

# Cycle A

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

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| <b>EYFS writing genres</b> | Oral recount- retell events | Oral retell of a story<br>Poetry | Narrative<br>Lists<br>Posters | Instructions<br>Retell of a story | Maps<br>Directions<br>Story mapping | Poetry<br>Character illustrations<br>Postcard |
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| 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<br>Children will talk about the stories to build familiarity and understanding.<br>'The Gruffalo and Hello Friend. | Speaking<br>Children will know and retell 'Owl Babies and Emily Brown and the Thing.<br><br>Children will be able to describe events.<br><br>Children will know and use vocabulary linked to their theme Light and Dark, including nocturnal and hibernate. | Children will ask questions to find out more<br><br>Speaking<br>Children will know and retell Astro Girl and Everywhere Bear, some as exact repetition and some in their own words.<br><br>Children will know and use vocabulary linked to their theme 'Transport and vehicles, and Recycling.<br><br>Children will begin to express ideas using past and present tense. | Speaking<br><br>Children will know and retell the Traditional Tale 'Jack and the Beanstalk and Errol's Garden in some detail.<br><br>Children will know and use vocabulary linked to their theme in different contexts e.g. instructional language. | Speaking<br><br>Children will anticipate key events of a story and respond to what they hear with relevant comments, questions or actions.<br><br>Children will articulate their ideas and thoughts in well-formed sentences.<br><br>Children will know and use vocabulary linked to their theme 'animals and their young' and 'people who help us.' | Children will develop their own narratives and explanations by connecting ideas and events<br><br>Speaking<br><br>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.<br><br>Children will express ideas using past and present tense. |

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| <b>Early Learning Goals</b> | <p><b>Listening, Attention and Understanding:</b> 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.</p> <p><b>Speaking:</b> 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.</p> |
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| EYFS Writing Outcomes | Literacy | Development Matters (Reception) | Word Reading                                                                                                                                                                                                                                                                                                                                                                                                         | Word Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Word Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Word Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Word Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Word Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                       |          |                                 | <p>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</p> <p>Children will recognise and read tricky words: is I, the</p> <p><b>Writing</b></p> <p>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</p> <p>Children will know how to write their name.</p> <p><b>Comprehension</b></p> <p>See C&amp; L</p> | <p>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</p> <p>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)</p> <p>Children will recognise and read tricky words: as and has his her go no to into she he of we me be</p> <p><b>Writing</b></p> <p>Children will know how to correctly form the letters ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>Children will blend sounds into words.</p> <p><b>Comprehension</b></p> <p>See C&amp; L</p> | <p>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</p> <p>Children will read longer words and words with double letters</p> <p>Children will recognise and read tricky words: was you they my by all are sure pure</p> <p><b>Writing</b></p> <p>Children will know how to write CVC/CVCC words.</p> <p>Children will begin to know how to correctly form the capital letters: S A T P I N M D G O C K</p> <p><b>Comprehension</b></p> <p>See C&amp; L</p> | <p>Children will read, articulate and blend the sounds correctly for all Phase 3 GPCs</p> <p>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</p> <p><b>Writing</b></p> <p>Children will know how to write a short phrase.</p> <p>Children will know how to correctly form the capital letters: E U R B F L J V W X Y Z</p> <p><b>Comprehension</b></p> <p>To enjoy reading and re-reading books to build confidence, fluency and understanding.</p> | <p>Children will read, articulate and blend the sounds correctly for words with short vowels with adjacent consonants: CVCC CCVC CCVCC CCCVC CCCVCC</p> <p>Children will read longer words, compound words and words ending in suffixes –ing -ed /t/ -ed /id/ /ed/ -est</p> <p>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</p> <p><b>Writing</b></p> <p>Children will know how to write a short sentence.</p> <p><b>Comprehension</b></p> <p>To enjoy reading and re-reading books to build confidence, fluency and understanding.</p> | <p>Children will read, articulate and blend the sounds correctly for words with long vowel graphemes with adjacent consonants: CVCC CCVC CCCVC CCV CCVCC</p> <p>Children will read longer words, compound words and words ending in suffixes –ing -ed /t/ -ed /id/ /ed/ -ed /d/ -er -est</p> <p><b>Writing</b></p> <p>Children will write sentences using a capital letter and terminal punctuation.</p> <p>Children will know how to read what they have written to check it makes sense.</p> <p><b>Comprehension</b></p> <p>To enjoy reading and re-reading books to build confidence, fluency and understanding</p> |

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| <b>Early Learning Goals</b> | <p><b>Comprehension:</b> 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.</p> <p><b>Word Reading:</b> 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.</p> <p><b>Writing:</b> 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.</p> |                                                                                                                          |                                                                                                                                                            |                                                                                                      |                                                                                                              |                                                                                                                           |
| <b>Year 1 / 2</b>           | <b>Autumn 1<br/>Little Red Riding Hood</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Autumn 2<br/>Hot and cold places</b>                                                                                  | <b>Spring 1<br/>Animals including humans</b>                                                                                                               | <b>Spring 2<br/>Everyday materials</b>                                                               | <b>Summer 1<br/>Nurses</b>                                                                                   | <b>Summer 2<br/>Plants</b>                                                                                                |
| <b>Driving Text</b>         | <p>Janni Howker: Walk with a Wolf (non-fiction)</p> <p>Little Red Riding Hood original + Little Red (alt version)</p> <p>Clotilde Perrin: Inside the Villains (fact file alongside narrative)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>I am the seed that grew the Tree (listen to weather poems)</p> <p>Oliver Jeffers: Lost and found (resistant text)</p> | <p>A Collection of Rudyard Kipling Just so Stories (archaic)</p> <p>Meerkat Mail (complexity of plot)</p> <p>Fantastic Mr Fox (complexity of narrator)</p> | <p>Traction man (complexity of plot)</p> <p>The Building Boy + Andrea Beaty: Iggy Peck Architect</p> | <p>Fantastically Great Women who changed the world</p> <p>Don't say no to Flo</p> <p>Inside the Villains</p> | <p>Jack and the Baked Beanstalk (alt version)</p> <p>I am the seed that grew the Tree (listen to nature/plant poems)*</p> |

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| <b>Supplementary Texts</b>       | <b>Narrative</b>   | Ed Young: Lon Po Po (Chinese Red Riding Hood Story)         | Justin Richardson: Tango Makes Three (diverse text)<br><br>Paul Geraghty: Solo: The Little Penguin<br><br>Eggs of other Oliver Jeffers books |                                                                                                                                           | The Robot and the Bluebird<br><br>Traction Man meets Turbo Dog<br><br>The Colour Monster (resistant text) | Vlad and the Florence Nightingale Adventure<br><br>The Twits                                      | Jim and the Beanstalk (alt version)<br><br>The Red Tree (complexity of plot + resistant text) |
|                                  | <b>Non-fiction</b> | James MacLaine: Wolves (Usborne Beginners)                  | Penguins (non-fiction)<br><br>Big Book of the Blue (non-fiction)                                                                             | Non-fiction books based on animals in the Just so stories, (eg Ella Bailey: One Day on our Blue Planet: Antarctica/ savannah/ rainforest) |                                                                                                           | Little People Big Dreams- select from this series                                                 |                                                                                               |
|                                  | <b>Poetry</b>      | I am the seed that grew the Tree (listen to seasonal poems) | When the rain comes (archaic)<br><br>Who has seen the wind? (archaic)<br><br>The more it snows (archaic)                                     |                                                                                                                                           |                                                                                                           |                                                                                                   |                                                                                               |
| <b>Year 1 / 2 writing genres</b> |                    | Narrative (story structure)<br><br>Information text         | Narrative (characterisation)<br><br>Poetry                                                                                                   | Narrative<br><br>Letters/postcards (linked to Meerkat Mail)                                                                               | Instructions<br><br>Narrative (adventure stories): Write another adventure for traction man               | Narrative: character descriptions (comparing villains in stories)<br><br>Non-chronological report | Performance Poetry<br><br>Narrative: alternative viewpoints                                   |

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| <b>Year 1<br/>Writing<br/>Outcomes</b> | 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 use regular plural noun suffixes -s or -es (for                                     | To use regular plural noun suffixes -s or -es (for                                     | To use regular plural noun suffixes -s or -es (for                                     |



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|  |                                                                                                                                                                                                                                                                                                            | <p>To discuss what they have written with the teacher or other pupils</p> <p>To read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>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</p> | <p>To read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>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</p> <p>To use suffixes that can be added to verbs where no change is needed in the spelling of root words (eg helping, helped, helper)</p> | <p>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</p> <p>To use suffixes that can be added to verbs where no change is needed in the spelling of root words (eg helping, helped, helper)</p> <p>Know how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)</p> | <p>example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun</p> <p>To use suffixes that can be added to verbs where no change is needed in the spelling of root words (eg helping, helped, helper)</p> <p>Know how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)</p> | <p>example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun</p> <p>To use suffixes that can be added to verbs where no change is needed in the spelling of root words (eg helping, helped, helper)</p> <p>Know how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)</p> |
|  | <p><b><u>Non-fiction</u></b></p> <p>Write a simple non-chronological report, beginning to use Y1 grammar.</p> <p><b><u>Narrative</u></b></p> <p>Retelling of a traditional tale that uses the language of traditional tales (eg 'Once upon a time' + 'they all lived happily ever after' + 'long ago')</p> | <p><b><u>Poetry</u></b></p> <p>Alliterative list poems</p> <p><b><u>Narrative</u></b></p> <p>Write a short narrative about something lost and found</p>                                                                                                                                                                                 | <p><b><u>Narrative</u></b></p> <p>Write own 'just so' story linked to an animal they have learned about.</p> <p><b><u>Non-fiction</u></b></p> <p>Recount- letter writing</p>                                                                                                                                                                                                                         | <p><b><u>Non-fiction</u></b></p> <p>Write simple instructions for building a structure.</p> <p><b><u>Narrative</u></b></p> <p>Adventure stories based on a text.</p>                                                                                                                                                                                                                                                                          | <p><b><u>Narrative</u></b></p> <p>Character description: comparing villains in stories.</p> <p><b><u>Non-fiction</u></b></p> <p>Write a simple non-chronological report, Y1 grammar embedded).</p>                                                                                                                                                                                         | <p>To read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p><b><u>Poetry</u></b></p> <p>Prepare, rehearse and perform poems</p> <p><b><u>Narrative</u></b></p> <p>Write alt version of Jack and the Beanstalk from point of view of the giant- will need to incorporate drama</p>                                                                      |

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| Year 2<br>Writing<br>Outcomes | To write narratives about personal experiences and those of others (real or fictional)                          | To write narratives about personal experiences and those of others (real or fictional)                                                  | To write narratives about personal experiences and those of others (real or fictional)                                                      | To write narratives about personal experiences and those of others (real or fictional)                                                      | To write narratives about personal experiences and those of others (real or fictional)                                                      | To write narratives about personal experiences and those of others (real or fictional)                                                      |
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|                               |                                                                                                                 |                                                                                                                                         |                                                                                                                                             |                                                                                                                                             |                                                                                                                                             |                                                                                                                                             |
|                               | To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary    | To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary                            | To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary                                | To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary                                | To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary                                | 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 about real events.                                                                                                             | To write about real events.                                                                                                                 | To write about real events.                                                                                                                 | To write about real events.                                                                                                                 | To write about real events.                                                                                                                 |
|                               | To encapsulate what they want to say, sentence by sentence.                                                     | To write simple poetry.                                                                                                                 | To encapsulate what they want to say, sentence by sentence.                                                                                 | To encapsulate what they want to say, sentence by sentence.                                                                                 | To encapsulate what they want to say, sentence by sentence.                                                                                 | To write simple poetry.                                                                                                                     |
|                               | To use new vocabulary from their reading and from real-life experiences (cultural capital)                      | 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 use new vocabulary from their reading and from real-life experiences (cultural capital)                                                  | To use new vocabulary from their reading and from real-life experiences (cultural capital)                                                  | 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 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 for different purposes with an awareness of an increased amount of fiction and non-fiction structures                              | To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures                              | To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures                              |
|                               | To read to check that their writing makes sense and that the correct tense is used throughout.                  | 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 by evaluating their writing with the teacher and other pupils.     | To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.     | To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.     | To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.     |
|                               | To form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman)          | To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. | To read to check that their writing makes sense and that the correct tense is used throughout                                               | To read to check that their writing makes sense and that the correct tense is used throughout.                                              | To read to check that their writing makes sense and that the correct tense is used throughout.                                              | To read to check that their writing makes sense and that the correct tense is used throughout.                                              |
|                               | To use some features of written standard English                                                                | To read 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 proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). | 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 proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). |
|                               | To use coordination (or/but/and)                                                                                | To form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman)                                  | To form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman)                                      | To form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman)                                      | To form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman)                                      | To form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman)                                      |
|                               | To use expanded noun phrases to describe and specify (eg the blue butterfly, plain flour)                       | Formation of adjectives using suffixes such as -ful, -less                                                                              | To form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman)                                      | To form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman)                                      | To form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman)                                      | To form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman)                                      |
|                               | To sequence sentences to form longer narratives                                                                 |                                                                                                                                         |                                                                                                                                             |                                                                                                                                             |                                                                                                                                             | Formation of adjectives using suffixes such as -ful, -less                                                                                  |

# Cycle A

## Binbrook C of E Primary School – Writing Overview

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|  | <p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> | <p>To use some features of written standard English</p> <p>To use coordination (or/but/and)</p> <p>To use some subordination (when/if/that/because)</p> <p>To use expanded noun phrases to describe and specify (eg the blue butterfly, plain flour)</p> <p>To use the present tense and past tense mostly correctly and consistently</p> <p>To sequence sentences to form longer narratives</p> | <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>To write sentences with different forms: <i>statement, question, exclamation, command</i></p> <p>To use coordination (or/but/and)</p> <p>To use some subordination (when/if/that/because)</p> <p>To use expanded noun phrases to describe and specify (eg the blue butterfly, plain flour)</p> <p>To use the present tense and past tense mostly correctly and consistently</p> <p>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)</p> <p>To sequence sentences to form longer narratives</p> <p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>To use commas to separate items in a list</p> | <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>To write sentences with different forms: <i>statement, question, exclamation, command</i></p> <p>To use coordination (or/but/and)</p> <p>To use some subordination (when/if/that/because)</p> <p>To use expanded noun phrases to describe and specify (eg the blue butterfly, plain flour)</p> <p>To use the present tense and past tense mostly correctly and consistently</p> <p>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)</p> <p>To sequence sentences to form longer narratives</p> <p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>To use commas to separate items in a list</p> | <p>Standard English to turn adjectives into adverbs</p> <p>To write sentences with different forms: <i>statement, question, exclamation, command</i></p> <p>To use coordination (or/but/and)</p> <p>To use some subordination (when/if/that/because)</p> <p>To use expanded noun phrases to describe and specify (eg the blue butterfly, plain flour)</p> <p>To use the present tense and past tense mostly correctly and consistently</p> <p>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)</p> <p>To sequence sentences to form longer narratives</p> <p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)</p> | <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>To write sentences with different forms: <i>statement, question, exclamation, command</i></p> <p>To use coordination (or/but/and)</p> <p>To use some subordination (when/if/that/because)</p> <p>To use expanded noun phrases to describe and specify (eg the blue butterfly, plain flour)</p> <p>To use the present tense and past tense mostly correctly and consistently</p> <p>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)</p> <p>To sequence sentences to form longer narratives</p> <p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)</p> |
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# Cycle A

## Binbrook C of E Primary School – Writing Overview

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|                      | <p><u>Non-fiction</u><br/>Write a simple non-chronological report, beginning to use Y2 grammar (Y1 grammar embedded).</p> <p><u>Narrative</u><br/>Retelling of a traditional tale that uses the language of traditional tales (eg 'Once upon a time' + 'they all lived happily ever after' + 'long ago'), <u>but also add an alternative ending (eg how is it that she can defeat the wolf?)</u></p> | <p><u>Poetry</u><br/>Alliterative/acrostic poems</p> <p><u>Narrative</u><br/>Write a short narrative about something lost and found</p> | <p><u>Narrative</u><br/>Write own 'just so' story linked to an animal they have learned about.</p> <p><u>Non-fiction</u><br/>Recount- letter writing</p> | <p><u>Narrative</u><br/>Adventure stories based on a text</p> <p><u>Non-fiction</u><br/>Write simple instructions for building a structure.</p> | <p><u>Narrative</u><br/>Character description: comparing villains in stories.</p> <p><u>Non-fiction</u><br/>Write a simple non-chronological report, Y2 grammar embedded.</p> | <p><u>Poetry</u><br/>Prepare, rehearse and perform poems</p> <p><u>Narrative</u><br/>Write alt version of Jack and the Beanstalk from point of view of the giant- will need to incorporate drama</p> |
| <b>YEAR<br/>3 /4</b> | <b>Autumn 1<br/>The Romans</b>                                                                                                                                                                                                                                                                                                                                                                       | <b>Autumn 2<br/>Extreme Earth</b>                                                                                                       | <b>Spring 1<br/>The Anglo-Saxons and Scots</b>                                                                                                           | <b>Spring 2<br/>Revolting Rhymes</b>                                                                                                            | <b>Summer 1<br/>Rainforests</b>                                                                                                                                               | <b>Summer 2<br/>Electricity</b>                                                                                                                                                                      |
| <b>Driving text</b>  | <p>Escape from Pompeii</p> <p>A Roman Adventure (the Histronauts)</p>                                                                                                                                                                                                                                                                                                                                | <p>The Secret of Black Rock (<b>Power of Reading</b>)</p> <p>Earth Heroes</p>                                                           | <p>Monster Slayer: A Beowulf Tale (<b>Power of Reading</b>)</p> <p>The History Detective Investigates: Anglo-Saxons</p>                                  | <p>Revolting Rhymes (Complexity of plot/symbol)</p> <p>Anthony Browne: Hansel and Gretel (<b>Pie Corbett's Scholastic Reading Spine</b>)</p>    | <p>Running Wild! (<b>Complexity of narrator</b>)</p> <p>The Great Kapok Tree</p>                                                                                              | <p>The Iron Man (<b>Complexity of plot/symbol</b>)</p> <p>The Wild Robot (<b>Pie Corbett's Scholastic Reading Spine</b>)</p>                                                                         |

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| Supplementary<br>Texts  | Narrative   | Great, now we've got barbarians<br><br>The Witches ( <b>complexity of narrator</b> )       | The Firework Maker's Daughter ( <b>non-linear time sequence</b> )                                                                                 | Anglo-Saxon Boy<br><br>Journey ( <b>resistant text</b> )                                      |                                                                                                                                                                                                                                                                                                           | Return ( <b>resistant text</b> )                                                                                                      | Wild Robot ( <b>Pie Corbett's Scholastic Reading Spine</b> )<br><br>Doug Unplugged<br><br>The Incredible Book-Eating Boy |
|                         | Non-fiction | So you think you've got it bad? A kids life in Ancient Rome<br><br>Meet the Ancient Romans |                                                                                                                                                   | Horrible Histories: Smashing Saxons<br><br>Selection of non-fiction texts on the Anglo-Saxons | Beware of Boys<br><br>Selection on instructions and recipes                                                                                                                                                                                                                                               | Earth Heroes<br><br>Where the Forest meets the Sea<br><br>Selection of explanatory texts<br><br>Hiding: a book about animal disguises |                                                                                                                          |
|                         | Poetry      |                                                                                            | The Works (selection of Haiku / Tanka poems)<br><br>Seaview Haiku – John Foster<br><br>Windy Day – John Foster<br><br>Haiky Riddle – Celia Warren |                                                                                               | You are old father William ( <b>archaic text</b> )<br><br>Dirty Beasts ( <b>Complexity of plot/symbol</b> )<br><br>How doth the little crocodile ( <b>archaic text</b> )<br><br>There is a Young Lady Whose Nose ( <b>archaic text</b> )<br><br>There was an old man with a beard ( <b>archaic text</b> ) |                                                                                                                                       |                                                                                                                          |
| Year 3&4 writing genres |             | Non-chronological report<br><br>Narrative – setting / Historical fiction                   | Persuasion<br><br>Narrative (Haiku and Tanka poetry in planning stage)                                                                            | Narrative- character / Historical fiction<br><br>Non-chronological report                     | Narrative rhyming poetry (sound effects)<br><br>Instructions                                                                                                                                                                                                                                              | Recount (diary entry)<br><br>Explanation                                                                                              | Play scripts<br><br>Narrative                                                                                            |

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| <b>Year 3 Writing Outcomes</b> | <p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To compose and rehearse sentences orally (including dialogue).</p> <p>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.</p> <p>To begin to use the structure of a wide range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To form nouns using a range of prefixes (for example super-, anti-, auto-)</p> <p>To express time, place and cause using conjunctions (eg when, before, after, while, so, because), adverbs (eg then, next, soon, therefore), or prepositions (eg</p> | <p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To compose and rehearse sentences orally (including dialogue).</p> <p>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.</p> <p>To begin to use the structure of a wide range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To use forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box)</p> <p>To use word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)</p> | <p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To compose and rehearse sentences orally (including dialogue).</p> <p>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.</p> <p>To begin to use the structure of a wide range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To use forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box)</p> <p>To use word families based on common 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| <p>before, after, during, in, because of)</p> <p>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.</p> <p>To try to maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement</p> <p>Begin to use paragraphs as a way to group related material</p> <p>To use headings and sub-headings to aid presentation.</p> | <p>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)</p> <p>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.</p> | <p>words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)</p> <p>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)</p> <p>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.</p> <p>To try to maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement</p> <p>Begin to use paragraphs as a way to group related material</p> <p>To use headings and sub-headings to aid presentation</p> <p>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)</p> <p>Introduction to inverted commas to punctuate direct speech</p> | <p>vowel (for example, a rock, an open box)</p> <p>To use word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)</p> <p>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)</p> | <p>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)</p> <p>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.</p> <p>To try to maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement</p> <p>Begin to use paragraphs as a way to group related material</p> <p>To use headings and sub-headings to aid presentation</p> <p>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)</p> | <p>To use word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)</p> <p>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)</p> <p>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.</p> <p>To try to maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement</p> <p>Begin to use paragraphs as a way to group related material</p> <p>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)</p> |
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## Binbrook C of E Primary School – Writing Overview

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|                                | <p><u>Non-fiction</u></p> <p>Write a simple non-chronological report, beginning to use Y3 grammar (Y2 grammar embedded).</p> <p><u>Narrative</u></p> <p>Narrative setting description including detailed descriptions based on a significant historical event.</p>                                                                                                                                                                                                                   | <p><u>Non-fiction</u></p> <p>Write persuasive adverts and letters, Y3 grammar (Y2 grammar embedded).</p> <p><u>Narrative</u></p> <p>'The Secret of the Tree'- story in style of 'The Secret of Black Rock'. Environment themed poems in planning stage (Haiku and Tanka).</p>                                                                                                                                                                         | <p><u>Narrative</u></p> <p>Historical fiction including detailed character descriptions based on a legend.</p> <p><u>Non-fiction</u></p> <p>Write a simple non-chronological report, Y3 grammar (Y2 grammar embedded).</p>                                                                                                                                                                                                                                                        | <p><u>Poetry</u></p> <p>Rhyming narrative poetry.</p> <p><u>Non-fiction</u></p> <p>Instructions: how to build a gingerbread house (Hansel and Gretel theme), Y3 grammar (Y2 grammar embedded).</p>                                                                                                                                                                                                                                                    | <p><u>Non-fiction</u></p> <p>Diary entry recount from perspective of main character in <i>Running Wild</i></p> <p><u>Non-fiction</u></p> <p>Explanation of rainforest habitat/eco-system, Y3 grammar (Y2 grammar embedded).</p>                                                                                                                                                                                                                                                                                                                                            | <p><u>Play script</u></p> <p>Write and perform a play script based on characters and events from the novel, <i>The Iron Man</i>.</p> <p><u>Narrative</u></p> <p>Narrative based on <i>The Wild Robot</i></p> <p>Y3 grammar (Y2 grammar embedded).</p>                                                                                                                                                                                                                                |
| <b>Year 4 Writing Outcomes</b> | <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)</p> <p>To write a range of narratives that are well-structured and well-paced</p> <p>To create detailed settings, characters and plot in narratives to</p> | <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and</p> | <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)</p> <p>To write a range of narratives that are well-structured and well-paced</p> <p>To create detailed settings, characters and plot in narratives</p> | <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and</p> | <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and adding nouns/ pronouns for cohesion.</p> <p>To begin to read aloud their own writing, to a group or the whole class,</p> | <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)</p> <p>To write a range of narratives that are well-structured and well-paced</p> <p>To create detailed settings, characters and plot in narratives to</p> |



# Cycle A

## Binbrook C of E Primary School – Writing Overview

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|  | <p>engage the reader and to add atmosphere.</p> <p>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)</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p> <p>To use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (eg <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>To choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> | <p>spelling and adding nouns/ pronouns for cohesion.</p> <p>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.</p> <p>To use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (eg <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>To choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> | <p>to engage the reader and to add atmosphere.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p> <p>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.</p> <p>To know the grammatical difference between plural and possessive -s</p> <p>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)</p> <p>To use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (eg <i>the teacher</i> expanded to: <i>the 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an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>To use apostrophes to mark plural possession (eg the girl's name, the girls' names)</p> <p>To use commas after fronted adverbials</p> | <p>engage the reader and to add atmosphere.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p> <p>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.</p> <p>To know the grammatical difference between plural and possessive -s</p> <p>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)</p> <p>To use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (eg <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>To use fronted adverbials (eg <i>Later that day, I heard the bad news</i>)</p> <p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To use paragraphs to organise ideas around a theme</p> <p>To choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> |
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# Cycle A

## Binbrook C of E Primary School – Writing Overview

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|  | <p><b><u>Non-fiction</u></b><br/>Write a simple non-chronological report, beginning to use Y4 grammar (Y3 grammar embedded).</p> <p><b><u>Narrative</u></b><br/>Narrative setting description including detailed descriptions based on a significant historical event. Authorial intent: build tension and create atmosphere for the reader.</p> | <p><b><u>Non-fiction</u></b><br/>Write persuasive adverts and letters, Y4 grammar (Y3 grammar embedded).</p> <p><b><u>Narrative</u></b><br/>'The Secret of the Tree'- story in style of 'The Secret of Black Rock'. Environment themed poems in planning stage (Haiku and Tanka).</p> | <p>To use paragraphs to organise ideas around a theme</p> <p>To choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>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>)</p> <p><b><u>Narrative</u></b><br/>Historical fiction including detailed character descriptions based on a legend. Authorial intent: build tension to create atmosphere for the reader.</p> <p><b><u>Non-fiction</u></b><br/>Write a simple non-chronological report, Y4 grammar (Y3 grammar embedded).</p> | <p><b><u>Non-fiction</u></b><br/>Instructions: how to build a gingerbread house (Hansel and Gretel theme), Y4 grammar (Y3 grammar embedded).</p> <p><b><u>Poetry</u></b><br/>Rhyming narrative poetry. Authorial intent: add humour.</p> | <p><b><u>Non-fiction</u></b><br/>Diary entry recount from perspective of main character in <i>Running Wild</i><br/>Authorial intent: set the scene for the reader: detailed description of setting and character emotion.</p> <p><b><u>Non-fiction</u></b><br/>Explanation of rainforest habitat/eco-system, Y4 grammar (Y3 grammar embedded).</p> | <p>To use apostrophes to mark plural possession (eg the girl's name, the girls' names)</p> <p>To use commas after fronted adverbials</p> <p><b><u>Play script</u></b> Write and perform a play script based on characters and events from the novel, <i>The Iron Man</i></p> <p>Authorial intent: make audience experience different emotions (eg fear, happiness, sadness, amusement)</p> <p><b><u>Non-fiction</u></b><br/>Narrative based on <i>The Wild Robot</i> (Y4 grammar, Y3 grammar embedded)</p> |
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# Cycle A

## Binbrook C of E Primary School – Writing Overview

| YEAR 5/6                |             | Autumn 1<br>Rivers<br>(Geography)                                                                      | Autumn 2<br>The Victorians<br>(History)                                                                                                                                  | Spring 1<br>Earth and Space<br>(Science)                                                              | Spring 2<br>The Greeks<br>(History)                                             | Summer 1<br>Animals including<br>Humans<br>(Science)                                                                                                      | Summer 2<br>Marvellous Maps<br>(Geography)                                  |
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| Driving text            |             | River Boy (Tim Bowler)<br><br>The River Singers (Tom Moorhouse)                                        | A Christmas Carol (Charles Dickens)*<br><i>Children will also watch a theatre production of this at the Theatre Royal, Lincoln</i><br><br>Street Child (Berlie Doherty)* | The War of the Worlds (H.G. Wells, Russell Punter & David Miles)<br><br>Cosmic (Frank Cottrell-Boyce) | Leo and the Gorgon's Curse (Joe Todd-Stanton)<br><br>Harry Potter (JK Rowling)  | Old Yeller (Fred Gipson)                                                                                                                                  | Around the World in 80 Days (Jules Verne)<br><br>Moondial (Helen Cresswell) |
| Supplementary<br>Texts  | Narrative   | The Adventures of Tom Sawyer (Mark Twain)<br><br>Journey to the River Sea (Eva Ibbotson)               | A Christmas Carol (Charles Dickens)*<br><br>Street Child (Berlie Doherty)*                                                                                               | Time Travelling with a Hamster (Ross Welford)                                                         | Who let the gods out?<br><br>Selection of Greek Myths and Legends               | The Story of Ferdinand (Munro Leaf And Robert Lawson)<br><br>Call of the Wild (Jack London)<br><br>White Fang (Jack London)<br><br>Pax (Sara Pennypacker) | Journey to the Centre of the Earth (Jules Verne)                            |
|                         | Non-fiction | Explanatory texts about rivers and the water cycle (Geography/Science)                                 | Horrible Histories: Vile Victorians (Terry Deary)                                                                                                                        |                                                                                                       | Biographies of famous children's authors                                        | Earth Heroes by Lily Dyu                                                                                                                                  |                                                                             |
|                         | Poetry      | The River (C.A. Bowles)-poem                                                                           | Sky in the Pie (Roger McGough)<br><br>The Eagle (Alfred Lord Tennyson)                                                                                                   |                                                                                                       |                                                                                 |                                                                                                                                                           |                                                                             |
| Year 5&6 writing genres |             | Narrative: Adventure stories (river poetry in planning stage)<br><br>Recount: Floods/ newspaper report | Narrative: Historic/ Classic/ Traditional fiction (including poetry in planning stage)                                                                                   | Narrative: science fiction<br><br>Persuasion: formal letter                                           | Narrative: Cultural fiction/ Myths and Legends (with recount in planning stage) | Balanced argument (Animal rights)<br><br>Narrative: Traditional fiction (inc informal letters/ recount in planning stage)                                 | Stories that create tension<br><br>Newspaper report<br><br>Playscript       |

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## Binbrook C of E Primary School – Writing Overview

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Famous authors)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Emotive recount |
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| Year 5 Writing Outcomes | <p>To plan writing by identifying audience and purpose, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>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.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p> <p>To convert nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)</p> <p>To use verb prefixes (eg dis-, de-, mis-, over- and re-)<br/>To indicate degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)</p> <p>To use devices to build cohesion within a paragraph (eg then, after that, this, firstly)</p> | <p>To plan writing by identifying audience and purpose, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>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.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To proof read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p> <p>To convert nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)</p> | <p>To plan writing by identifying audience and purpose, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>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.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To proofread work to shorten longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To proof read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p> | <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>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.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To proofread work to shorten longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To proof read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p> <p>To convert nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)</p> <p>To use verb prefixes (eg dis-, de-, mis-, over- and re-)</p> <p>To convert nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)</p> <p>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)</p> <p>To use verb prefixes (eg dis-, de-, mis-, over- and re-)</p> <p>To use relative clauses beginning with who, which,</p> | <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>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.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To proofread work to shorten longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To proof read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p> <p>To convert nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)</p> <p>To use verb prefixes (eg dis-, de-, mis-, over- and re-)</p> <p>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)</p> |                 |

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## Binbrook C of E Primary School – Writing Overview

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|  | <p>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)</p> | <p>To use verb prefixes (eg dis-, de-, mis-, over- and re-)</p> <p>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)</p> <p>To indicate degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)</p> <p>To use devices to build cohesion within a paragraph (eg then, after that, this, firstly)</p> <p>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)</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> | <p>To convert nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)</p> <p>To use verb prefixes (eg dis-, de-, mis-, over- and re-)</p> <p>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)</p> <p>To indicate degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)</p> <p>To use devices to build cohesion within a paragraph (eg then, after that, this, firstly)</p> <p>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)</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> | <p>where, when, whose, that, or an omitted relative pronoun (eg Professor Scribble, who was a famous inventor, had made a new discovery)</p> <p>To indicate degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)</p> <p>To use devices to build cohesion within a paragraph (eg then, after that, this, firstly)</p> <p>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)</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p><u>Non-fiction</u><br/>Biography of famous author (eg J.K. Rowling), Y5 grammar (Y4 grammar embedded).</p> <p><u>Narrative</u></p> | <p>To indicate degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)</p> <p>To use devices to build cohesion within a paragraph (eg then, after that, this, firstly)</p> <p>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)</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p><u>Non-fiction</u><br/>Discussion/balanced argument on subject of animal rights (Y5 grammar, Y4 grammar embedded)</p> <p><u>Narrative</u><br/>Narrative in style of traditional author (Y5 SPAG).</p> | <p>was a famous inventor, had made a new discovery)</p> <p>To indicate degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)</p> <p>To use devices to build cohesion within a paragraph (eg then, after that, this, firstly)</p> <p>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)</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p><u>Narrative</u><br/>Authorial intent: build tension and create atmosphere for the reader. Make audience experience different emotions (happiness, sadness, amusement) (Y6 SPAG).</p> |
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## Binbrook C of E Primary School – Writing Overview

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|                                | <p>atmosphere for the reader (beginning to use Y5 SPAG)<br/>River poems in planning stage.</p> <p><u>Non-fiction</u><br/>Newspaper report/recount-floods.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Authorial intent: build tension and create atmosphere for the reader.</p> <p><u>Non-fiction</u><br/>Write a non-chronological report, beginning to use Y5 grammar (Y4 grammar embedded).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Narrative in style of a significant author.<br/>Authorial intent: build tension and create atmosphere for the reader (Y5 SPAG).</p> <p><u>Non-fiction</u><br/>Write a persuasive letter, Y5 grammar (Y4 grammar embedded).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Narrative in style of Greek myth / legend (Y5 SPAG).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Write a play script, Y6 grammar (Y5 grammar embedded).</p> <p><u>Non-fiction</u><br/>Newspaper report based on events in Narrative</p> <p>Emotive recount for Y6 leavers</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Year 6 Writing Outcomes</b> | <p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>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.</p> <p>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</p> <p>To use layout devices (eg headings, sub-headings, columns,</p> | <p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>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.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing 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).</p> | <p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>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.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing 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).</p> <p>To habitually proofread for spelling and punctuation errors.</p> | <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>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.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To proofread work to shorten longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To proof read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p> | <p>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.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing 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).</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms</p> | <p>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.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing 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).</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p> |



# Cycle A

## Binbrook C of E Primary School – Writing Overview

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|  | <p>bullets, or tables) to structure text</p> | <p>To know how words are related by meaning as synonyms and antonyms (eg big, large, little)</p> <p>To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To know the difference between <b>structures</b> 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)</p> <p>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.</p> <p>To use the perfect form of verb to mark relationships of time and cause.</p> <p>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</p> <p>To use layout devices (eg headings, sub-headings,</p> | <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p> <p>To know the difference between <b>vocabulary</b> typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter</p> <p>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>).</p> <p>To know the difference between <b>structures</b> 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)</p> <p>To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg the use of</p> | <p>To convert nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)</p> <p>To use verb prefixes (eg dis-, de-, mis-, over- and re-)</p> <p>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)</p> <p>To indicate degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)</p> <p>To use devices to build cohesion within a paragraph (eg then, after that, this, firstly)</p> <p>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)</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> | <p>and to use this knowledge to make improvements to their writing.</p> <p>To know the difference between vocabulary typical of informal speech and <b>vocabulary</b> appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter</p> <p>To know the difference between <b>structures</b> 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)</p> <p>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.</p> <p>To use the perfect form of verb to mark relationships of time and cause.</p> <p>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.</p> <p>To use layout devices (eg headings, sub-headings, columns, bullets, or tables) to structure text</p> <p>To use the semi-colon, colon and dash to mark the boundary between</p> | <p>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.</p> <p>To use the perfect form of verb to mark relationships of time and cause.</p> <p>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</p> <p>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>)</p> <p>To use the colon to introduce a list and use of semi-colons within lists</p> <p>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>)</p> |
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# Cycle A

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|  |  | <p>columns, bullets, or tables) to structure text</p> <p>To use the colon to introduce a list and use of semi-colons within lists</p> <p>To use bullet points to list information</p> <p>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>)</p> <p><b><u>Narrative</u></b><br/>Adventure narrative including detailed character and setting descriptions. Authorial intent: build tension and create atmosphere for the reader (beginning to use Y6 SPAG)<br/>River poems in planning stage.</p> <p><b><u>Non-fiction</u></b><br/>Newspaper report/recount-floods.</p> | <p>adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</p> <p>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</p> <p>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>)</p> <p><b><u>Narrative</u></b><br/>Narrative in style of a significant author. Authorial intent: build tension and create atmosphere for the reader (Y6 SPAG).</p> <p><b><u>Non-fiction</u></b><br/>Write a persuasive letter, Y6 grammar (Y5 grammar embedded).</p> |  | <p>independent clauses (eg <i>It's raining; I'm fed up</i>)</p> <p>To use the colon to introduce a list and use of semi-colons within lists</p> <p>To use bullet points to list information</p> <p>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>)</p> <p><b><u>Non-fiction</u></b><br/>Biography of famous author (eg J.K.Rowling), Y6 grammar (Y5 grammar embedded).</p> <p><b><u>Narrative</u></b><br/>Narrative in style of Greek myth / legend (Y6 SPAG).</p> | <p><b><u>Non-fiction</u></b><br/>Discussion/balanced argument on subject of animal rights (Y6 grammar, Y5 grammar embedded)</p> <p><b><u>Narrative</u></b><br/>Narrative in style of traditional author (Y5 SPAG).</p> | <p><b><u>Narrative</u></b><br/>Authorial intent: build tension and create atmosphere for the reader. Make audience experience different emotions (happiness, sadness, amusement) (Y6 SPAG).</p> <p><b><u>Non-fiction</u></b><br/>Write a persuasive letter, Y6 grammar (Y5 grammar embedded). Informal letter in planning stage, building up to formal letter.</p> |
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Examples of each text type include:



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- **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)

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#### Supporting documents:

- **English National Curriculum** (N.C.), including Appendix 1: Spelling and Appendix 2: Vocabulary, Grammar and Punctuation
- **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.**

- **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)

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