

Cycle B

Binbrook C of E Primary School – Writing Overview

For genre specific outcomes, see *progression in narrative text types and progression in non-fiction text types* (in genre specific progression folder).

EYFS		Autumn 1 All About Me Autumn	Autumn 2 Light & Dark Winter & Christmas	Spring 1 Transport Recycling	Spring 2 Once Upon a Time Spring	Summer 1 Julia Donaldson People Who Help Us	Summer 2 Beside the Seaside Summer/Transition
Driving text		Hello friend (resistant text) The Gruffalo	Owl Babies Emily Brown & The Thing.	Naughty Bus. The Everywhere Bear Astro Girl.	Errols Garden. Jack and the Beanstalk archaic texts	What the Ladybird Heard Beware of the Crocodile	What the Ladybird Heard at the Seaside Snail and the Whale
Supplementary Texts	Narrative	The Rainbow Fish Lost and found	Emily Brown & Father Christmas The Christmas Story	Naughty Bus.	The Three Little Pigs- archaic texts Traditional Fairy Tales archaic texts	Hospital Dog Mog at the Vet Squash & a Squeeze	
	Non-fiction	I eat Vegetables Ladybird Reptiles Break Rules (Little Wandle Phase 5) Is it a Fox (LW Phase 3) Snails (LW Phase 4) Good Things from Farms (LW Phase 4)	Night - time Animals The World Around us - Nature Storms - LW (Phase 4) Owls in the Night (LW Phase 3)	On Wheels - Ways into Technology Land Transport Bear Spotting (LW Phase 5) Beetles Around the World (LW Phase 5)	Poles Apart (LW Phase 5) This is Our planet (LW Phase 5)	Watch Me Grow - Rabbit Lifecycles - Seed to Sunflower Lifecycles - Caterpillar to Butterfly Lifecycles - Pup to Shark Lifecycles - Joey to Kangaroo Lifecycles - Tadpole to Frog Lifecycles - Puppy to Dog	Maps - (LW Phase 4) The Secret of Loch Ness (LW Phase 5) Rock Pools (LW Phase 3) Atlas
	Poetry	The Gruffalo *		Down by the Station.		Room on the Broom. What the Ladybird Heard*	The Tiddler What the Ladybird Heard at the Seaside * Snail and the Whale *

Cycle B

Binbrook C of E Primary School – Writing Overview

EYFS writing genres	Recount- retell events Non-fiction texts	Narrative	Information text Narrative	Poetry Plant care instructions Leaflet Maps	Persuasion (letter) Maps Directions Story mapping	Poetry Persuasion Character illustrations Newspaper report Postcard
----------------------------	---	-----------	-----------------------------------	--	--	---

Cycle B

Binbrook C of E Primary School – Writing Overview

EYFS Writing Outcomes Communication and Language Development Matters (Reception)	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding
	Children will enjoy and listen carefully to a story.	Children will join in with repeated refrains in a story.	Children will listen to develop a deep familiarity with the texts. Talk about key events in a story.	Children will identify the main characters in the story and talk about the character/s feelings.	Children will listen to stories accurately and will link events of a story to their own experiences.	Children will 'hot seat' characters from a story to help them understand and organise their thinking.
	Speaking	Speaking	Speaking	Speaking	Speaking	Speaking
	Children will talk about the stories to build familiarity and understanding.	Children will know and retell 'Owl Babies and Emily Brown and the Thing.	Children will ask questions to find out more	Children will know and retell the Traditional Tale 'Jack and the Beanstalk and Errol's Garden in some detail.	Children will anticipate key events of a story and respond to what they hear with relevant comments, questions or actions.	Children will develop their own narratives and explanations by connecting ideas and events
	'The Gruffalo and Hello Friend.	Children will be able to describe events.	Children will know and retell Astro Girl and Everywhere Bear, some as exact repetition and some in their own words.	Children will know and use vocabulary linked to their theme in different contexts e.g. instructional language.	Children will articulate their ideas and thoughts in well-formed sentences.	Children will know and use vocabulary linked to their theme 'The Seaside' They will talk to help explain: Under the Sea, fossils, marine life and Punch and Judy.
		Children will know and use vocabulary linked to their theme Light and Dark, including nocturnal and hibernate.	Children will know and use vocabulary linked to their theme 'Transport and vehicles, and Recycling.		Children will know and use vocabulary linked to their theme 'animals and their young' and 'people who help us.'	Children will express ideas using past and present tense.
			Children will begin to express ideas using past and present tense.			

Cycle B

Binbrook C of E Primary School – Writing Overview

Early Learning Goals			Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
EYFS Writing Outcomes	Literacy	Development Matters (Reception)	Word Reading Children will read, articulate and blend the sounds correctly for GPCs: s a t p i n m d g o c k c k e u r b f l Children will recognise and read tricky words: is I, the Writing Children will know how to correctly form the letters: s a t p i n m d g o c k c k e u r b f l Children will know how to write their name. Comprehension See C& L	Word Reading Children will read, articulate and blend the sounds correctly for GPCs: ff ll ss j v w x y z zz qu ch sh th ng nk Children will read words with –s /s/ added at the end (hats sits) words ending in -s /z/ (his) and with –s /z/ added at the end (bags sings) Children will recognise and read tricky words: as and has his her go no to into she he of we me be Writing Children will know how to correctly form the letters	Word Reading Children will read, articulate and blend the sounds correctly for GPCs: ai ee igh oa oo oo ar or ur ow oi ear air er Children will read longer words and words with double letters Children will recognise and read tricky words: was you they my by all are sure pure Writing Children will know how to write CVC/CVCC words. Children will begin to know how to correctly form the capital letters: S A T P I N M D G O C K	Word Reading Children will read, articulate and blend the sounds correctly for all Phase 3 GPCs Children will read longer words, words with double letters, words with two or more digraphs, words ending in –ing, compound words and words with s /z/ in the middles, words with –s /s/ /z/ at the end and words with –es /z/ at the end Writing Children will know how to write a short phrase. Children will know how to correctly form the capital letters: E U R B F L J V W X Y Z Comprehension	Word Reading Children will read, articulate and blend the sounds correctly for words with short vowels with adjacent consonants: CVCC CCVC CCVCC CCCVC CCCVCC Children will read longer words, compound words and words ending in suffixes –ing -ed /t/ -ed /id/ /ed/ -est Children will recognise and read tricky words: said so have like some come love do were here little says there when what one out today Writing Children will know how to write a short sentence. Comprehension	Word Reading Children will read, articulate and blend the sounds correctly for words with long vowel graphemes with adjacent consonants: CVCC CCVC CCCVC CCV CCVCC Children will read longer words, compound words and words ending in suffixes –ing -ed /t/ -ed /id/ /ed/ -ed /d/ -er -est Writing Children will write sentences using a capital letter and terminal punctuation. Children will know how to read what they have written to check it makes sense. Comprehension

Cycle B

Binbrook C of E Primary School – Writing Overview

			ff ll ss j v w x y z zz qu ch sh th ng nk Children will blend sounds into words. Comprehension See C& L	Comprehension See C& L	To enjoy reading and re- reading books to build confidence, fluency and understanding.	To enjoy reading and re- reading books to build confidence, fluency and understanding.	To enjoy reading and re- reading books to build confidence, fluency and understanding
Early Learning Goals	Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing: 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. Write simple phrases and sentences that can be read by others.						

Cycle B

Binbrook C of E Primary School – Writing Overview

Year 1 / 2		Autumn 1 The Great Fire of London	Autumn 2 Everyday Materials	Spring 1 Let's Go to China	Spring 2 Plants	Summer 1 Beside the Seaside	Summer 2 Pirate Paddy's Pack Lunch Problem
Driving Text		Vlad & the Great Fire of London Toby & the Great Fire of London	The day the crayons quit Paul Cookson: The Works (selection of poems linked to everyday materials)	The Run Away Wok Lost & Found: Adele and Simon in China	Voices in the Park by Anthony Brown (non-linear time sequences) Dinosaurs and all that Rubbish by Michael Foreman (complexity of plot).	The Tiddler Paul Cookson: The Works (selection of seaside/ocean poems)	The Tiger who came to tea by Judith Kerr (complexity of plot/symbol) Pumpkin Soup by Helen Cooper
Supplementary Texts	Narrative			The Cat from Hunger Mountain Where the Mountain meets the Moon The Shady Tree		Katie Morag Lighthouse Keeper's Lunch Commotion in the Ocean (book) Giles Andreae & David Wojtowycz	
	Non-fiction	Selection of historical texts on the Great Fire of London			Examples of non-chronological reports to compare and discuss		
	Poetry		Scissors (poem) complexity of plot symbol			Paul Cookson: The Works (selection of seaside/ocean poems)	
Year 1 / 2 writing genres		Narrative (story structure) Information text	Narrative (characterisation) Poetry	Narrative (adventure stories) Letters/postcards	Narrative: alternative viewpoints (linked to Voices in the Park) Non-chronological report: plants/the environment	Quatrain poems (AABB or ABAB rhyme pattern) Recount (based on what happened to Tiddler)	Play script (based on the Tiger who came to Tea) Instructions- write a recipe for pumpkin soup/ a packed lunch

Cycle B

Binbrook C of E Primary School – Writing Overview

Year 1 Writing Outcomes	To say out loud what they are going to write about	To compose a sentence orally before writing it	To compose a sentence orally before writing it	To sequence sentences to form short narratives	To sequence sentences to form short narratives	To sequence sentences to form short narratives
	To compose a sentence orally before writing it	To sequence sentences to form short narratives	To sequence sentences to form short narratives	To begin to engage readers by using adjectives to describe	To begin to engage readers by using adjectives to describe	To begin to engage readers by using adjectives to describe
	To sequence sentences to form short narratives	To begin to engage readers by using adjectives to describe	To begin to engage readers by using adjectives to describe	To begin to use question marks and exclamation marks to demarcate sentences	To begin to use question marks and exclamation marks to demarcate sentences	To begin to use question marks and exclamation marks to demarcate sentences
	To begin to engage readers by using adjectives to describe	To begin to use question marks and exclamation marks to demarcate sentences	To begin to use question marks and exclamation marks to demarcate sentences	To reread what they have written to check that it makes sense	To reread what they have written to check that it makes sense	To reread what they have written to check that it makes sense
	To reread what they have written to check that it makes sense	To reread what they have written to check that it makes sense	To reread what they have written to check that it makes sense	To join words and clauses using 'and'	To join words and clauses using 'and'	To join words and clauses using 'and'
	To discuss what they have written with the teacher or other pupils	To read aloud their writing clearly enough to be heard by their peers and the teacher	To join words and clauses using 'and'	To use capital letters and full stops	To use capital letters and full stops	To use capital letters and full stops
	To understand how words can combine to form sentences	To join words and clauses using 'and'	To use capital letters and full stops	To use capital letters for names and for the personal pronoun 'I'	To use capital letters for names and for the personal pronoun 'I'	To use capital letters for names and for the personal pronoun 'I'
	To separate words with finger spaces	To use capital letters and full stops	To use capital letters for names and for the personal pronoun 'I'	To discuss what they have written with the teacher or other pupils	To discuss what they have written with the teacher or other pupils	To discuss what they have written with the teacher or other pupils
	To use capital letters and full stops	To use capital letters for names and for the personal pronoun 'I'	To discuss what they have written with the teacher or other pupils	To read aloud their writing clearly enough to be heard by their peers and the teacher.	To read aloud their writing clearly enough to be heard by their peers and the teacher.	To read aloud their writing clearly enough to be heard by their peers and the teacher.
	To use capital letters for names and for the personal pronoun 'I'	To discuss what they have written with the teacher or other pupils	To read aloud their writing clearly enough to be heard by their peers and the teacher.	To use regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun	To use regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun	To use regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun
	To read aloud their writing clearly enough to be heard by their peers and the teacher.	To use regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun	To use suffixes that can be added to verbs where no change is needed in the spelling of root words (eg helping, helped, helper)	To use suffixes that can be added to verbs where no change is needed in the spelling of root words (eg helping, helped, helper)	To use suffixes that can be added to verbs where no change is needed in the spelling of root words (eg helping, helped, helper)	To use suffixes that can be added to verbs where no change is needed in the spelling of root words (eg helping, helped, helper)

Cycle B

Binbrook C of E Primary School – Writing Overview

	<u>Narrative</u> Retelling of a story with a historical setting <u>Non-fiction</u> Write a simple information text, beginning to use Y1 grammar.	To use regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun <u>Poetry</u> Performance poetry <u>Narrative</u> Write a short narrative based on <i>The Day the Crayons Quit</i>, beginning to use Y1 grammar.	To use suffixes that can be added to verbs where no change is needed in the spelling of root words (eg helping, helped, helper) <u>Narrative</u> Write own adventure story set in China / linked to Chinese New Year, beginning to use Y1 grammar. <u>Non-fiction</u> Recount- letters/postcards from China	Know how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat) <u>Narrative</u> Stories giving alternative viewpoints (linked to voices in the park, eg dog and owner). <u>Non-fiction</u> Write a simple non-chronological report, Y1 grammar embedded).	Know how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat) <u>Poetry</u> Quatrain poems: AABB or ABAB pattern. <u>Non-fiction</u> Recount- diary entry recounting events from Tiddler's day, Y1 grammar embedded).	Know how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat) To read aloud their writing clearly enough to be heard by their peers and the teacher <u>Play script</u> Prepare, rehearse and perform play scripts <u>Instructions</u> Write recipe for pumpkin soup /a pirate's packed lunch. Y1 grammar embedded).
Year 2 Writing Outcomes	To write narratives about personal experiences and those of others (real or fictional) To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To write about real events. To encapsulate what they want to say, sentence by sentence. To use new vocabulary from their reading and from real-life experiences (cultural capital) To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.	To write narratives about personal experiences and those of others (real or fictional) To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To write about real events. To write simple poetry. To encapsulate what they want to say, sentence by sentence. To use new vocabulary from their reading and from real-life experiences (cultural capital) To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures	To write narratives about personal experiences and those of others (real or fictional) To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To write about real events. To encapsulate what they want to say, sentence by sentence. To use new vocabulary from their reading and from real-life experiences (cultural capital) To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures	To write narratives about personal experiences and those of others (real or fictional) To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To write about real events. To encapsulate what they want to say, sentence by sentence. To use new vocabulary from their reading and from real-life experiences (cultural capital) To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures To make simple additions, revisions and corrections to their own writing	To write narratives about personal experiences and those of others (real or fictional) To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To write about real events. To encapsulate what they want to say, sentence by sentence. To use new vocabulary from their reading and from real-life experiences (cultural capital) To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures To make simple additions, revisions and corrections to their own writing	To write narratives about personal experiences and those of others (real or fictional) To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To write about real events. To write simple poetry. To encapsulate what they want to say, sentence by sentence. To use new vocabulary from their reading and from real-life experiences (cultural capital) To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures

Cycle B

Binbrook C of E Primary School – Writing Overview

To reread to check that their writing makes sense and that the correct tense is used throughout. To form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman) To use some features of written standard English To use coordination (or/but/and) To use expanded noun phrases to describe and specify (eg the blue butterfly, plain flour) To sequence sentences to form longer narratives To use capital letters, full stops, question marks and exclamation marks to demarcate sentences	increased amount of fiction and non-fiction structures To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). To form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman) Formation of adjectives using suffixes such as -ful, -less To use some features of written standard English To use coordination (or/but/and) To use some subordination (when/if/that/because) To use expanded noun phrases to describe and specify (eg the blue butterfly, plain flour) To use the present tense and past tense mostly correctly and consistently To sequence sentences to form longer narratives	To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). To form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman) Formation of adjectives using suffixes such as -ful, -less Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs To write sentences with different forms: <i>statement, question, exclamation, command</i> To use coordination (or/but/and) To use some subordination (when/if/that/because) To use expanded noun phrases to describe and specify (eg the blue butterfly, plain flour)	by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). To form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman) Formation of adjectives using suffixes such as -ful, -less Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs To write sentences with different forms: <i>statement, question, exclamation, command</i> To use coordination (or/but/and) To use some subordination (when/if/that/because) To use expanded noun phrases to describe and specify (eg the blue butterfly, plain flour) To use the present tense and past tense mostly correctly and consistently Use of the progressive form of verbs in the present and past tense	by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). To form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman) Formation of adjectives using suffixes such as -ful, -less Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs To write sentences with different forms: <i>statement, question, exclamation, command</i> To use coordination (or/but/and) To use some subordination (when/if/that/because) To use expanded noun phrases to describe and specify (eg the blue butterfly, plain flour) To use the present tense and past tense mostly correctly and consistently Use of the progressive form of verbs in the present and past tense	To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). To form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman) Formation of adjectives using suffixes such as -ful, -less Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs To write sentences with different forms: <i>statement, question, exclamation, command</i> To use coordination (or/but/and) To use some subordination (when/if/that/because) To use expanded noun phrases to describe and specify (eg the blue butterfly, plain flour)
--	--	---	---	---	---

Cycle B

Binbrook C of E Primary School – Writing Overview

			To use the present tense and past tense mostly correctly and consistently Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting) To sequence sentences to form longer narratives To use capital letters, full stops, question marks and exclamation marks to demarcate sentences To use commas to separate items in a list	To mark actions in progress (for example, she is drumming, he was shouting) To sequence sentences to form longer narratives To use capital letters, full stops, question marks and exclamation marks to demarcate sentences To use commas to separate items in a list	To mark actions in progress (for example, she is drumming, he was shouting) To sequence sentences to form longer narratives To use capital letters, full stops, question marks and exclamation marks to demarcate sentences To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)	To use the present tense and past tense mostly correctly and consistently Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting) To sequence sentences to form longer narratives To use capital letters, full stops, question marks and exclamation marks to demarcate sentences To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)
	<u>Narrative</u> Retelling of a story with a historical setting <u>Non-fiction</u> Write a simple information text, beginning to use Y2 grammar.	<u>Poetry</u> Performance poetry <u>Narrative</u> Write a short narrative based on <i>The Day the Crayons Quit</i>, beginning to use Y2 grammar.	<u>Narrative</u> Write own adventure story set in China / linked to Chinese New Year, beginning to use Y2 grammar. <u>Non-fiction</u> Recount- letters/postcards from China	<u>Narrative</u> Stories giving alternative viewpoints (linked to voices in the park, eg dog and owner) <u>Non-fiction</u> Write a simple non-chronological report, Y2 grammar (Y1 grammar embedded).	<u>Narrative</u> Character description: comparing villains in stories. <u>Non-fiction</u> Recount- diary entry recounting events from Tiddler's day, Y1 grammar embedded).	<u>Play script</u> Prepare, rehearse and perform play scripts <u>Instructions</u> Write a recipe for pumpkin soup/making a pirate's packed lunch, Y1 grammar embedded).

Cycle B

Binbrook C of E Primary School – Writing Overview

YEAR 3 / 4		Autumn 1 Ancient Egypt	Autumn 2 Plants	Spring 1 The Viking and Anglo-Saxon struggle	Spring 2 Sound	Summer 1 The UK	Summer 2 The Water Cycle
Driving text		The Egyptian Cinderella Meet the Ancient Egyptians	The Night Gardener I am the Seed that grew the Tree: A nature poem for every day of the year.	Viking Boy Vicious Vikings	The Listeners by Walter de la Mare The Highwayman by Alfred Noyes	Coming to England (diverse text) To the edge of the World	The Secret of Black Rock A Drop Around the World
Supplementary Texts	Narrative		The Butterfly Lion by Michael Morpurgo (non-linear time sequence)			Dominic Grows Sweetcorn (non-linear time sequence, diverse text) The Beast of Buckingham Palace The Story of London	The Rhythm of the Rain
	Non-fiction	Selection of non-fiction books on the Ancient Egyptians		Selection of non-fiction books on the Vikings			Selection of explanatory texts on the water cycle (Geography/Science)
	Poetry		Paul Cookson: The Works		The Sound Collector by Roger McGough The Listeners by Walter de la Mare The Highwayman by Alfred Noyes Firework Night by Enid Blyton Windy Nights by Robert Louis Stevenson Paul Cookson: The Works (sound poetry)	Windrush child by John Agard (poem/diverse text)	
Year 3&4 writing genres		Non-chronological report Narrative – setting / Historical fiction	Instructions Performance poetry	Narrative- character / Historical fiction Non-chronological report	Narrative rhyming poetry (sound effects) Play scripts	Recount (diary entry) Narrative	Persuasion Explanation

Cycle B

Binbrook C of E Primary School – Writing Overview

Year 3 Writing Outcomes						
To begin to use ideas from their own reading and modelled examples to plan their writing.	To begin to use ideas from their own reading and modelled examples to plan their writing.	To begin to use ideas from their own reading and modelled examples to plan their writing.	To begin to use ideas from their own reading and modelled examples to plan their writing.	To begin to use ideas from their own reading and modelled examples to plan their writing.	To begin to use ideas from their own reading and modelled examples to plan their writing.	To begin to use ideas from their own reading and modelled examples to plan their writing.
To compose and rehearse sentences orally (including dialogue).	To compose and rehearse sentences orally (including dialogue).	To compose and rehearse sentences orally (including dialogue).	To compose and rehearse sentences orally (including dialogue).	To compose and rehearse sentences orally (including dialogue).	To compose and rehearse sentences orally (including dialogue).	To compose and rehearse sentences orally (including dialogue).
To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
To begin to use the structure of a wide range of text types (including the use of simple layout devices in non-fiction).	To begin to use the structure of a wide range of text types (including the use of simple layout devices in non-fiction).	To begin to use the structure of a wide range of text types (including the use of simple layout devices in non-fiction).	To begin to use the structure of a wide range of text types (including the use of simple layout devices in non-fiction).	To begin to use the structure of a wide range of text types (including the use of simple layout devices in non-fiction).	To begin to use the structure of a wide range of text types (including the use of simple layout devices in non-fiction).	To begin to use the structure of a wide range of text types (including the use of simple layout devices in non-fiction).
To make deliberate ambitious word choices to add detail.	To make deliberate ambitious word choices to add detail.	To make deliberate ambitious word choices to add detail.	To make deliberate ambitious word choices to add detail.	To make deliberate ambitious word choices to add detail.	To make deliberate ambitious word choices to add detail.	To make deliberate ambitious word choices to add detail.
To begin to create settings, characters and plot in narratives	To begin to create settings, characters and plot in narratives	To begin to create settings, characters and plot in narratives	To begin to create settings, characters and plot in narratives	To begin to create settings, characters and plot in narratives	To begin to create settings, characters and plot in narratives	To begin to create settings, characters and plot in narratives
To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.	To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.	To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.	To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.	To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.	To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.	To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.
To form nouns using a range of prefixes (for example super-, anti-, auto-)	To form nouns using a range of prefixes (for example super-, anti-, auto-)	To form nouns using a range of prefixes (for example super-, anti-, auto-)	To form nouns using a range of prefixes (for example super-, anti-, auto-)	To form nouns using a range of prefixes (for example super-, anti-, auto-)	To form nouns using a range of prefixes (for example super-, anti-, auto-)	To form nouns using a range of prefixes (for example super-, anti-, auto-)
To express time, place and cause using conjunctions (eg when, before, after, while, so, because), adverbs (eg then,	To express time, place and cause using conjunctions (eg when, before, after, while, so, because), adverbs (eg then,	To express time, place and cause using conjunctions (eg when, before, after, while, so, because), adverbs (eg then,	To express time, place and cause using conjunctions (eg when, before, after, while, so, because), adverbs (eg then,	To express time, place and cause using conjunctions (eg when, before, after, while, so, because), adverbs (eg then,	To express time, place and cause using conjunctions (eg when, before, after, while, so, because), adverbs (eg then,	To express time, place and cause using conjunctions (eg when, before, after, while, so, because), adverbs (eg then,

Cycle B

Binbrook C of E Primary School – Writing Overview

	next, soon, therefore), or prepositions (eg before, after, during, in, because of) To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions using the I SAW A WABUB mnemonic. To try to maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement Begin to use paragraphs as a way to group related material To use headings and sub-headings to aid presentation.	To express time, place and cause using conjunctions (eg when, before, after, while, so, because), adverbs (eg then, next, soon, therefore), or prepositions (eg before, after, during, in, because of) To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions using the I SAW A WABUB mnemonic.	solution, solver, dissolve, insoluble) To express time, place and cause using conjunctions (eg when, before, after, while, so, because), adverbs (eg then, next, soon, therefore), or prepositions (eg before, after, during, in, because of) To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions using the I SAW A WABUB mnemonic. To try to maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement Begin to use paragraphs as a way to group related material To use headings and sub-headings to aid presentation To use the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play) Introduction to inverted commas to punctuate direct speech	To use word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble) To express time, place and cause using conjunctions (eg when, before, after, while, so, because), adverbs (eg then, next, soon, therefore), or prepositions (eg before, after, during, in, because of)	To express time, place and cause using conjunctions (eg when, before, after, while, so, because), adverbs (eg then, next, soon, therefore), or prepositions (eg before, after, during, in, because of) To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions using the I SAW A WABUB mnemonic. To try to maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement Begin to use paragraphs as a way to group related material To use headings and sub-headings to aid presentation To use the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play)	To use word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble) To express time, place and cause using conjunctions (eg when, before, after, while, so, because), adverbs (eg then, next, soon, therefore), or prepositions (eg before, after, during, in, because of) To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions using the I SAW A WABUB mnemonic. To try to maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement Begin to use paragraphs as a way to group related material To use headings and sub-headings to aid presentation To use the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play)
--	--	--	---	--	---	--

Cycle B

Binbrook C of E Primary School – Writing Overview

	<u>Non-fiction</u> Write a simple non-chronological report, beginning to use Y3 grammar (Y2 grammar embedded). <u>Narrative</u> Descriptive narrative set in a historical period.	<u>Poetry</u> Performance poetry based on theme of plants. <u>Non-fiction</u> Instructions: how to grow a bean plant, Y3 grammar (Y2 grammar embedded).	<u>Narrative</u> Historical fiction including detailed character descriptions based on a Viking legend. <u>Non-fiction</u> Write a simple non-chronological report on the Vikings, Y3 grammar (Y2 grammar embedded).	<u>Play script</u> Write and perform a play script based on characters and events from <i>The Highwayman</i> <u>Poetry</u> Rhyming narrative poetry.	<u>Non-fiction</u> Diary entry recount from perspective of Baroness Floella Benjamin upon her arrival in the UK as part of the Windrush Generation. <u>Narrative</u> Narrative adventure based on <i>The Beast of Buckingham Palace</i>, Y3 grammar embedded.	<u>Non-fiction</u> Write persuasive adverts and letters, Y3 grammar embedded. <u>Non-fiction</u> Explanation of the water cycle.
--	---	---	--	--	---	--

Cycle B

Binbrook C of E Primary School – Writing Overview

Year 4 Writing Outcomes	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices) To write a range of narratives that are well-structured and well-paced To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To use standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done) To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. To use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (eg <i>the teacher expanded to: the strict maths teacher with curly hair</i>)	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices) To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation to control the tone and volume so that the meaning is clear. To use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (eg <i>the teacher expanded to: the strict maths teacher with curly hair</i>) To choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices) To write a range of narratives that are well-structured and well-paced To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation to control the tone and volume so that the meaning is clear. To know the grammatical difference between plural and possessive -s To use standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done) To use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (eg <i>the teacher expanded to: the strict maths teacher with curly hair</i>) To use fronted adverbials (eg <i>Later that day, I heard the bad news</i>) To use noun phrases expanded by the addition of modifying	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices) To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation to control the tone and volume so that the meaning is clear. To know the grammatical difference between plural and possessive -s To use standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done) To use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (eg <i>the teacher expanded to: the strict maths teacher with curly hair</i>) To use fronted adverbials (eg <i>Later that day, I heard the bad news</i>)	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices) To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation to control the tone and volume so that the meaning is clear. To know the grammatical difference between plural and possessive -s To use standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done) To use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (eg <i>the teacher expanded to: the strict maths teacher with curly hair</i>) To use fronted adverbials (eg <i>Later that day, I heard the bad news</i>)	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices) To write a range of narratives that are well-structured and well-paced To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation to control the tone and volume so that the meaning is clear. To know the grammatical difference between plural and possessive -s To use standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done) To use noun phrases expanded by the addition of modifying adjectives, nouns and
---------------------------------------	---	---	---	--	--	--

Cycle B

Binbrook C of E Primary School – Writing Overview

To always maintain an accurate tense throughout a piece of writing. To use paragraphs to organise ideas around a theme To choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition <u>Non-fiction</u> Write a simple non-chronological report, beginning to use Y4 grammar (Y3 grammar embedded). <u>Narrative</u> Descriptive narrative set in a historical period. Authorial intent: build tension and create atmosphere for the reader.	<u>Poetry</u> Performance poetry based on theme of plants. <u>Non-fiction</u> Instructions: how to grow a bean plant, Y4 grammar (Y3 grammar embedded).	adjectives, nouns and prepositional phrases (eg <i>the teacher expanded to: the strict maths teacher with curly hair</i>) To use fronted adverbials (eg <i>Later that day, I heard the bad news</i>) To always maintain an accurate tense throughout a piece of writing. To use paragraphs to organise ideas around a theme To choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition To use inverted commas and other punctuation to indicate direct speech (eg a comma after the reporting clause; end punctuation within inverted commas, eg: <i>The conductor shouted, "Sit down!"</i>) <u>Narrative</u> Historical fiction including detailed character descriptions based on a Viking legend. Authorial intent: build tension to create atmosphere for the reader. <u>Non-fiction</u> Write a simple non-chronological report on the Vikings, Y4 grammar (Y3 grammar embedded).	To choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition <u>Play script</u> Write and perform a play script based on characters and events from <i>The Highwayman</i> <u>Poetry</u> Rhyming narrative poetry. Authorial intent: add humour.	To always maintain an accurate tense throughout a piece of writing. To use paragraphs to organise ideas around a theme To choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition To use apostrophes to mark plural possession (eg the girl's name, the girls' names) To use commas after fronted adverbials <u>Non-fiction</u> Diary entry recount from perspective of Baroness Floella Benjamin upon her arrival in the UK as part of the Windrush Generation. Include emotive language. <u>Narrative</u> Narrative adventure based on <i>The Beast of Buckingham Palace</i>, Y4 grammar embedded).	prepositional phrases (eg <i>the teacher expanded to: the strict maths teacher with curly hair</i>) To use fronted adverbials (eg <i>Later that day, I heard the bad news</i>) To always maintain an accurate tense throughout a piece of writing. To use paragraphs to organise ideas around a theme To choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition To use apostrophes to mark plural possession (eg the girl's name, the girls' names) To use commas after fronted adverbials <u>Non-fiction</u> Write persuasive adverts and letters, Y4 grammar embedded). <u>Non-fiction</u> Explanation of the water cycle Y4 grammar embedded).
---	---	---	---	---	--

Cycle B

Binbrook C of E Primary School – Writing Overview

YEAR 5/6		Autumn 1 Stone Age to Iron Age	Autumn 2 The Amazing Americas	Spring 1 The Benin Kingdom	Spring 2 Animals including humans	Summer 1 WW2	Summer 2 Living things and their habitats
Driving text		The Wild Way Home by Sophie Kirtley Philip Pullman: Grimm's Fairy Tales (planning stage-themes linked to Hansel and Gretel- eg forest setting)	Nightfall in New York 50 adventures in the 50 States	Children of the Benin Kingdom by Dinah Orji Idia of the Benin Kingdom by Ekiuwa Aire	White Fang (Jack London) An Eagle in the Snow by Michael Morpurgo (non-linear time sequences)	Carrie's War Friend or Foe by Michael Morpurgo	The Jungle Book by Rudyard Kipling (archaic) The Explorer by Katherine Rundell
Supplementary Texts	Narrative	Satoshi Kitamura: Stone Age Boy Michelle Paver: Soul Eater (wolf brother series)	The Good Thieves Snow White in New York Kidnap on the California Comet Front Desk		Old Yeller (Fred Gipson) Call of the Wild (Jack London)	Goodnight Mr Tom	Black Beauty by Anna Sewell (complexity of narrator) Around the World in 80 days (non-linear time sequence + archaic)
	Non-fiction	The Stone Age: Hunters, Gatherers and Woolly Mammoths by Marcia Williams Mick Manning: Stone Age, Bone Age Catherine Lasky: First Painter	Kamala – Little People, Big Dreams Selection of non-fiction books on the Americas	Daily Life in Ancient Benin by Paul Mason			
	Poetry	The Night Will Never Stay by Eleanor Farjeon (simile/metaphor poem)			F for Fox by Carol Anne Duffy The Eagle by Alfred Lord Tennyson Today I Saw a Dragonfly by Alfred Lord Tennyson		The Tyger by William Blake (resistant text/archaic language) The Jabberwocky by Lewis Carroll (resistant text/archaic language)

Cycle B

Binbrook C of E Primary School – Writing Overview

		Bluebottle by Judith Nichols (simile/metaphor poem)					The Owl and the Pussycat by Edward Lear (resistant text/archaic language)
Year 5&6 writing genres		Narrative: Adventure stories (including simile and metaphor poetry in planning stage to support figurative language) Recount: diary entry Non-chronological report	Narrative: Historic/ Classic/ Traditional fiction (Including Informal Letters) Non- Chronological reports: the Americas Play script: Hollywood style movie script	Narrative: cultural fiction/myths and legends Non- Chronological reports: (Historic) Persuasion	Narrative: character description Explanation (scientific) Biographies (eg famous authors)	Balanced argument (eg arguments for and against evacuation based on Goodnight Mr Tom / Arguments for and against Britain declaring war earlier) Narrative: Historical fiction (inc informal letters/ recount in planning stage)	Narrative: Adventure stories with detailed and contrasting setting descriptions Persuasion: formal letter Explanation (scientific) Poetry
Year 5 Writing Outcomes		To plan writing by identifying audience and purpose, selecting the appropriate form and using other similar writing as models for their own. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. To convert nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify) To use verb prefixes (eg dis-, de-, mis-, over- and re-)	To plan writing by identifying audience and purpose, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To regularly use dialogue to convey a character and to advance the action. To proof read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. To perform their own compositions confidently using appropriate intonation, volume	To plan writing by identifying audience and purpose, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To regularly use dialogue to convey a character and to advance the action. To proofread work to shorten longer passages by removing unnecessary repetition or irrelevant details. To proof read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. To use verb prefixes (eg dis-, de-, mis-, over- and re-)	To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. To proofread work to shorten longer passages by removing unnecessary repetition or irrelevant details. To proof read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. To convert nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify) To use verb prefixes (eg dis-, de-, mis-, over- and re-)	To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To regularly use dialogue to convey a character and to advance the action. To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. To proofread work to shorten longer passages by removing unnecessary repetition or irrelevant details. To proof read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	

Cycle B

Binbrook C of E Primary School – Writing Overview

To indicate degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must) To use devices to build cohesion within a paragraph (eg then, after that, this, firstly) To link ideas across paragraphs using adverbials of time (eg later), place (eg nearby) and number (eg secondly) or tense choices (eg he had seen her before) <u>Narrative</u> Adventure narrative including detailed character and setting descriptions. Authorial intent: build tension and	and movement so that meaning is clear. To convert nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify) To use verb prefixes (eg dis-, de-, mis-, over- and re-) To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (eg Professor Scribble, who was a famous inventor, had made a new discovery) To indicate degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must) To use devices to build cohesion within a paragraph (eg then, after that, this, firstly) To link ideas across paragraphs using adverbials of time (eg later), place (eg nearby) and number (eg secondly) or tense choices (eg he had seen her before) To use brackets, dashes or commas to indicate parenthesis <u>Narrative</u> Narrative fiction including detailed descriptions based on a significant historical period / event. Authorial	necessary corrections and improvements. To convert nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify) To use verb prefixes (eg dis-, de-, mis-, over- and re-) To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (eg Professor Scribble, who was a famous inventor, had made a new discovery) To indicate degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must) To use devices to build cohesion within a paragraph (eg then, after that, this, firstly) To link ideas across paragraphs using adverbials of time (eg later), place (eg nearby) and number (eg secondly) or tense choices (eg he had seen her before) To use brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity <u>Narrative</u> Historical fiction including detailed character	To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (eg Professor Scribble, who was a famous inventor, had made a new discovery) To indicate degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must) To use devices to build cohesion within a paragraph (eg then, after that, this, firstly) To link ideas across paragraphs using adverbials of time (eg later), place (eg nearby) and number (eg secondly) or tense choices (eg he had seen her before) To use brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity <u>Narrative</u> Stories that create tension. Detailed description of character emotions. (Y5 grammar). <u>Non-fiction</u> Biography of famous author, eg Michael Morpurgo (Y5 grammar).	To use verb prefixes (eg dis-, de-, mis-, over- and re-) To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (eg Professor Scribble, who was a famous inventor, had made a new discovery) To indicate degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must) To use devices to build cohesion within a paragraph (eg then, after that, this, firstly) To link ideas across paragraphs using adverbials of time (eg later), place (eg nearby) and number (eg secondly) or tense choices (eg he had seen her before) Use of commas to clarify meaning or avoid ambiguity <u>Non-fiction</u> Discussion/balanced argument, eg: Should children be sent away from their families during times of conflict? Link to WW2 and War in Ukraine. Using Goodnight Mr Tom as stimulus.	To convert nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify) To use verb prefixes (eg dis-, de-, mis-, over- and re-) To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (eg Professor Scribble, who was a famous inventor, had made a new discovery) To indicate degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must) To use devices to build cohesion within a paragraph (eg then, after that, this, firstly) To link ideas across paragraphs using adverbials of time (eg later), place (eg nearby) and number (eg secondly) or tense choices (eg he had seen her before) To use brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity <u>Narrative:</u> Adventure story with detailed and contrasting setting descriptions, including persuasive formal letter in the planning stage (eg request for funding for
--	--	--	---	---	---

Cycle B

Binbrook C of E Primary School – Writing Overview

	create atmosphere for the reader (beginning to use Y5 grammar) <u>Poetry</u> Simile and metaphor poems. Perform with expression (6 Ps) <u>Recount</u> Diary entry (eg a day in the life of a Stone Age child) <u>Non-chronological Report</u> Stone Age/ Bronze Age / Iron Age.	intent: build tension and create atmosphere for the reader. <u>Non-fiction</u> Write a simple non-chronological report, beginning to use Y5 grammar	descriptions based on a Benin myth/legend. Authorial intent: use dialogue to build tension for the reader (Y5 SPAG). <u>Non-fiction</u> Write a simple non-chronological report, Y5 grammar (Y4 grammar embedded). <u>Non-fiction</u> Write a persuasive letter / prayer to one of the Benin gods to ask for help (eg Olokun the God of wealth, or Osun the God of Medicine and Magic) Y5 grammar	<u>Non-fiction</u> Scientific explanation linked to Animals Including Humans (eg The circulatory system, diet, transporting nutrients).	Eg 2: <i>Should Britain have declared war on Germany earlier?</i> (Y5 grammar). <u>Narrative</u> Historical fiction (inc informal letters/ recount in planning stage) (Y5 grammar).	an expedition. (Y5 grammar). <u>Non-fiction</u> Scientific explanation linked to Animals Including Humans (eg life cycles / classification / reproduction in plants and animals). <u>Poetry</u> Narrative poetry in classic style. Stimulus texts: The Tyger, The Owl and the Pussycat, The Jabberwocky
Year 6 Writing Outcomes	To note down and develop initial ideas, drawing on reading and research where necessary. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.	To note down and develop initial ideas, drawing on reading and research where necessary. To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing	To note down and develop initial ideas, drawing on reading and research where necessary. To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires	To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. To proofread work to shorten longer passages by removing unnecessary repetition or irrelevant details. To proof read their work to assess the effectiveness of their own and others'	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Cycle B

Binbrook C of E Primary School – Writing Overview

To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis To use layout devices (eg headings, sub-headings, columns, bullets, or tables) to structure text	requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). To know how words are related by meaning as synonyms and antonyms (eg big, large, little) To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (eg the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech) To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To use the perfect form of verb to mark relationships of time and cause. To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical	(e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. To know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter) To use the passive voice to affect the presentation of information in a sentence (eg <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me).</i>) To know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (eg the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in	writing and to make necessary corrections and improvements. To convert nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify) To use verb prefixes (eg dis-, de-, mis-, over- and re-) To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (eg Professor Scriffle, who was a famous inventor, had made a new discovery) To indicate degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must) To use devices to build cohesion within a paragraph (eg then, after that, this, firstly) To link ideas across paragraphs using adverbials of time (eg later), place (eg nearby) and number (eg secondly) or tense choices (eg he had seen her before) To use brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. To know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter) To know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (eg the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech) To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To use the perfect form of verb to mark relationships of time and cause. To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis	To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To use the perfect form of verb to mark relationships of time and cause. To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis To use the semi-colon, colon and dash to mark the boundary between independent clauses (eg <i>It's raining; I'm fed up</i>) To use the colon to introduce a list and use of semi-colons within lists To know how hyphens can be used to avoid ambiguity (eg <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)
--	---	---	---	--	---

Cycle B

Binbrook C of E Primary School – Writing Overview

		connections (eg the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis To use layout devices (eg headings, sub-headings, columns, bullets, or tables) to structure text To use the colon to introduce a list and use of semi-colons within lists To use bullet points to list information To know how hyphens can be used to avoid ambiguity (eg <i>man eating shark versus man-eating shark</i>, or <i>recover versus re-cover</i>) <u>Narrative</u> Adventure narrative including detailed character and setting descriptions. Authorial intent: build tension and create atmosphere for the reader (beginning to use Y6 grammar) <u>Poetry</u> Simile and metaphor poems. Perform with expression (6 Ps) <u>Recount</u> Diary entry (eg a day in the life of a Stone Age child) <u>Non-chronological Report</u> Stone Age/ Bronze Age / Iron Age	some very formal writing and speech) To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis To know how hyphens can be used to avoid ambiguity (eg <i>man eating shark versus man-eating shark</i>, or <i>recover versus re-cover</i>) <u>Narrative</u> Historical fiction including detailed character descriptions based on a Benin myth/legend. Authorial intent: use dialogue to build tension for the reader (Y6 grammar). <u>Non-fiction</u> Write a simple non-chronological report (Y6 grammar) <u>Non-fiction</u> Write a persuasive letter / prayer to one of the Benin	<u>Narrative</u> Stories that create tension. Detailed description of character emotions. (Y6 grammar). <u>Non-fiction</u> Biography of famous author, eg Michael Morpurgo (Y6 grammar). <u>Non-fiction</u> Scientific explanation linked to Animals Including Humans (eg The circulatory system, diet, transporting nutrients).	other hand, in contrast, or as a consequence), and ellipsis. To use layout devices (eg headings, sub-headings, columns, bullets, or tables) to structure text To use the semi-colon, colon and dash to mark the boundary between independent clauses (eg <i>It's raining; I'm fed up</i>) To use the colon to introduce a list and use of semi-colons within lists To use bullet points to list information To know how hyphens can be used to avoid ambiguity (eg <i>man eating shark versus man-eating shark</i>, or <i>recover versus re-cover</i>) <u>Non-fiction</u> Discussion/balanced argument, eg: <i>Should children be sent away from their families during times of conflict? Link to WW2 and War in Ukraine. Using Goodnight Mr Tom as stimulus.</i> Eg 2: <i>Should Britain have declared war on Germany earlier?</i> (Y6 grammar). <u>Narrative</u> Historical fiction (inc informal letters/ recount in planning stage) (Y6 grammar).	<u>Narrative:</u> Adventure story with detailed and contrasting setting descriptions, including persuasive formal letter in the planning stage (eg request for funding for an expedition. (Y6 grammar). <u>Non-fiction</u> Scientific explanation linked to Animals Including Humans (eg life cycles / classification / reproduction in plants and animals). <u>Poetry</u> Narrative poetry in classic style. Stimulus texts: The Tyger, The Owl and the Pussycat, The Jabberwocky
--	--	--	---	--	---	---

Cycle B

Binbrook C of E Primary School – Writing Overview

			gods to ask for help (eg Olokun the God of wealth, or Osun the God of Medicine and Magic) Y6 grammar			
--	--	--	--	--	--	--

Examples of each text type include:

- **Recount** (biography, diary, post card, newspaper report)

Explanation (science website entry e.g. on life cycles, formal reference book)

Non-Chronological Report (website , reference book)

Persuasion (Advert, leaflet, letter, email, invitation)

Discussion (magazine article, recorded debate, script)

Instructions (recipes, instruction manuals)

- **Narrative** (Traditional Tales, Science Fiction, Mystery, Adventure, Cultural Tales, historical fiction, modern fiction, play script, stories in style of a significant author)

Poetry: (Cinquain, Haiku, limerick, calligram, free-verse, riddle)

Cycle B

Binbrook C of E Primary School – Writing Overview

Supporting documents:

- **English National Curriculum** (N.C.), including Appendix 1: Spelling and Appendix 2: Vocabulary, Grammar and Punctuation
- **Progression Overview for each aspect of the English Curriculum** (Focus Education)
- **Progression Documents for each text type/genre.** These also cover *purpose/audience/text structure/language features/knowledge for writer/cross-curricular links* as well as *progression across year groups*. Text types/genres covered include:

Narrative

Discussion

Explanatory

Information

Poetry

Instructional/Procedural

Non-Chronological Report

Persuasion

Recount

Understanding of the purpose for writing and the audience for whom writing is being executed is key.

- **Criteria for fiction and non-fiction genres** (overview of grammar and punctuation for each text type/genre), cross reference with year group objectives 2014 TES Global Ltd

Cycle B

Binbrook C of E Primary School – Writing Overview

- **English Teacher Assessment Writing Exemplification: end of KS1** (Standards & Testing Agency)
- **English Teacher Assessment Writing Exemplification: end of KS2** (Standards & Testing Agency)

Supporting method: Talk for Writing (<https://www.talk4writing.co.uk>)

1. **Baseline** Assessment and Planning (the “Cold” Task)
2. The **Imitation** Stage
3. The **Innovation** Stage
4. Independent Application and **Invention** (the “Hot” Task)
5. Final assessment – building on **progression**