



**Pear Tree Primary**

**‘Being our Best Selves’**

# **Writing Long-Term Curriculum Plan**

## **EYFS/Red Class Writing Curriculum Map**

### **EYFS Writing End Points**

#### **Skills: Punctuation and grammar**

Begin to use:

- Finger spaces
- Full stops
- Capital letters

Use orally:

**determiners:** the, a, my, your, an, this, that, his, her, their, some, all

**prepositions:** up, down, in, into, out, to, onto

**Use past, present and future forms when talking**

#### **Skills: Sentence construction**

Write a simple sentence

Say a sentence, write and read it back to check it makes sense.

Use simple conjunctions and/but

<b>Handwriting:</b> To show good control and co-ordination in large and small movements. To move confidently in a range of ways, safely negotiating space. To handle equipment and tools effectively, including pencils for writing.	
<b>Writing ideas in Red Class:</b> <b>Introduce: Planning Tool</b> –Story map /story mountain/Boxing Clever <b>Whole class retelling of story</b> Understanding of beginning/ middle / end <b>Retell simple 5-part story:</b> Once upon a time First / Then / Next But So Finally,.....happily ever after Non-fiction: <b>Factual writing closely linked to a story</b> Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message	

### Year 1/Orange Class Writing Curriculum Map

Y1 Writing End Points		
<b>Skills: Punctuation and grammar</b> <ul style="list-style-type: none"> <li>Separation of words with <b>finger spaces</b>.</li> <li>The use of <b>capital letters, full stops, question marks</b> and <b>exclamation marks</b> in sentences.</li> <li><b>Capital letter</b> for <b>proper nouns</b> (names).</li> <li><b>Capital letter</b> for the <b>personal pronoun /</b></li> </ul> <p><b>To recognise and use the terms:</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<b>Skills: sentence structure</b> <ul style="list-style-type: none"> <li>Compose sentences orally – say it, write it, read it, check it</li> <li>Sequence sentences into short narratives</li> <li></li> <li><b>Sentence Types: simple sentences, Embellished simple sentences using adjectives (2A), Compound sentences</b> using connectives (coordinating conjunctions) and/but/ e.g. The children played on the swings and slid down the slide.</li> <li><b>Use of ‘who’</b> e.g. Once upon a time there was a little old woman who lived in a forest.</li> <li><b>Repetition for rhythm</b> e.g. He walked and he walked and he walked.</li> </ul>	
<b>Handwriting:</b> To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.		
<b>Statutory requirements:</b> Sequencing sentences to form short narratives		
Narrative Texts in Year 1		
Generic Text Features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> <li>Simple narratives and retellings are told/ written in first or third person.</li> </ul>		<ul style="list-style-type: none"> <li>Listen to stories and narrative texts that use the features required for the writing.</li> </ul>

<ul style="list-style-type: none"> <li>• Simple narratives are told/ written in past tense.</li> <li>• Events are sequenced to create texts that make sense.</li> <li>• The main participants are human or animal.</li> <li>• Simple narratives use typical characters, settings and events whether imagined or real.</li> <li>• ‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Stories are written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed.</li> <li>• Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny’s house on Saturday; We went to the park after school.</li> <li>• Sentences are demarcated using full-stops, capital letters and finger spaces.</li> <li>• Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure.</li> <li>• Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no!</li> </ul> <p>Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf.</p>	<ul style="list-style-type: none"> <li>• Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.</li> <li>• Make plans and props based on the story or narrative that has been shared.</li> <li>• Recognise and use ‘story language’ e.g. Once upon a time, later that day, happily ever after etc.</li> <li>• Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.</li> </ul> <p>Think, say and write sentences to tell the story or narrative in their own words</p>
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**Non-fiction writing in Year 1**

Generic Text Features	Grammatical features	Planning and preparation
<p><b>Simple Instructions:</b></p> <ul style="list-style-type: none"> <li>• Begin by defining the goal or desired outcome. E.g. How to make a board game.</li> <li>• Simple sequenced sentences in present tense.</li> </ul> <p><b>Simple Non-chronological report:</b></p> <ul style="list-style-type: none"> <li>• Topic based</li> <li>• Opening statement eg Birds are living things.</li> <li>• Simple sentences in past or present tense.</li> </ul> <p><b>Simple recount:</b></p> <ul style="list-style-type: none"> <li>• Based on personal experience</li> </ul>	<p><b>For all Non-fiction writing:</b></p> <ul style="list-style-type: none"> <li>• Sentences are demarcated using full-stops, capital letters and finger spaces.</li> <li>• Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure.</li> </ul> <p><b>Simple Non-chronological report:</b></p> <ul style="list-style-type: none"> <li>• Question marks are used to denote questions (Y1)</li> <li>• Simple adjectives used if appropriate.</li> </ul> <p><b>Simple recount:</b></p> <ul style="list-style-type: none"> <li>• First person – I went to the park.</li> <li>• Simple adjectives used if appropriate.</li> </ul>	<p><b>Simple Instructions:</b></p> <ul style="list-style-type: none"> <li>• Orally rehearse instructions</li> <li>• Decide on the important points you need to include at each stage.</li> </ul> <p><b>Simple Non-chronological report:</b></p> <ul style="list-style-type: none"> <li>• Provide visual aids, headings for children</li> <li>• Orally rehearse sentences</li> </ul> <p><b>Simple recount:</b></p> <ul style="list-style-type: none"> <li>• Base recount on personal experience, eg a school trip</li> <li>• Orally rehearse sentences</li> <li>• Support children to sequence events, eg with pictures</li> </ul>

## Y2 Writing End Points

### Skills: Punctuation and grammar

- Use **capital letters, full stops, question marks** and **exclamation marks** in sentences.
- Use **commas** to separate **items in a list**.
- Use **apostrophes** for **omission**.

e.g. did not – didn't

- Use **apostrophe** to show **singular possession** in nouns.

e.g. the girl's name (as in there is 1 girl and the name belongs to her.)

- choose and consistently use the correct tense – **past and present**.
- know what a **noun, adjective** and **verb** is.
- Recognise whether a sentence is a **statement, question, exclamation or command**.

**Recognise and use the terms:** noun, nounphrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.

### Handwriting:

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Form lower case letters of the correct size, relative to one another.

Begin to use the diagonal and horizontal strokes needed to join letters.

### Skills: sentence structure:

- Use **subordination in sentences** e.g. if, when, that, because.
- Use **coordination in sentences** e.g. or, and, but
- **Use range of sentence types:**
- **'ly' starters** e.g. Usually, Eventually, Finally,
- **Embellished simple sentences using: adjectives/2A** e.g. The boys peeped inside the dark,spooky cave. adverbs e.g. Tom ran quickly down the hill.
- **Secure use of compound sentences/BOYS** (Coordination) using connectives: and/ or / but / so.
- Use **expanded noun phrases** in descriptive writing.

### Statutory requirements:

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing about real events
- Writing poetry

Writing for different purposes

### Narrative Texts in Year 2

Generic Text Features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> <li>• Narratives and retellings are told/ written in first or third person</li> <li>• Narratives and retellings are told/ written in past tense</li> <li>• Events are sequenced to create texts that make sense.</li> <li>• The main participants are human or animal. They are simply developed as either good or bad characters.</li> <li>• Simple narratives use typical characters, settings and events whether imagined or real.</li> </ul>	<ul style="list-style-type: none"> <li>• Apostrophes can be used for possession, e.g. Granny's house, baby bear's bed.</li> <li>• Apostrophes to show contraction can be used, e.g. Goldilocks couldn't believe her eyes.</li> <li>• Sentences are demarcated using full-stops, capital letters and finger spaces.</li> <li>• Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas.</li> <li>• Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! and to form</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories and narrative texts that use the features required for the writing.</li> <li>• Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...)</li> <li>• Make plans and props based on the story or narrative that has been shared.</li> <li>• Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc.</li> <li>• Make use of ideas from reading, e.g. using repetition to create an effect.</li> </ul>

<ul style="list-style-type: none"> <li>Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.</li> </ul>	<p>exclamative sentences, e.g. How amazing was that!, What an incredible sight!</p> <ul style="list-style-type: none"> <li>Question marks can be used to form questions, including rhetorical questions used to engage the reader.</li> <li>Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger.</li> <li>Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.</li> <li>Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases.</li> <li>Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc.</li> </ul>	<ul style="list-style-type: none"> <li>Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.</li> <li>Think, say and write sentences to tell the story or narrative in their own words.</li> <li>Write narratives using their plans.</li> <li>Use CUPS to edit own work with support from teacher</li> <li>Reread completed narratives aloud, for example, to a partner, small group or the teacher.</li> </ul>
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**Poetry writing in Y2**

Generic text features	Grammatical features	Planning and Preparation
<p>Possible poem structures:</p> <ul style="list-style-type: none"> <li>Acrostic poem</li> <li>Shape poem</li> <li>Simple riddles</li> <li>Rhyming couplets</li> </ul>	<ul style="list-style-type: none"> <li>Use of adjectives</li> <li>Rhyming words</li> <li>Alliteration</li> <li>Powerful verbs</li> </ul>	<ul style="list-style-type: none"> <li>Read examples of poems</li> <li>Collect suitable vocabulary</li> <li>Model poem structure</li> </ul>

**Non-fiction writing in Y2 – suggestions for writing tasks**

Generic Text Features	Grammatical features	Planning and preparation
<p><b>Non-chronological report – based on other curriculum subject, eg history, science, art</b></p> <ul style="list-style-type: none"> <li>an opening statement, often a general classification (Sparrows are birds);</li> <li>a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: <ul style="list-style-type: none"> <li>its qualities (Like most birds, sparrows have feathers.);</li> <li>its parts and their functions (The beak is small and strong so that it can ...)</li> </ul> </li> </ul> <p><b>Simple Instructions:</b></p> <ul style="list-style-type: none"> <li>Begin by defining the goal or desired outcome. E.g. How to make a board game.</li> <li>Simple sequenced sentences in present tense.</li> </ul>	<p><b>Non-chronological report – based on other curriculum subject, eg history, science, art:</b></p> <ul style="list-style-type: none"> <li>Use present and past tense throughout</li> <li>Questions can be used to form titles</li> <li>Question marks are used to denote questions</li> <li>Use conjunctions e.g. because to aid explanation</li> <li>Use adjectives including comparative adjectives to create description</li> <li>Full stops and capital letters to demarcate sentences.</li> <li>Commas in lists</li> </ul> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>Use of command sentences</li> <li>Commas in lists</li> </ul>	<p><b>Non-chronological report – based on other curriculum subject, eg history, science, art:</b></p> <ul style="list-style-type: none"> <li>Model how to plan e.g. use paragraph headings, a spidergram or a grid.</li> <li>Gather information from a wide range of sources and collect it under the headings.</li> <li>Collect vocabulary that will support the children with their reports</li> </ul> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>Orally rehearse instructions</li> <li>Decide on the important points you need to include at each stage.</li> </ul> <p><b>Persuasive writing:</b></p>

<p><b>Persuasive writing:</b></p> <ul style="list-style-type: none"> <li>• Could be a letter, poster, leaflet, book review</li> </ul> <p><b>Recount – eg based on real-life experience :</b></p> <ul style="list-style-type: none"> <li>• Could be based on school trip, reflection (report comment)</li> <li>• orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)</li> <li>• an account of the events that took place, often in chronological order (The first person to arrive was ...)</li> <li>• reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)</li> </ul>	<p><b>Persuasive writing:</b></p> <ul style="list-style-type: none"> <li>• Sentence types include rhetorical questions e.g. Want to be the most relaxed person in town? So what do you have to do to?</li> <li>• Present tense</li> <li>• Use of noun phrases/adjectives to create appealing images</li> </ul> <p><b>Recount – eg based on real-life experience :</b></p> <ul style="list-style-type: none"> <li>• Use past and present tense throughout writing</li> <li>• Use progressive forms of verbs</li> <li>• Use conjunctions for coordination and subordination</li> <li>• Use of noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Support children to decide on the viewpoint they want to present</li> <li>• Model how to choose persuasive language suitable for task</li> <li>• Model how to organise points in suitable order. – Planning grids etc</li> </ul> <p><b>Recount:</b></p> <ul style="list-style-type: none"> <li>• Support children to plan how they will organise the retelling of the events, eg a timeline to help plan.</li> <li>• Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why?</li> <li>• Collect vocabulary that will support the children with their recounts</li> <li>• Model grammatical features and sentence types.</li> </ul>
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### Year 3/ Green Class Writing Curriculum Map

#### Y3 Writing End Points

<p><b>Skills: Punctuation and grammar</b></p> <ul style="list-style-type: none"> <li>• Use all skills from Y1&amp;2</li> <li>• use <b>inverted commas</b> to punctuate <b>direct speech</b> e.g. 'I am upset.' she said.</li> <li>• use <b>a</b> or <b>an</b> correctly depending on whether the next words begins with a <b>consonant</b> or <b>vowel</b>.</li> <li>• know what a <b>main and subordinate clause</b> is</li> <li>• use <b>commas accurately</b> in writing to mark <b>grammatical boundaries in sentences</b>.</li> <li>• collect and <b>classify adjectives</b> e.g. moods, colours, sizes</li> <li>• collect and <b>classify verbs</b> e.g. run, chase, sprint, dash</li> </ul> <p><b>To recognise and use the terms:</b> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p><b>Skills: sentence structure</b></p> <p><b>Use Conjunctions</b> – when, before, after, while, so, because</p> <p><b>Use Adverbs</b> – then, next, soon, therefore</p> <p><b>Use Prepositions</b> – before, after, during, in, because of</p> <ul style="list-style-type: none"> <li>• <b>Sentence Types: Secure use of 2A, BOYS</b></li> <li>• <b>Vary long and short sentences</b></li> <li>• <b>Embellish simple sentences: Adverb starters to add detail</b> e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can....</li> <li>• <b>Adverbial phrases</b> used as a 'where', 'when' or 'how' starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me.</li> <li>• <b>Prepositional phrases</b> to place the action: on the mat; behind the tree, in the air</li> </ul>
<p><b>Handwriting:</b></p> <p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	
<p><b>Statutory requirements:</b></p> <ul style="list-style-type: none"> <li>• Narratives including creating settings, characters and plot</li> </ul> <p>Non-narrative material including simple organisational devices e.g. headings and sub-headings</p>	

Narrative Writing in Y3		
Generic Text Features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> <li>• Narratives and retellings are written in first or third person.</li> <li>• Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li> <li>• Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>• Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>• Narratives use typical characters, settings and events whether imagined or real.</li> <li>• Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.</li> <li>• Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)</li> </ul>	<p>Paragraphs are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time.</p> <ul style="list-style-type: none"> <li>• Adverbs e.g. first, then, after that, finally... are useful for denoting shifts in time and for structuring the narrative.</li> <li>• The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative.</li> <li>• Using prepositions e.g. before, after, during, after, before, in, because of... enables the passage of time to be shown in the narrative and the narrative to be moved on.</li> <li>• Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. What has happened to us? What have you done? They have forgotten me...</li> <li>• Headings and subheadings can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close... etc.</li> <li>• Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed.</li> <li>• Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.</li> <li>• Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys...</li> </ul>	<p>Read narrative texts that use the features required for the writing.</p> <ul style="list-style-type: none"> <li>• Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...).</li> <li>• Make plans that include key events, being sure that all the events lead towards the ending.</li> <li>• Plan a limited number of characters and describe a few key details that show something about their personalities.</li> <li>• Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader.</li> </ul> <p>Support children to plan using different formats, eg story map, boxing clever</p> <p>Teach children to use CUPS and ARMS to edit and revise writing.</p> <ul style="list-style-type: none"> <li>• Reread completed narratives aloud, e.g. to a partner, small group.</li> </ul>
Poetry writing in Y3		

Generic Text Features	Grammatical features	Planning and preparation
Possible poem structures: <ul style="list-style-type: none"> <li>• Shape poems</li> <li>• Haiku</li> <li>• Tanka</li> <li>• Question and Answer poems</li> <li>• List poem</li> </ul>	<ul style="list-style-type: none"> <li>• Precise word choice</li> <li>• Haiku structure 3-5-3</li> <li>• Tanka structure 5-7-5-7-7</li> <li>• Question marks</li> </ul>	<ul style="list-style-type: none"> <li>• Read examples of poems</li> <li>• Collect suitable vocabulary</li> <li>• Model poem structure</li> </ul>
<b>Non-fiction writing in Y3 – suggestions for writing tasks</b>		
Generic Text Features	Grammatical features	Planning and preparation
<p><b>Simple Instructions:</b></p> <ul style="list-style-type: none"> <li>• Begin by defining the goal or desired outcome. E.g. How to make a board game.</li> <li>• Simple sequenced sentences in present tense.</li> </ul> <p><b>Non-chronological report – based on other curriculum subject, eg history, science, art</b></p> <ul style="list-style-type: none"> <li>• an opening statement, often a general classification (Sparrows are birds);</li> <li>• a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: • its qualities (Like most birds, sparrows have feathers.); • its parts and their functions (The beak is small and strong so that it can ...)</li> </ul> <p><b>Persuasive writing:</b></p> <ul style="list-style-type: none"> <li>• Could be a letter, poster, leaflet, book review</li> </ul>	<p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Use of command sentences</li> <li>• Commas in lists</li> <li>• Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>• Heading and subheadings used to aid presentation</li> </ul> <p><b>Non-chronological report – based on other curriculum subject, eg history, science, art:</b></p> <ul style="list-style-type: none"> <li>• Use present and past tense throughout</li> <li>• Questions can be used to form titles</li> <li>• Question marks are used to denote questions</li> <li>• Use conjunctions e.g. because to aid explanation</li> <li>• Use adjectives including comparative adjectives to create description</li> <li>• Full stops and capital letters to demarcate sentences.</li> <li>• Commas in lists</li> <li>• Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>• Heading and subheadings used to aid presentation</li> </ul> <p><b>Persuasive writing:</b></p>	<p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Orally rehearse instructions</li> <li>• Decide on the important points you need to include at each stage.</li> </ul> <p><b>Non-chronological report – based on other curriculum subject, eg history, science, art:</b></p> <ul style="list-style-type: none"> <li>• Model how to plan e.g. use paragraph headings, a spidergram or a grid.</li> <li>• Gather information from a wide range of sources and collect it under the headings.</li> <li>• Collect vocabulary that will support the children with their reports</li> </ul> <p><b>Persuasive writing:</b></p>



<p><b>Recount – eg based on real-life experience :</b></p> <ul style="list-style-type: none"> <li>• Could be based on school trip, reflection (report comment)</li> <li>• orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)</li> <li>• an account of the events that took place, often in chronological order (The first person to arrive was ...)</li> <li>• reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)</li> </ul> <p><b>Explanation text (based on curriculum subject eg How Volcanoes work)</b></p> <ul style="list-style-type: none"> <li>• A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate.</li> <li>• The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence types include rhetorical questions e.g. Want to be the most relaxed person in town? So what do you have to do to?</li> <li>• Present tense</li> <li>• Use of noun phrases/adjectives to create appealing images</li> <li>• Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> </ul> <p><b>Recount – eg based on real-life experience :</b></p> <ul style="list-style-type: none"> <li>• Use past and present tense throughout writing</li> <li>• Use progressive forms of verbs</li> <li>• Use conjunctions for coordination and subordination</li> <li>• Use of noun phrases</li> <li>• Adverbs and prepositions</li> </ul> <p><b>Explanation text (based on curriculum subject eg How Volcanoes work)</b></p> <ul style="list-style-type: none"> <li>• Consistent use of present tense</li> <li>• Questions can be used to form titles</li> <li>• Question marks are used to denote questions (Y1)</li> <li>• Use conjunctions e.g. so...because</li> <li>• Express time, place and cause using conjunctions, adverbs, prepositions</li> <li>• Headings and subheadings</li> </ul>	<ul style="list-style-type: none"> <li>• Support children to decide on the viewpoint they want to present</li> <li>• Model how to choose persuasive language suitable for task</li> <li>• Model how to organise points in suitable order. – Planning grids etc</li> </ul> <p><b>Recount:</b></p> <ul style="list-style-type: none"> <li>• Support children to plan how they will organise the retelling of the events, eg a timeline to help plan.</li> <li>• Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why?</li> <li>• Collect vocabulary that will support the children with their recounts</li> </ul> <p>Model grammatical features and sentence types.</p> <p><b>Explanation text (based on curriculum subject eg How Volcanoes work)</b></p> <ul style="list-style-type: none"> <li>• Ensure children know difference between an explanation and a non-chronological report.</li> <li>• Support children to research and collect sufficient information so that they have a good understanding of what they are explaining</li> <li>• Rehearse orally</li> <li>• Model grammatical features</li> </ul>
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**Year 4/Blue Class Writing Curriculum Map**

**Y4 Writing End Points**

<p><b>Skills: Punctuation and grammar</b></p> <ul style="list-style-type: none"> <li>• use of <b>apostrophe</b> to show <b>plural possession</b> e.g. the girls' names (as in there is more than 1 girl and the names belongs to them.)</li> <li>• use of <b>inverted commas</b> and <b>all other punctuation</b> to indicate <b>direct speech</b>.</li> <li>• use of <b>commas</b> after <b>fronted adverbials</b> e.g. Carefully, she opened the box e.g. After lunch, they had a maths test.</li> <li>• know <b>noun classifications</b> e.g. proper noun, common noun, abstract noun, collective noun, pronoun.</li> <li>• know the <b>grammatical difference</b> between the <b>plural and possessive s</b> understand and use <b>Standard English forms</b> instead of local forms e.g. 'We were...' instead of 'We was...' e.g. 'I was given...' instead of 'I got given...' e.g. 'Ruby and I...' instead of 'Me and Ruby...'</li> </ul> <p><b>To recognise and use the terms:</b> determiner, pronoun, possessive pronoun and adverbial.</p>	<p><b>Skills: Sentence structure</b>  <b>Rehearse sentences orally and read own writing aloud to group or class</b>  <b>Sentence types: -secure use of 2A/4A, BOYS, Long and short sentences:</b> Long sentences to enhance description or information <b>Short sentences</b> to move events on quickly e.g. It was midnight. It's great fun.  <b>Start with a simile</b> e.g. As curved as a ball, the moon shone brightly in the night sky.  <b>ed' clauses</b> as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.  <b>Drop in –'ing' clause</b> e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.  <b>Sentence of 3 for action</b> e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</p>	
<p><b>Handwriting:</b>  To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].  To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>		
<p><b>Statutory requirements:</b></p> <ul style="list-style-type: none"> <li>• Narratives including creating settings, characters and plot</li> </ul> <p>Non-narrative material including simple organisational devices e.g. headings and sub-headings</p>		
<p><b>Narrative Writing in Y4</b></p>		
<p>Generic Text Features</p>	<p>Grammatical features</p>	<p>Planning and preparation</p>
<p>Narratives and retellings are written in the first or third person.</p> <ul style="list-style-type: none"> <li>• Narratives and retellings are written in the past tense, occasionally these are told in the present tense.</li> <li>• Events are sequenced to create chronology through the use of adverbials and prepositions</li> <li>• Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>• Narratives use typical characters, settings and events whether imagined or real.</li> <li>• Dialogue is used to convey characters' thoughts and to move the narrative forward.</li> <li>• Language choices help create realistic sounding</li> </ul>	<p>The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?).</p> <ul style="list-style-type: none"> <li>• Standard English forms of verb inflections are used instead of local spoken forms,</li> <li>• Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma.</li> <li>• The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs.</li> <li>• Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g.</li> <li>• Paragraphs</li> <li>• Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said;</li> </ul>	<p>Read narrative texts that use the features required for the writing.</p> <ul style="list-style-type: none"> <li>• Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.</li> <li>• Make plans that include key events, being sure that all the events lead towards the ending.</li> <li>• Plan a limited number of characters and describe a few key details that show something about their personalities.</li> <li>• Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader.</li> </ul> <p>Try to show rather than tell, for example,</p>

narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc.	<ul style="list-style-type: none"> <li>• The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative.</li> <li>• Descriptions can be developed through the effective use of expanded noun phrases</li> <li>• The full range of speech punctuation can be used to indicate dialogue</li> <li>• Apostrophes can be used to indicate plural possession</li> </ul>	<p>show how a character feels by what they say or do.</p> <ul style="list-style-type: none"> <li>• Write narratives using their plans.</li> <li>• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers using CUPS and ARMS</li> <li>• Reread completed narratives aloud, e.g. to a partner, small group.</li> </ul>
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**Poetry Writing in Y4**

Generic Text Features	Grammatical features	Planning and preparation
<p>Possible poem structures:</p> <ul style="list-style-type: none"> <li>• Haiku/Tanka</li> <li>• Monologue poem</li> <li>• Simile poem</li> <li>• Metaphor poem</li> </ul>	<ul style="list-style-type: none"> <li>• Haiku 3-5-3</li> <li>• Tanka 5-7-5-7-7-7</li> <li>• Similes</li> <li>• Metaphors</li> <li>• Precise choice of language</li> </ul>	<p>Read poems of similar structure</p> <p>Support children to collect vocabulary</p> <p>Model poem structure</p> <p>Perform poem to class/small group</p>

**Non-fiction writing in Y4 – suggestions for writing tasks**

Generic Text Features	Grammatical features	Planning and preparation
<p><b>Non-chronological report – based on other curriculum subject, eg history, science, art</b></p> <ul style="list-style-type: none"> <li>• an opening statement, often a general classification (Sparrows are birds);</li> <li>• a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: • its qualities (Like most birds, sparrows have feathers.); • its parts and their functions (The beak is small and strong so that it can ...)</li> </ul> <p><b>Persuasive writing:</b></p> <ul style="list-style-type: none"> <li>• Could be a letter, poster, leaflet, book review</li> </ul>	<p><b>Non-chronological report – based on other curriculum subject, eg history, science, art:</b></p> <ul style="list-style-type: none"> <li>• Use present and past tense throughout</li> <li>• Questions can be used to form titles</li> <li>• Question marks are used to denote questions</li> <li>• Use conjunctions e.g. because to aid explanation</li> <li>• Use adjectives including comparative adjectives to create description</li> <li>• Full stops and capital letters to demarcate sentences.</li> <li>• Commas in lists</li> <li>• Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>• Heading and subheadings used to aid presentation</li> <li>• Paragraphs</li> <li>• Fronted adverbials</li> </ul> <p><b>Persuasive writing:</b></p>	<p><b>Non-chronological report – based on other curriculum subject, eg history, science, art:</b></p> <ul style="list-style-type: none"> <li>• Model how to plan e.g. use paragraph headings, a spidergram or a grid.</li> <li>• Gather information from a wide range of sources and collect it under the headings.</li> <li>• Collect vocabulary that will support the children with their reports</li> </ul> <p><b>Persuasive writing:</b></p>

<p><b>Recount – eg based on real-life experience :</b></p> <ul style="list-style-type: none"> <li>• Could be based on school trip, reflection (report comment)</li> <li>• orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)</li> <li>• an account of the events that took place, often in chronological order (The first person to arrive was ...)</li> <li>• reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)</li> </ul> <p><b>Explanation text (based on curriculum subject eg How Volcanoes work)</b></p> <ul style="list-style-type: none"> <li>• A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate.</li> <li>• The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.</li> </ul> <p><b>Biography (based on curriculum subject, eg life of a scientist)</b></p> <ul style="list-style-type: none"> <li>• General introduction</li> <li>• Details of early life</li> <li>• Details of achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence types include rhetorical questions e.g. Want to be the most relaxed person in town? So what do you have to do to?</li> <li>• Present tense</li> <li>• Use of noun phrases/adjectives to create appealing images</li> <li>• Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>• Paragraphs</li> <li>• Fronted adverbials</li> </ul> <p><b>Recount – eg based on real-life experience :</b></p> <ul style="list-style-type: none"> <li>• Use past and present tense throughout writing</li> <li>• Use progressive forms of verbs</li> <li>• Use conjunctions for coordination and subordination</li> <li>• Use of noun phrases</li> <li>• Adverbs and prepositions</li> <li>• Paragraphs</li> <li>• Fronted adverbials</li> </ul> <p><b>Explanation text (based on curriculum subject eg How Volcanoes work)</b></p> <ul style="list-style-type: none"> <li>• Consistent use of present tense</li> <li>• Questions can be used to form titles</li> <li>• Question marks are used to denote questions (Y1)</li> <li>• Use conjunctions e.g. so...because</li> <li>• Express time, place and cause using conjunctions, adverbs, prepositions</li> <li>• Headings and subheadings</li> <li>• Paragraphs</li> <li>• Fronted adverbials</li> </ul> <p><b>Biography (based on curriculum subject, eg life of a scientist)</b></p> <ul style="list-style-type: none"> <li>• Past or present tense</li> <li>• Third person</li> <li>• Fronted adverbials</li> <li>• Subordinating conjunctions</li> <li>• Headings and subheadings</li> <li>• Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Support children to decide on the viewpoint they want to present</li> <li>• Model how to choose persuasive language suitable for task</li> <li>• Model how to organise points in suitable order. – Planning grids etc</li> </ul> <p><b>Recount:</b></p> <ul style="list-style-type: none"> <li>• Support children to plan how they will organise the retelling of the events, eg a timeline to help plan.</li> <li>• Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why?</li> <li>• Collect vocabulary that will support the children with their recounts</li> </ul> <p>Model grammatical features and sentence types.</p> <p><b>Explanation text (based on curriculum subject eg How Volcanoes work)</b></p> <ul style="list-style-type: none"> <li>• Ensure children know difference between an explanation and a non-chronological report.</li> <li>• Support children to research and collect sufficient information so that they have a good understanding of what they are explaining</li> <li>• Rehearse orally</li> <li>• Model grammatical features</li> </ul> <p><b>Biography (based on curriculum subject, eg life of a scientist)</b></p>
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		<ul style="list-style-type: none"> <li>• Support children to research and collect sufficient information so that they have a good understanding of the life of the person they are writing about</li> <li>• Model grammatical features</li> </ul>
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## Year 5/Indigo Class Writing Curriculum Map

### Y5 Writing End Points

#### Skills: Punctuation and grammar

Use all punctuation and grammar from previous year groups, plus:

- use **brackets** for extra information.
- Use **commas** and **dashes** to clarify meaning and avoid ambiguity

**To recognise and use the terms:** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.

#### Handwriting:

To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.

To use joined, legible style

#### Skills: Sentence structure

**Sentence Types:** secure use of **BOYS**, **-ly**, **-ing** openers. **Relative clauses** beginning with **who**, **which**, **that**, **where**, **when**, **whose**.

**Use complex sentences:** (Subordination) Main and subordinate clauses with full range of conjunctions.

**Use expanded -ed clauses as starters** e.g. Encouraged by the bright weather, Jane set out for a long walk.

**Elaborate when using adverbial phrases** e.g. Beyond the dark gloom of the cave, Zach saw the wizard move.

**Use rhetorical questions**

**Use directions in speech (speech + verb + action)** e.g. "Stop!" he shouted, picking up the stick and running after the thief.

**Indicate degrees of possibility using modal verbs** (e.g. might, should, will, must) or adverbs (perhaps, surely)

#### Statutory requirements:

- Narratives including describing settings, characters, atmosphere and integrating dialogue
- Using further organisational and presentational devices to structure texts and to guide the reader e.g. headings, bullet points and underlining

Perform their own compositions

#### Narrative Writing in Y5

Generic Text Features	Grammatical features	Planning and preparation
Narratives and retellings are written in first or third person. • Narratives and retellings are written in past	The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present	Read narrative texts that use the features required for the writing. • Think about the intended audience and the

<p>tense, occasionally these are told in the present tense.</p> <ul style="list-style-type: none"> <li>• Narratives are told sequentially and nonsequentially (e.g. flashbacks) through the use of adverbials and prepositions.</li> <li>• Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language</li> <li>• Dialogue is used to convey characters' thoughts and to move the narrative forward.</li> </ul>	<p>perfect (e.g. What have you done?).</p> <ul style="list-style-type: none"> <li>• Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ...</li> <li>• Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly).</li> <li>• Modals can be used to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to...</li> <li>• Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime...</li> <li>• Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in a playscript. Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close...</li> <li>• Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required.</li> </ul>	<p>purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.</p> <ul style="list-style-type: none"> <li>• Make plans that include key events, being sure that all the events lead towards the ending.</li> <li>• Plan a limited number of characters and describe a few key details that show something about their personalities.</li> <li>• Model all stages of writing process</li> </ul> <p>Children to use CUPS and ARMS to edit and revise writing</p>
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**Poetry Writing in Y5**

Generic Text Features	Grammatical features	Planning and preparation
<p><b>Possible poem structures:</b></p> <ul style="list-style-type: none"> <li>• Cinquain</li> <li>• Simile and metaphor poems</li> <li>• Personification poem</li> </ul>	<ul style="list-style-type: none"> <li>• Cinquain -2-4-6-8-2</li> <li>• Similes</li> <li>• Metaphors</li> <li>• Figurative language</li> </ul>	<p>Read poems of similar structure Support children to collect vocabulary Model poem structure Perform poem to class/small group</p>

<ul style="list-style-type: none"> <li>• Free verse</li> <li>• Shakespeare</li> </ul>	<ul style="list-style-type: none"> <li>• Precise word choice</li> </ul>	
<b>Non-Fiction Writing in Y5 – suggestions for writing tasks</b>		
Generic Text Features	Grammatical features	Planning and preparation
<p><b>Discussion texts:</b> The most common structure includes:</p> <ul style="list-style-type: none"> <li>• a statement of the issues involved and a preview of the main arguments;</li> <li>• arguments for, with supporting evidence/examples;</li> <li>• arguments against or alternative views, with supporting evidence/examples.</li> </ul> <p>Another common structure presents the arguments ‘for’ and ‘against’ alternatively. Discussion texts usually end with a summary and a statement of recommendation or conclusion.</p> <p><b>Explanation text (based on curriculum subject eg How Volcanoes work)</b></p> <ul style="list-style-type: none"> <li>• A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate.</li> <li>• The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.</li> </ul> <p><b>Biography (based on curriculum subject, eg life of a scientist)</b></p> <ul style="list-style-type: none"> <li>• General introduction</li> </ul>	<p><b>Discussion Texts:</b> Consistent use of present tense Use present perfect form of verbs Effective use of noun phrases Use of paragraphs to organise ideas Use adverbials e.g. therefore, however... Heading and subheadings used to aid presentation Create cohesion within paragraphs using adverbials Use layout devices to provide additional information and guide the reader</p> <p><b>Explanation text (based on curriculum subject eg How Volcanoes work)</b></p> <ul style="list-style-type: none"> <li>• Consistent use of present tense</li> <li>• Questions can be used to form titles</li> <li>• Question marks are used to denote questions (Y1)</li> <li>• Use conjunctions e.g. so...because</li> <li>• Express time, place and cause using conjunctions, adverbs, prepositions</li> <li>• Headings and subheadings</li> <li>• Paragraphs</li> <li>• Fronted adverbials</li> <li>• Indicate degrees of possibility using adverbs and modal verbs</li> <li>• Use layout devices to provide additional information and guide the reader</li> </ul> <p>Create cohesion within paragraphs using adverbials Relative clauses can be used to add further information Parenthesis can be used to add clarification of technical words</p> <p><b>Biography (based on curriculum subject, eg life of a scientist)</b></p> <ul style="list-style-type: none"> <li>• Past or present tense</li> <li>• Third person</li> <li>• Fronted adverbials</li> <li>• Subordinating conjunctions</li> <li>• Headings and subheadings</li> </ul>	<p><b>Discussion Texts:</b></p> <ul style="list-style-type: none"> <li>• Model writing introduction to show why you are debating the issue e.g. There is always a lot of disagreement about x and people’s views vary a lot.</li> <li>• Support children to show both/all sides of the argument fairly.</li> <li>• Ensure children have enough reasons and evidence.</li> </ul> <p>Model grammatical features</p> <p><b>Explanation text (based on curriculum subject eg How Volcanoes work)</b></p> <ul style="list-style-type: none"> <li>• Ensure children know difference between an explanation and a non-chronological report.</li> <li>• Support children to research and collect sufficient information so that they have a good understanding of what they are explaining</li> <li>• Rehearse orally</li> <li>• Model grammatical features</li> </ul> <p><b>Biography (based on curriculum subject, eg life of a scientist)</b></p> <ul style="list-style-type: none"> <li>• Support children to research and collect sufficient information so that they have a good understanding of the life of the person they are writing about</li> </ul>

<ul style="list-style-type: none"> <li>• Details of early life</li> <li>• Details of achievements</li> <li>• Legacy</li> </ul> <p><b>Newspaper Report (Recount)</b> Structure often includes: Heading, byline, 5Ws introduction</p> <ul style="list-style-type: none"> <li>• orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)</li> <li>• an account of the events that took place, often in chronological order (The first person to arrive was ...)</li> <li>• some additional detail about each event (He was surprised to see me.)</li> <li>• reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs</li> <li>• Relative clauses</li> </ul> <p><b>Newspaper Report (Recount)</b> Use past and present tense throughout writing Use progressive forms of verbs Use conjunctions for coordination and subordination Use of noun phrases Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Inverted commas can be used to punctuate direct speech Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day) Use of the past perfect Modals can be used to indicate degrees of possibility Cohesion withing and between paragraphs</p>	<ul style="list-style-type: none"> <li>• Model grammatical features</li> </ul> <p><b>Newspaper Report (Recount)</b></p> <ul style="list-style-type: none"> <li>• Base report on a real event or event in class text.</li> <li>• Analyse features of news reports</li> <li>• Model grammatical features</li> <li>• Model each stage of writing process</li> <li>• Publish reports for display/present to class</li> </ul>
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## Year 6/Violet Class Writing Curriculum Map

### Y6 Writing End Points

**Skills: Punctuation and grammar**

- Use **hyphens** to clarify meaning and avoid ambiguity e.g. recover versus re-cover.
- use **semi colons** and **colons** to mark the boundary between independent clauses.
- **Bullet points** to list information
- use **ellipsis** effectively in writing
- Recognise the difference between **informal** and **formal** language e.g. find out – discover, ask for – request, go in – enter
- Recognise the difference between **informal** and **formal** language in writing e.g. **Informal question tags** – He’s your friend, isn’t he?
- Understand how words are related by meaning as **synonyms** and **antonyms**.
- Explain how the use of the **active** and **passive voice** affects the presentation of information in a sentence.

**To recognise and use the terms:** subject, object, active, passive, synonym, antonym, ellipsis, hyphen,

**Skills : sentence structure**

- To use a **wider range of cohesive devices** e.g. adverbials such as on the other hand, in contrast
- To have a thorough understanding of sentence structures.

**Sentence types: Secure use of complex sentences:** (Subordination) Main and subordinate clauses with full range of conjunctions.

**Active and passive verbs** to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom.

**Developed use of rhetorical questions for persuasion.**

**Expanded noun phrases to convey complicated information concisely** (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)

**Use different structures typical of informal speech and structures appropriate for formal speech and writing** (such as the use of question tags, e.g. He’s your friend, isn’t he?, or the use of the subjunctive in some very formal writing and speech) as in If I were you .



colon, semi-colon and bullet points.	
<b>Handwriting:</b> To write legibly, fluently and with increasing speed To recognise when to use an unjoined style	

**Statutory requirements:**

- Narratives including describing settings, characters, atmosphere and integrating dialogue (short story)
- Using further organisational and presentational devices to structure texts and to guide the reader e.g. headings, bullet points and underlining

Perform their own compositions

**Narrative writing in Y6**

Generic Text Features	Grammatical features	Planning and preparation
Narratives and retellings are written in first or third person. <ul style="list-style-type: none"> <li>• Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li> <li>• Narratives are told sequentially and nonsequentially (e.g. flashbacks) through the use of adverbials and prepositions.</li> <li>• Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language</li> <li>• Dialogue is used to convey characters' thoughts and to move the narrative forward.</li> </ul>	The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). <ul style="list-style-type: none"> <li>• Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ...</li> <li>• Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly).</li> <li>• Modals can be used to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able</li> </ul>	Read narrative texts that use the features required for the writing. <ul style="list-style-type: none"> <li>• Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.</li> <li>• Make plans that include key events, being sure that all the events lead towards the ending.</li> <li>• Plan a limited number of characters and describe a few key details that show something about their personalities.</li> <li>• Model all stages of writing process</li> </ul> Children to use CUPS and ARMS to edit and revise writing

	<p>to...</p> <ul style="list-style-type: none"> <li>• Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime...</li> <li>• Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in a playscript.</li> </ul> <p>Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close...</p> <ul style="list-style-type: none"> <li>• Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required.</li> </ul> <p>Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect.</p> <ul style="list-style-type: none"> <li>• Colons, semi-colons and dashes can be used to separate and link ideas.</li> </ul>	
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### Poetry Writing in Y6

Generic Text Features	Grammatical features	Planning and preparation
<p><b>Suitable poem structures:</b></p> <ul style="list-style-type: none"> <li>• Personification poem</li> <li>• Kennings</li> <li>• Black-out</li> <li>• Free verse</li> </ul>	<ul style="list-style-type: none"> <li>• Kennings structure</li> <li>• Similes</li> <li>• Metaphors</li> <li>• Figurative language</li> </ul> <p>Precise word choice</p>	<p>Read poems of similar structure</p> <p>Support children to collect vocabulary</p> <p>Model poem structure</p> <p>Perform poem to class/small group</p>

### Non-Fiction Writing in Y6

Generic Text Features	Grammatical features	Planning and preparation
<p><b>Discussion texts:</b></p> <p>The most common structure includes:</p> <ul style="list-style-type: none"> <li>• a statement of the issues involved and a preview of the main arguments;</li> </ul>	<p><b>Discussion Texts:</b></p> <p>Consistent use of present tense</p> <p>Use present perfect form of verbs</p> <p>Effective use of noun phrases</p>	<p><b>Discussion Texts:</b></p> <ul style="list-style-type: none"> <li>• Model writing introduction to show why you are debating the issue e.g. There is always a lot of disagreement about x and people's views</li> </ul>

<ul style="list-style-type: none"> <li>arguments for, with supporting evidence/examples;</li> <li>arguments against or alternative views, with supporting evidence/examples.</li> </ul> <p>Another common structure presents the arguments 'for' and 'against' alternatively. Discussion texts usually end with a summary and a statement of recommendation or conclusion.</p> <p><b>Explanation text (based on curriculum subject eg How Volcanoes work)</b></p> <ul style="list-style-type: none"> <li>A general statement to introduce the topic</li> </ul> <p>being explained. E.g. In the winter some animals hibernate.</p> <ul style="list-style-type: none"> <li>The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.</li> </ul> <p><b>Biography (based on curriculum subject, eg life of a scientist)</b></p> <ul style="list-style-type: none"> <li>General introduction</li> <li>Details of early life</li> <li>Details of achievements</li> <li>Legacy</li> </ul> <p><b>Newspaper Report (Recount)</b> Structure often includes: Heading, byline, 5Ws introduction</p> <ul style="list-style-type: none"> <li>orientation such as scene-setting or establishing context (It was the school</li> </ul>	<p>Use of paragraphs to organise ideas Use adverbials e.g. therefore, however...</p> <p>Heading and subheadings used to aid presentation Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials Make formal and informal vocabulary choices Use the passive voice to present points of view without Adapt degrees of formality and informality to suit the form of the discussion</p> <p>Use conditional forms such as the subjunctive form to hypothesise Make formal and informal vocabulary choices Use semi-colons, colons and dashes to make boundaries between clauses</p> <p><b>Explanation text (based on curriculum subject eg How Volcanoes work)</b></p> <ul style="list-style-type: none"> <li>Consistent use of present tense</li> <li>Questions can be used to form titles</li> <li>Question marks are used to denote questions (Y1)</li> <li>Use conjunctions e.g. so...because</li> <li>Express time, place and cause using conjunctions, adverbs, prepositions</li> <li>Headings and subheadings</li> <li>Paragraphs</li> <li>Fronted adverbials</li> <li><b>Indicate degrees of possibility using adverbs and modal verbs</b></li> <li><b>Use layout devices</b> to provide additional information and guide the reader</li> </ul> <p><b>Relative clauses</b> can be used to add further information <b>Parenthesis</b> can be used to add clarification of technical words</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials Make formal and informal vocabulary choices Use the passive voice to present points of view without Adapt degrees of formality and informality to suit the form of the discussion</p> <p>Make formal and informal vocabulary choices</p>	<p>vary a lot.</p> <ul style="list-style-type: none"> <li>Support children to show both/all sides of the argument fairly.</li> <li>Ensure children have enough reasons and evidence.</li> </ul> <p>Model grammatical features</p> <p><b>Explanation text (based on curriculum subject eg How Volcanoes work)</b></p> <ul style="list-style-type: none"> <li>Ensure children know difference between an explanation and a non-chronological report.</li> <li>Support children to research and collect sufficient information so that they have a good understanding of what they are explaining</li> <li>Rehearse orally</li> <li>Model grammatical features</li> </ul> <p><b>Biography (based on curriculum subject, eg life of a scientist)</b></p> <ul style="list-style-type: none"> <li>Support children to research and collect sufficient information so that they have a good understanding of the life of the person they are writing about</li> <li>Model grammatical features</li> </ul> <p><b>Newspaper Report (Recount)</b></p> <ul style="list-style-type: none"> <li>Base report on a real event or event in class text.</li> <li>Analyse features of news reports</li> <li>Model grammatical features</li> <li>Model each stage of writing process</li> </ul> <p>Publish reports for display/present to class</p>
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<p>holidays. I went to the park ...)</p> <ul style="list-style-type: none"> <li>• an account of the events that took place, often in chronological order (The first person to arrive was ...)</li> <li>• some additional detail about each event (He was surprised to see me.)</li> <li>• reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)</li> </ul>	<p>Use semi-colons, colons and dashes to mark boundaries between clauses</p> <p><b>Biography (based on curriculum subject, eg life of a scientist)</b></p> <ul style="list-style-type: none"> <li>• Past or present tense</li> <li>• Third person</li> <li>• Fronted adverbials</li> <li>• Subordinating conjunctions</li> <li>• Headings and subheadings</li> <li>• Paragraphs</li> <li>• Relative clauses</li> <li>• Use formal language</li> </ul> <p><b>Newspaper Report (Recount)</b></p> <p>Use past and present tense throughout writing</p> <p>Use progressive forms of verbs</p> <p>Use conjunctions for coordination and subordination</p> <p>Use of noun phrases</p> <p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p>Inverted commas can be used to punctuate direct speech</p> <p>Use of paragraphs to organise ideas</p> <p>Effective use of expanded noun phrases</p> <p>Fronted adverbials (e.g. Later that day)</p> <p>Use of the past perfect</p> <p>Modals can be used to indicate degrees of possibility</p> <p>Cohesion within and between paragraphs</p>	
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