

Coverage and genre	Key Performance Indicator	Performance Standard
<u>Nursery</u> Captions, labels, lists, retell stories, sentences about their own experience and sequencing.		40 - 60 Emerging: • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts.
<u>Reception</u> Own name, captions, labels, lists, simple sentences (sometimes with basic punctuation), retell stories, recount and sequencing, instructions.		ELG: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

<p><u>Year 1</u></p> <p>Revise reception text types.</p> <p>Sentences; dictionaries; recount; instructions, non-chronological reports; Narrative – traditional and fairy tales / fantasy worlds / familiar settings / range of cultures (beginning, middle and end). Poems; pattern and rhyme.</p> <p>NC 2014 – Programme of Study – Composition: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write sentences by: <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> </ul> </li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul> <ul style="list-style-type: none"> <li>• I need to convey information and ideas in simple non narrative forms.</li> <li>• I need to begin to sequence ideas/events in order.</li> <li>• I need to begin to use key features of narrative.</li> </ul>	<p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Writes sentences by:</p> <ol style="list-style-type: none"> <li>1. sequencing sentences to form short narratives;</li> <li>2. re-reading what has been written to check that it makes sense.</li> </ol> <p>Spells words containing each of the 40+ phonemes already taught</p> <p>Names the letters of the alphabet in order.</p> <p>Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p><b>Reference to the KPIs</b></p> <p>By the end of Y1 a child should be able to compose individual sentences orally and then write them down and be able to spell correctly many of the words covered in Y1 (see appendix 1 of the national curriculum document) as well as name the letters of the alphabet in order. A child is able to make phonically-plausible attempts to spell words that have not yet been learnt and can form individual letters correctly. A child can:</p> <ul style="list-style-type: none"> <li>• sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that have already been learnt;</li> <li>• read back words that have been spelt;</li> <li>• spell some words in a phonically plausible way, even if sometimes incorrectly;</li> <li>• write simple dictated sentences that include words taught so far;</li> <li>• demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and re-read to check that the meaning is clear; and</li> <li>• recognise sentence boundaries in spoken sentences and use the vocabulary listed in appendix 2 of the national curriculum document when writing is discussed.</li> </ul>
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<ul style="list-style-type: none"> <li>• I need to use formulaic phrases to open and close texts.</li> <li>• I need to use familiar plots for structuring the opening, middle and end of my stories.</li> <li>• I need to use appropriate, interesting and descriptive vocabulary.</li> <li>• I need to begin to add detail by describing things.</li> <li>• I need to punctuate simple sentences with capital letters and full stops and begin to use question marks and exclamation marks.</li> <li>• I need to use simple connectives to link ideas [e.g. and/ but/ so/ then].</li> <li>• I need to use a range of sentence openers e.g. First/ Next/ Then/ Finally/ Last/ Name/ The/ My/ I/ He/ She/ It/ They.</li> </ul>		<p>A child is able to form letters correctly and confidently.</p> <p>A child is beginning to use some of the distinctive features of standard English in their writing. 'Standard English' is defined in the glossary.</p>
<p><u>Year 2</u></p> <p>Revise text types from year 1.</p> <p>Instructions, explanations, non-chronological reports, narrative-setting and character descriptions, stories with familiar settings, traditional stories, stories by significant authors, different stories by the same author (beginning, middle and end), Poetry.</p> <p>NC 2014 - Programme of Study - Composition: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:</li> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> </ul>	<p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Develops positive attitudes towards, and stamina for, writing, by writing for different purposes.</p> <p>Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence.</p> <p>Makes simple additions, revisions and corrections to writing by:</p> <p>1. proof-reading to check for errors in spelling, grammar and punctuation;</p>	<p><b>Reference to the KPIs</b></p> <p>By the end of Y2 a child's motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• use more word-specific knowledge of spelling, including homophones, and is able to do this for both single-syllable and multi-syllabic words;</li> <li>• spell words in a phonically plausible way, even if sometimes incorrectly;</li> <li>• apply a knowledge of suffixes from their word reading to their spelling and also draw</li> </ul>

<ul style="list-style-type: none"> <li>- writing about real events</li> <li>- writing poetry</li> <li>- writing for different purposes <ul style="list-style-type: none"> <li>• consider what they are going to write before beginning by:</li> </ul> </li> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence <ul style="list-style-type: none"> <li>• make simple additions, revisions and corrections to their own writing by:</li> </ul> </li> <li>- evaluating their writing with the teacher and other pupils</li> <li>- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>• I need to write <b>at length</b> about real and fictional events.</li> <li>• I need to write in <b>different styles</b>.</li> <li>• I need to plan a piece of writing by talking about my ideas.</li> <li>• I need to <b>apply</b> my ideas by effectively</li> </ul>	<p>2. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; and</p> <p>3. learning new ways of spelling phonemes for which one or more spellings are already known; and learn some words with each spelling, including a few common homophones.</p> <p>Uses the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs.</p> <p>Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>Uses the correct choice and consistent use of present tense and past tense throughout a written piece.</p> <p>Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use commas to separate items in a list.</p>	<p>from and apply a growing knowledge of word and spelling structure, as well as a knowledge of root words;</p> <ul style="list-style-type: none"> <li>• explain how different types of writing, including narratives, are structured and apply this to their own and others' writing;</li> <li>• think aloud as they collect ideas, draft and re-read to check their meaning is clear;</li> <li>• play roles and improvise scenes in various settings; and</li> <li>• use vocabulary, grammar and punctuation concepts set out in appendix 2 of the national curriculum document and be able to apply them correctly to examples of real language, such as their own writing eg subordination and coordination.</li> </ul>
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<p>using a writing frame.</p> <ul style="list-style-type: none"> <li>• I need to use exciting vocabulary to <b>entertain</b> the reader.</li> <li>• I need to say a sentence in my head then write it down using the correct punctuation.</li> <li>• I need to read my work and check that it makes sense before showing my teacher.</li> <li>• I need to improve my work by using a polishing pen.</li> <li>• I need to read my work to a friend using a lively voice.</li> </ul>		
<p><u>Year 3</u></p> <p>Revise text types from year 2.</p> <p>Instructions; explanations; non-chronological reports; letters written for a range of purposes-<i>recount, explain, enquire, congratulate, complain</i>; setting and character descriptions; narrative- familiar settings, myths and legends, adventure and mystery, (opening, build up, dilemma, reaction, resolution). Poems - performance, shape poems / calligrams, language play; dialogue and plays.</p> <p>NC 2014 - Programme of Study - Composition: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and</li> </ul> </li> </ul>	<p>Organises paragraphs around a theme.</p> <p>In narratives, creates settings, characters and plot.</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel eg a rock, an open box.</p> <p>Expresses time, place and cause using conjunctions.</p> <p>Introduces inverted commas to punctuate direct speech.</p> <p>Uses headings and sub-headings to aid presentation.</p> <p>Uses the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'.</p>	<p><b>Reference to the KPIs</b></p> <p>By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document);</li> <li>• spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology;</li> <li>• monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels;</li> <li>• write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres; and</li> </ul>

<p>grammar</p> <ul style="list-style-type: none"> <li>- discussing and recording ideas</li> <li>• draft and write by:             <ul style="list-style-type: none"> <li>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>- organising paragraphs around a theme</li> <li>- in narratives, creating settings, characters and plot</li> <li>- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by:             <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>• proof-read for spelling and punctuation errors</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>• I need to effectively use different writing frames to match different genres to help me</li> </ul>		<ul style="list-style-type: none"> <li>• understand and apply the terminology and concepts set out in appendix 2 of the national curriculum document.</li> </ul> <p>A child understands and applies the concepts of word structure (see appendix 2 of the national curriculum document).</p> <p>A child is beginning to use joined handwriting throughout independent writing.</p> <p>A child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear.</p> <p>A child is beginning to understand how writing can be different from speech.</p>
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<p>plan quality writing across the curriculum.</p> <ul style="list-style-type: none"> <li>• I need to think aloud, exploring and collecting my ideas.</li> <li>• I need to draft and re-read my writing to check that it makes sense as I write (not waiting until the end).</li> <li>• I need to create and practise sentences in my head before I write them down using a capital letter and full stop.</li> <li>• My sentences are interesting, containing capital letters, full stops, commas for lists, exclamation marks, question marks all of the time.</li> <li>• I need to choose exciting words to make my writing entertaining and lively.</li> <li>• I need to use paragraphs to link themes and ideas.</li> <li>• In narratives, I need to create different settings, characters and plot.</li> <li>• I need to organise non-narrative writing that includes headings, sub-headings and bullet points.</li> <li>• I need to create and perform a play script based on a familiar story.</li> <li>• I need to use criteria to check, edit and improve my work or my friends'.</li> <li>• I need to be able to read aloud my writing to a group or the whole class using a clear, expressive voice.</li> </ul>		
<p><b>Year 4</b> Revise text types from year 3. Instructions, explanations, non-chronological reports-newspaper/magazine, persuasive writing-adverts, circulars, flyers, discussion-debates, narrative-setting and character</p>	<p>Organises paragraphs around a theme. In narratives, creates settings, characters and plot. Proof-reads for spelling and punctuation errors. Writes from memory simple sentences,</p>	<p><b>Reference to the KPIs</b> By the end of Y4 a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate. A child can: • spell most words taught so far accurately and</p>

<p>descriptions; stories with historical settings, stories set in imaginary worlds, stories from other cultures, stories which raise issues / dilemmas. (Opening, build up, dilemma, reaction, resolution). Poems. Playscripts.</p> <p>NC 2014 - Programme of Study - Composition: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>- organising paragraphs around a theme</li> <li>- in narratives, creating settings, characters and plot</li> <li>- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and</li> </ul> </li> </ul>	<p>dictated by the teacher, that include words and punctuation taught so far.</p> <p>Uses standard English forms for verb inflections instead of local spoken forms</p> <p>Uses fronted adverbials.</p> <p>Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Uses inverted commas and other punctuation to indicate direct speech.</p>	<p>be able to spell words that have not yet been taught by using what has been learnt about how spelling works in English;</p> <ul style="list-style-type: none"> <li>• place the apostrophe in words with regular plurals (eg girls', boys') and in words with irregular plurals (eg children's);</li> <li>• use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum document, and be able to apply them correctly to examples of real language such as their own writing;</li> <li>• recognise some of the differences between standard English and non- standard English;</li> <li>• use joined-up handwriting throughout all independent writing;</li> <li>• write for a range of real purposes and audiences as part of the work across the curriculum. These purposes and audiences should underpin decisions about the form the writing should take such as a narrative, an explanation or a description; and</li> <li>• adopt, create and sustain a range of roles.</li> </ul> <p>A child understands the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the</p>
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<p>others' writing and suggesting improvements</p> <ul style="list-style-type: none"> <li>- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>• I need to use, suggest and create my own writing frames according to various genres across the curriculum.</li> <li>• I need to think aloud, exploring and collecting my ideas.</li> <li>• I need to independently draft and re-read my writing checking that it makes sense as I write without being asked to do so by my teacher.</li> <li>• I need to make and practise sentences in my head before I write them down using a capital letter and full stop.</li> <li>• I need to write interesting sentences, using punctuation from Year Three in addition to writing dialogue accurately.</li> <li>• I need to start to use commas to mark clauses within my sentences.</li> <li>• I need to choose exciting vocabulary to achieve different effects, considering the purpose and audience.</li> <li>• I need to write in paragraphs independently to make sure that my writing is linked and it flows.</li> <li>• In narratives, I need to sustain a particular style linked to different settings, contrasting</li> </ul>		<p>writing develops.</p>
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<p>characters and plots.</p> <ul style="list-style-type: none"> <li>• I need to create and perform an original play script from different stimuli.</li> <li>• I need to identify and respond to improvements for my own and other's work using my own or a given criteria.</li> <li>• I need to confidently read aloud my own writing to different audiences using expression, intonation and control to entertain/interest my audience.</li> </ul>		
<p><u>Extension</u></p> <p>Revise text types from year 4.</p> <p>Instructions, explanations, non-chronological reports-newspaper/magazine, persuasive writing-adverts, circulars, flyers, leaflets, letters-to persuade, criticise, protest, support, object and complain, discussion-debates.</p> <p>Narrative-setting and character descriptions; fables/myths/legends/ stories by significant children's authors; stories from other cultures; older literature; (opening, build up, dilemma, reaction, resolution), poetry - narrative / classic poems, poetic style, performance poetry. Play-scripts, dramatic conventions.</p>		

	Instruction text	Recount text	Explanation text	Information text	Persuasion text	Discussion text
Examples	Recipe Instruction manual On arrival, sign the visitors' book and pick up your visitors' permit which must be displayed at all times ...	Autobiography Newspaper article I was always fascinated by watches when I was a child. One day, when no one was looking, ...	Encyclopaedia Science text book The reason why the Moon rises about 50 minutes later every night is because it is orbiting the Earth.	Dictionary Reference book Time and how to measure it is something that has fascinated human beings across the ages.	Advert Newspaper editorial Does your watch stop working just when you need it? Buy Perfectotime and never worry again.	Essay on causes of something There is still much debate about whether global warming exists and, if it does, how to prevent it.
Audience	Someone who wants to know how to do something	Someone who wants to know what happened	Someone who wants to understand a process	Someone who wants to know about something	Someone you are trying to influence	Someone who is interested in an issue
Purpose	To tell someone how to do something in as clear a way as possible	To retell a real event in an informative and imaginative way	To help someone understand a process or why something is	To present information in an unbiased way that is easy to understand	To promote a particular view in order to influence what people do or think	To present a reasoned and balanced view of an issue
Typical Structure	• Strict chronological order • Often in list form • Often uses diagrams	• Chronological order • Paragraphs often begin with a topic sentence	• Series of logical (often chronological) explanatory steps • Paragraphs often begin with a topic sentence	• Logical order • Paragraphs often begin with a topic sentence • Often organised into categories with subheadings	• Logical (in this case emotive) order • A series of points building one viewpoint • Paragraphs often begin with a topic sentence	• Logical order with intro and conclusion • Sometimes a series of contrasting points • Paragraphs often begin with a topic sentence
Typical language features	• Simple, clear, formal English • Imperative verbs • Time connectives or numbers for coherence	• 1st or 3rd person - if 1st, then personal • Past tense • Time connectives and sentence starters for coherence • Specific and descriptive - often in style of info or explanation • Speech	• Formal and impersonal • Present tense • Causal connectives and sentence starters for coherence • Generalisation • Detail where necessary - often includes information • Technical vocabulary	• Formal and impersonal • Present tense • Generalisation • Detail where necessary - often includes some explanation • Technical vocabulary • Varied connectives and sentence starters for coherence	• Personal and direct • Emotive and often deceptive language • Emotive connectives and sentence starters for coherence	• Formal and impersonal • Varied connectives and sentence starters for coherence often emphasising contrast or causal connections • Use of Point: evidence: comment to exemplify key points • Quotations

The key typical ingredients of non-fiction text types (Note most text is hybrid and includes elements of other text types)

### Phrase bank - Connectives and Sentence signposts signalling

Generalisation: > Usually, ... > Typically, ... > a few ... > some ... > most ... > like most ... > occasionally, ... > The main features ... > The majority ... > Many ... > All ...

Introduction: > Why is ...? > Have you ever ...? > Everybody has heard of ... > Read on, and follow these ...

Time: > First, ... > Next, ... > After that, ... > A few days later, ... > From that point on, ... > Later on, ... > Eventually, ...

Ending: > In conclusion, ... > Did you know ...? > In the end, ... > Finally, ... > Warning! > The most amazing/interesting thing ...

#### Comparison:

- For similarities > Equally, ... > Similarly, ... > Just as ... > In the same way, ...

- For differences > In contrast, ... > Compared with ... > ... is different from ... > Whereas ...

Emphasis: > Most of all, ... > Least of all, ... > Most importantly, ... > In fact, ...

Addition: > Furthermore, ... > Additionally, ... > In addition, ... > Moreover, ... > Also, ... > Another thing you can do ...

Links: > who > which > that

Examples: > For example, ... > For instance, ...

Change of direction: > But ... > However, ... > Although, ... > On the other hand, ... > Unfortunately, ... > Fortunately, ... > Despite ...

Cause and effect: > Because ... > This causes ... > So ... > So that ... > Therefore, ... > Owing to ...

Uncertainty: > It is possible that ... > It has been suggested ... > It could be argued that ... > Perhaps the answer is ... > Another possible explanation is ... > One suggestion is ... > Perhaps ... > Whether or not ...

Evaluation: > It would have been better if ... > It could be improved by ... > If I were to ... > On reflection, ... > The most effective ... > The least effective ... > The part I like best/least ... > The thing I would change ...

## Cross-curricular writing themes [extended writing]

Half term Topic is the *context* to apply writing genre that has been taught and practised during English lessons.

Start with a book that supports English Learning focus/ genre and is linked to Topic.

### EYFS

- Non-fiction: writing about...to include labels and simple captions [boats/ homes (animal and human) - related to Topic]
- Non-fiction: facts [Ourselves, my family, Polar Bears, Tigers, Seaton Delaval, The Three Little Pigs houses - related to Topic]
- Non-fiction: describe [how something is made, The Three Little Pigs houses]
- Narrative/ recount: describe a journey or an event [The Train Ride]
- Adventure narrative or recount [Goldilocks and the Three Bears]

### Year 1

- Order events/ simple diaries/ characters feelings [The Very Hungry Caterpillar (days of the week), grow own plant and record]
- Openings to stories/ own adventure story [imitate/ innovate e.g. Funnybones series]
- Owl who was afraid of the Dark... This is the Bear and the Scary Night: recount/ narrative [imitate then innovate]
- Traditional Tales...
- Fantasy adventures [and non-fiction]: castles [settings, events, descriptions]
- Geography - [somewhere abroad]: postcards, letters
- Fireworks: shape poetry

### Year 2

- Retell & rewrite a story [known, part of series by same author, on the same theme]
- The Great Fire of London: diaries; fire poetry
- Non-chronological report: Charlie and the Chocolate Factory - design and make own sweets, present under headings
- Encyclopaedia Britannica: description of how animals are suited to their habitat, or historical figure focus with facts
- Instructions: [Food Technology or IT - how to make something or how to save a document]
- Character descriptions: e.g. Horrid Henry series, Diary of a Wimpy Kid, etc.
- Description of relationship to special people

Year 3

- Adventure stories: [The Iron Man or The Hobbit] Character studies; Comparison of story plots; Story starters; settings
- Stories with familiar settings: Evaluating story introductions; Planning a and writing a story
- Report writing: [The Hobbit - Fact files on dragons] Identified features of reports; Text marking- facts from non-fiction; Writing an extended report; Labelled diagrams, blurbs, glossary
- Instruction writing: Note taking; Using notes to produce a set of instructions; give a format to follow; a choice on how to present
- Writing from RE/ PSHE&C: [refugee texts - The Colour of Home; Gervelie's Journey]
- Emotions graph; Timeline of events; Writing a first person recount from a specific point of view [Christmas or Easter or other theme]
- Egyptians or Romans: Planning and writing a series of persuasive formal letters; Informal letter writing; diary writing

Year 4

- Angel Boy [NGfL]: Continuation of the story in the style of author; Writing in role of character; Describe Angel Boy's experiences, use of senses; An Angel Remembers poetry [An Elephant Remembers - Theresa Heine]
- Anglo Saxons: [Beowulf - Michael Morpurgo] Analyse descriptions of characters within text- look at writers use of adjectives to describe Grendel; Children write newspaper reports from Heorot; Children write Beowulf diaries
- Settings and characters: [Harry Potter] Harry Potter diaries; Writing in role; Persuasive writing (houses); Advertisements for Diagon Alley shops
- Greeks: [Battle of Troy] Imagine and describe Troy; creative story writing [Achilles]; Poetry - [First Blood]
- Midnight Fox: [plants and animal habitats] Letters to Petie Burkis; Fox Spotter notebooks; Fox Factfile
- Geography: [e.g. India - Order the journey of tea/ facts about tea production and journey; link to RE Hinduism]; This is indeed India poetry/ This is indeed Scotland
- Film narrative: [The Piano] Piano memories; 'I remember'; Creative writing, flash back stories; "Nightmare before Christmas" by Tim Burton

### **Seaside Rescue**

Letters to describe the environment.

Non-chronological report about lifeboats and the RNLI.

Narrative: settings at a coastal environment.

Persuasive posters informing people of the work of the RNLI.

Coastal erosion fact files.

News report about the sinking of the Forfarshire.

### **Fair Trade**

Stories.

Plays.

Instructions.

Recounts.

Persuasive writing.

Explanations.

Non-chronological reports.

### **Tomb Raiders**

Newspaper articles.

Persuasive writing - for and against raiding tombs.

Reports.

Narrative - use settings.

Explanations - Ancient Egyptians and their statues/ symbols and burial customs; explore and explain other religions.

Instructions - mummification.

### **The Jurassic Forest**

Stories.

Plays.

Instructions.

Recounts.

Persuasive writing.

Explanations.

Non-chronological reports.

[Create adverts. Explore and explain why dinosaurs became extinct, how they lived. Persuasive writing - endangered species today and why, what can we do?

Narrative - fantasy setting.]

### **The Banquet**

Stories.

Plays.

Instructions.

Recounts.

Persuasive writing.

Explanations.

Non-chronological reports.

### **Writing CHALLENGES**

KS1



Around our school - design an oasis for the school grounds - write letter to Governors asking for money and why; plan and label drawing of oasis; write instructions. Write brochure/ booklet about SDFS [plans, attractive features, interviews with pupils/ staff, info about school].

The Seaside - write brochure/ booklet to convince people to visit SD; generate posters for SD; report about SD; letters/ envelopes/ postcards. Write a song/ chant/ poem about weather.

Reflections - organise and present info [non-chronological report] about life in 1970's. Poem - celebrate how we are all different and special.

Changes - traditional tale [Ugly Duckling - rewrite and change/ imitate and innovate]. Write precise instructions on how to make something [food - changes with measurements, very detailed, etc]. Use ICT to retell a narrative in visual form.

Ourselves - make a booklet about your life so far [plan questions to ask parents, photos in chronological order with captions, write headings for sections of book].

Celebrations - design and make a card [birthday, Valentines, Christmas, etc] and write a verse.

Our Locality - same as Seaside; write a ghost story set in SDFS.

The World Around Us - write weather reports/ record info on charts, etc. Class book - to send to a school in another country. Write a song/ chant/ poem about weather.

KS2

Write song/ rap/ chant about school and school life.

Prepare a website to introduce school and class to another school.

English Curriculum Map/ AT + OWF/ May 2015.

Animal Kingdom - Design a quiz based on habitats and habits of one species of wild animals. Investigate a species of endangered animals or natural event that puts animals under threat [ice melting, rainforest] - plan and write a campaign. Write newspaper reports on environmental issues.

Tudor Times - write a persuasive letter from one of Henry's wives; a design plan of Tudor house with annotated features and suggested materials. Study a famous explorer, write a letter to Queen Elizabeth 1 telling about journey, discovery, things found/ seen - diary account.

Change - set up employment agency - how are jobs advertised and write job adverts, generate questions to ask applicants for jobs, write applications for jobs. Bonfire Night - history of fireworks - play for history of Bonfire story, instructions for safe lighting, poster to advertise firework safety.

Dreams - story about going back in time to WW2; a script for the main character, narrator, and other characters you meet; news bulletin about life during the war and how life has changed in England. Write newspaper report about event during WW or and design front page of newspaper in the style of WW2.

Water - produce booklet/ web page on life and conditions beside s world famous river or canal -report on historical aspect, report on life past/ present, info on climate/ location/ population/ etc, key features.

Planet Earth - fantasy story about landing on the moon [setting, description, etc]; research and news report about space exploration and travel/ 1<sup>st</sup> landing on moon; plan and design a lunar landing craft - research information, justify choices and present structured work; PowerPoint about an aspect of space discovery/ literature/ solar system/ astrology/ horoscopes. Devise and use a questionnaire to assess how GREEN SDFS is; persuasive letter to ask Governors to make changes to be greener.

Contrasting UK Locality - plan a trip and write a letter persuading teacher to take your advice. A poem/ chant/ rap about how good SD is.

The Caribbean - open a travel agency, research and design/ write brochures; generate location maps with details, island maps, travel information, seasonal weather information, holiday attractions of different types, ways of life for islanders, cultural details [music, art, customs, life styles, etc], flora/ fauna. Investigate the history of slavery - persuasive writing against, why it was wrong, newspaper article condemning any form of discrimination/ prejudice/ removal of human rights by force by others.

The Greeks - plan an Olympic event, prepare info for athletes visiting SDFS/ SD. Prepare poster to advertise/ newspaper advert advertising events.

Elements - write an instructional text about how to make a kite. Science investigation - states of matter: reversible/ irreversible [instructional text]. Write a poem about self.

1960's - choose a famous person [John Lennon - pick 4 to 6 aspects of his life, research, write a play script].