliloquies, setting descriptions, additional chapters, reports	
		 Cogheart Peter Bunzl	 Who Let the Gods Out Maz Evans	 Mythologica Dr. Stephen P. Kershaw	
Length		16 sessions, 3+ weeks	14 sessions, 2+ weeks	15 sessions, 3 weeks	
Theme/ Term		Belonging & equality – Spring 1			
Writing Root/ Spelling Seed Text	Length	 The Lost Thing Shaun Tan	 The Island Armin Greder	 The Lizzie and Belle Mysteries J.T. Williams	 <b>OR</b> Freedom Bird Jerdine Nolen
		16 sessions, 3+ weeks	15 sessions, 3 weeks	20 sessions, 4 weeks	15 sessions, 3 weeks
Outcomes	Literary Leaf Text	<b>Own version narratives</b> Diaries, formal letters, adverts, character and setting descriptions, reports	<b>Sequels</b> Welcome guides, descriptions, letters of advice, diary entries in role, imagined conversations	<b>Biographies</b> Posters, diary entries, case notes, letters, character descriptions, fact files, persuasive speeches	<b>Biographies</b> Writing in role, thought bubbles, dialogue, postcards, recounts, poems
		 The Wonderling Mira Bartok	 Me, My Dad and the End of the Rainbow Benjamin Dean	 Black and British: A short, essential history David Olusoga	
Length		15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	
Theme/ Term		Legends & folklore – Spring 2			
Writing Root/ Spelling Seed Text	Length	 The Sleeper and the Spindle Neil Gaiman and Chris Riddell	 Beowulf Michael Morpurgo	 <b>OR</b> The Last Happy Endings Carol Ann Duffy	
		17 sessions, 3+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	
Outcomes	Literary Leaf Text	<b>Fairytale reworkings</b> Warning posters, diaries, dialogue, estate agent's descriptions, character descriptions, missing narratives	<b>Own version legends/missing chapters</b> Letters of advice, diaries, dialogue, character and setting descriptions, action scenes, obituaries	<b>Alternative perspective prequels</b> - Newspaper reports, extended responses to a text	
		 When the Stars Come Out Nicola Edwards	 Sir Gawain and the Green Knight Michael Morpurgo	 The Listeners Walter de la Mare	
Length		12 sessions, 3 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks	
Theme/ Term		Lessons from history – Summer 1			
Writing Root/ Spelling Seed Text	Length	 Kaspar, Prince of Cats Michael Morpurgo	 <b>OR</b> Children of the Benin Kingdom Dina Orji	 Alte Zachen Ziggy Hanaor	 <b>OR</b> Anne Frank Frank Josephine Poole
		15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	10+ sessions, 2+ weeks
Outcomes	Literary Leaf Text	<b>Newspaper articles</b> Character descriptions, reports, letters, advertising leaflets, balanced reports	<b>Non-chronological reports</b> Informal letters, diaries, survival guides, eyewitness reports, story summaries	<b>Analytical essay</b> Character descriptions, flashbacks, diary entries in role, short autobiographies	<b>Newspaper articles</b> Letters, short descriptions, extended diary entries, obituaries, opinion pieces
		 The Story of Titanic for Children Joe Fullman	 Poems from the Second World War Gaby Morgan	 When Hitler Stole Pink Rabbit Judith Kerr	 <b>OR</b> Letters from the Lighthouse Emma Carroll
Length		15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	18 sessions, 3+ weeks
Theme/ Term		Mystery & truth – Summer 2			
Writing Root/ Spelling Seed Text	Length	 High Rise Mystery Sharna Jackson	 <b>OR</b> The Strange Case of Origami Yoda Tom Angleberger	 Curiosity Markus Motum	 <b>OR</b> Firebird Saviour Pirotta and Catherine Hyde
		15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks
Outcomes	Literary Leaf Text	<b>Extended stories</b> Character & setting descriptions, police & newspaper report, dialogue, persuasive letters	<b>Discussion texts</b> Instructions, persuasion, diaries	<b>Expanded explanations</b> NASA Proposals, information labels, short explanations, NASA logs, news reports	<b>Fairytale narratives</b> Formal letters, retellings, character descriptions
		 Overheard in a Tower Block Joseph Coelho	 The Secret of Haven Point Lisette Auton	 <b>OR</b> The Polar Bear Explorers' Club Alex Bell	 Real-life Mysteries Susan Martineau and Vicky Barker
Length		10 sessions, 2 weeks	17 sessions, 3+ weeks	18 sessions, 3+ weeks	15 sessions, 3 weeks



# Year 6

Theme/ Term	Migration & movement – Autumn 1				Evolution & inheritance – Autumn 2				
Writing Root/ Spelling Seed Text	 The Arrival Shaun Tan	 Leila and the Blue Fox Kiran Millwood Hargrave	 OR Windrush Child Benjamin Zephaniah		 The Promise Nicola Davies	 OR Can We Save the Tiger? Martin Jenkins	 The Last Bear Hannah Gold	 OR The Hidden Forest Jeannie Baker	
Length	17 sessions, 3+ weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		16 sessions, 3+ weeks		
Outcomes	Extended own version narratives Letters, lists of rules, character descriptions, diaries, short playscripts, short reports, guides		COMING SOON		Persuasive pitch to the local council Thought bubble, informal letter, poem, diary entry, advice, informal letter		Newspaper article Character profile, dialogue, monologue, logbook entry, scientific report		
Literary Leaf Text	 Fly Me Home Polly Ho-Yen	 On the Move: Poems about Migration Michael Rosen			 Beetle Boy M. C. Leonard	 The Tiger Rising Kate DiCamillo	 Darwin's Voyage of Discovery Jake Williams		
Length	15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		16 sessions, 3+ weeks		
Theme/ Term	Enterprise & activism – Spring 1				Utopia vs. dystopia – Spring 2				
Writing Root/ Spelling Seed Text	 The Invention of Hugo Cabret Brian Selznick	 Suffragette: The Battle for Equality David Roberts		 OR Stonewall Rob Sanders & Jamey Christoph	 The Three Little Pigs Project The Guardian	 Boy in the Tower Polly Ho-Yen	 OR The Last Wild Piers Torday		
Length	17 sessions, 3+ weeks		10 sessions, 2 weeks		15 sessions, 3 weeks		16 sessions, 3+ weeks		
Outcomes	Biographies Diaries, journalistic writing, flashback narratives, speeches, discussions, letters, film critiques		Persuasive campaigns Formal letters, diaries, balanced arguments, speeches, short news reports		A visitor's guide to The Stonewall Inn National Historic Landmark Adverts, short news reports, protest banners, writing in role		Own version dystopian narratives Posters, retellings, formal reports, character descriptions, diaries, formal letters		
Literary Leaf Text	 The Invention of Hugo Cabret Brian Selznick	 The Little Match Girl Strikes Back Lauren Child	 MALALA Malala Yousafzai COMING SOON	 Politics for Beginners Louise Stowell	 Caged Bird Maya Angelou		 The Wolves of Willoughby Chase Joan Aiken		
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks		15 sessions, 3 weeks		
Theme/ Term	Fate vs. free will – Summer 1				Crossing borders – Summer 2				
Writing Root/ Spelling Seed Text	 Grimm Tales for Young and Old Phillip Pullman	 OR The Wind in the Wall Sally Gardner	 ROMEO AND JULIET William Shakespeare	 RAIN PLAYER David Wisniewski	 The Unforgotten Coat Frank Cottrell Boyce	 OR Some Places More Than Others Renee Watson	 A Beautiful Lie Irfan Master	 OR Night Mail W H Auden	
Length	15 sessions, 3 weeks	15+ sessions, 3+ weeks	15+ sessions, 3+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3+ weeks	10 sessions, 2 weeks	
Outcomes	Own version traditional tales Retellings, character studies, monologues	Extended narrative Posters, figurative writing, descriptions, old English letter	Playscripts Diaries, letters, character descriptions, balanced arguments	Analytical essays Instructions, posters, missing scenes, diaries, debates	Own version narratives Diaries, explanations (sci experiment), dialogue, non- chronological reports		The Suitcase Project Transition project to represent children: maps, recipes, poems, photos and biography	New chapters Journalistic writing, recounts, discussion texts	
Literary Leaf Text	 Grimm Tales for Young and Old Phillip Pullman	 Poetry for Kids: William Shakespeare Illustrated edition William Shakespeare	 The Explorer Katherine Rundell		 Incredible Journeys Levison Wood	 Poetry for Young People: Langston Hughes Benny Andrews	 AFTER THE WAR Tom Palmer		
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	20 sessions, 4 weeks		15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	



# Writing Rationale

At St Wilfrid's, we aim to make rich connections across the English curriculum. Reading and writing are taught discretely to enable children to more opportunities to write. Teachers support this by providing the children with a variety of high quality texts and engaging yet ambitious activities. Initially the children are immersed in the text, then they are given opportunities to analyse to practise and develop before independent application, this includes key grammar and punctuation skills required to write in that genre and allows opportunities for Short Burst writing. Children then move onto planning, writing, editing and drafting, finishing with a published extended piece of writing.

St Wilfrid's Catholic Primary School:

- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- Provides a balanced and broad curriculum, which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensures that all pupils know how to plan, practise, evaluate their work as well as carry out an effective edit and improve process.
- Ensures that all pupils understand all elements of English, as per the national curriculum.



# Non-negotiables

For each year group, there is a set of non-negotiables that all pupils must have mastered by the end of the year. This involves them using these tools independently and develop the ability to apply these in other areas of the curriculum. It is important that pupils understand the purpose of these tools and how they impact the reader and develop the text type. These would be useful to refer to when thinking about the skills coverage for each learning journey.

Year 3	Year 4	Year 5	Year 6
<p>Use capital letters, full stops, question marks, exclamation marks and commas for lists. Use conjunctions, adverbs and prepositions, mostly accurately, to inform time, place or cause Use conjunctions (when, so, before, after, while, because). Use adverbs (e.g. then, next, soon). Use prepositions (e.g. before, after, during, in, because of). Use nouns and noun phrases, modified by adjectives and other nouns to add detail, experimenting with adjectives to create impact. Correctly use verbs in 1st, 2nd and 3rd person. Use perfect form of verbs to mark relationships of time and cause. Use punctuation mostly accurately, including some use of inverted commas to indicate direct speech. Group ideas into basic paragraphs. Write under headings and sub-headings. Write with increasing legibility.</p>	<p>Vary sentence structure, using different openers. Use sentences of different forms including some sentence structures with more than one clause Use past and present tense correctly and consistently Use some cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition). Use adjectival phrases (e.g. biting cold wind). Use appropriate choice of noun or pronoun. Use fronted adverbials and use a comma after each one (e.g. Later that day, I heard bad news.). Use apostrophe for singular and plural possession. Use commas to mark clauses. Use inverted commas and other punctuation to punctuate direct</p>	<p>Use apostrophes for contraction/possessive apostrophe with plural and singular nouns mostly correctly. Use inverted commas and other speech punctuation to indicate direct speech. Use commas to clarify meaning or avoid ambiguity. Add phrases to make sentences more precise and detailed. Use range of sentence openers – judging the impact or effect needed. Use pronouns to avoid repetition. Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will). Use the following to indicate parenthesis: Brackets Dashes Comma s Link clauses in sentences using a range of subordinating and coordinating conjunctions. Use relative clauses beginning with who, which and that to add detail and description Use verb phrases to create subtle differences (e.g. she began to run). Consistently organize into paragraphs.</p>	<p>Use subordinate clauses to write complex sentences. Use passive voice where appropriate. Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day). Use a sentence structure and layout matched to requirements of text type. Use semi-colon, colon or dash to mark the boundary between independent clauses. Use colon to introduce a list and semi colon within a list. Use correct punctuation of bullet points. Use hyphens to avoid ambiguity. Use full range of punctuation matched to requirements of text type. Use wide range of devices to build cohesion within and</p>



# Handwriting

The Nelson handwriting scheme allows every child to develop a fluent legible style of cursive handwriting. Capital and lower case letters should be used appropriately and the letter size should be consistent. We will provide opportunities for children to develop, practise and perfect skills and provide targeted support to any child experiencing difficulty. Cursive handwriting teaches pupils to join letters in words as a series of continuous flowing movements or patterns. Words can be written without taking the pencil off the page. Continuous style provides a directional left, right movement. This flowing, rhythmical movement aids speed and fluency. This cursive style also lessens the chance of reversing letters by eliminating the need to lift the pencil between letters. The spaces between words become distinct and distinction between upper and lower case is clearer. Pupils with specific learning disabilities find continuous cursive useful because the pencil stays on the page throughout every word, thus simplifying the movement. Children with motor problems learn a series of easy, rhythmical movements, which help to improve fine motor co-ordination.

